



The Royal  
Australian &  
New Zealand  
College of  
Psychiatrists



# Certificate of Advanced Training in Adult Psychiatry

GUIDELINE

Adult Psychiatry Syllabus

Version 1.0  
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## Preface

This guideline is not aiming to be exhaustive or prescriptive, but rather integrates the Advanced Training in Adult Psychiatry Curriculum and the Learning Outcomes as a source of ideas for those planning sessions in their Stage 3 Adult and/or Generalist teaching programmes.

## Medical expert

Attitude/Knowledge/Skill	Advanced Training in Adult Psychiatry Curriculum (Syllabus ideas and/or self-directed learning projects for ST 3 trainees)	Other topics relevant to the Medical Expert role (Including collated topics from the NZ programmes, and the ST1 & ST2 Syllabuses at a senior level)
<b>Epidemiology of mental illnesses and disorders in adults</b>	<ul style="list-style-type: none"> <li>Local epidemiology in own nation/mental health service</li> <li>Changing epidemiology and the causes of this</li> <li>Epidemiology and Service Planning</li> </ul>	<ul style="list-style-type: none"> <li>See "Updates on Disorders" below</li> </ul>
<b>Impact of mental illnesses and disorders in adults and on the broader community</b>	<ul style="list-style-type: none"> <li>Recovery Model vs Disability Support (realities &amp; controversies)</li> <li>Carer issues and supports/organisations</li> <li>Impact of mental disorders on patients' children</li> <li>Impact of Depression (DALYs etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Rehabilitation; research, principles, models and systems *</li> <li>Working with Complex Patients, Treatment Refractory Disorders**</li> <li>Ethical complexities in complex cases</li> <li>First Presentations **</li> </ul>
<b>Impact of co-morbidity on adults suffering from mental illnesses and disorders</b>	<ul style="list-style-type: none"> <li>Local epidemiology of addiction co-morbidity and services for co-morbid drug and alcohol problems</li> <li>Substance-induced psychoses</li> <li>Co-morbid gambling disorder complicating care</li> <li>Co-morbid intellectual disability and services*</li> </ul>	<ul style="list-style-type: none"> <li>Physical Co-morbidity **</li> <li>Addiction Psychiatry</li> </ul>
<b>Expectations, needs and challenges faced from late adolescence to early old age</b>	<ul style="list-style-type: none"> <li>Biological developmental issues in adults, e.g. adolescent onset of disorders, mid-life physical changes, early old age changes</li> <li>Psychological developmental issues in adults; adolescence and identity, mid-life crises, grief and loss, coping with aging</li> <li>Socio-Cultural developmental issues in adults – individuality vs community, immigration, cultural identity including gender identity, cultural issues in families, disability and social role</li> <li>Eriksonian life stages explored more fully in a psychodynamic model; challenges and pitfalls at each stage</li> </ul>	<ul style="list-style-type: none"> <li>Psychology topics updates</li> <li>Lifestyle and Outcomes</li> <li>Psychosexual Mental Health; Presentations and Issues</li> <li>Sociology and Anthropology in relation to psychiatry</li> </ul>
<b>Importance of mental health promotion and prevention within the adult population</b>	<ul style="list-style-type: none"> <li>Local programs &amp; policies for M.H. prevention and promotion</li> <li>Stigma; means to reduce stigma, cultural issues</li> <li>Early Intervention Programmes</li> <li>Suicide prevention; research, policies and programmes</li> </ul>	

<b>Attitude/Knowledge/Skill</b>	<b>Advanced Training in Adult Psychiatry Curriculum</b> (Syllabus ideas and/or self-directed learning projects for ST 3 trainees)	<b>Other topics relevant to the Medical Expert role</b> (Including collated topics from the NZ programmes, and the ST1 & ST2 Syllabuses at a senior level)
<p><b>Additional topics from the ST1 and ST2 Syllabuses and the ST3 ITA Learning Objectives</b></p>	<p><b>Subspecialty Areas of Adult Psychiatry</b></p> <ul style="list-style-type: none"> <li>• Neuropsychiatry and Acquired Brain Injury*</li> <li>• Cultural Psychiatry*</li> <li>• Perinatal Psychiatry*</li> <li>• Indigenous Mental Health*</li> <li>• Rural psychiatry*</li> <li>• Eating Disorders *</li> <li>• The CL interface; Grief and Loss, Somatisation, Pain</li> <li>• Military Psychiatry</li> </ul> <p><b>Updates on Disorders</b></p> <ul style="list-style-type: none"> <li>• Psychotic disorders</li> <li>• Mood Disorders</li> <li>• Anxiety Disorders</li> <li>• PTSD and stress-related disorders</li> <li>• Adult ADHD</li> <li>• Adult Autistic Spectrum Disorders</li> <li>• Personality Disorders</li> </ul> <p><b>Honing Core Clinical Skills, e.g. for College Assessments</b></p> <ul style="list-style-type: none"> <li>• OSCE preparation and practices</li> <li>• Formulation practices</li> <li>• The Psychodynamic Formulation</li> <li>• Psychotherapy Written Case workshops</li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Risk Assessment at a senior level</li> <li>• In-depth reading on phenomenology and the latest research (e.g. memory, pseudo-hallucinations, other complex topics)</li> <li>• Cognitive Testing in more depth</li> <li>• Neurology Examination and investigations</li> <li>• Cost-effectiveness of initial and monitoring investigations</li> <li>• Neuroradiology Update</li> </ul> <p><b>Treatments</b></p> <ul style="list-style-type: none"> <li>• Local "best practice" and evidence-based treatment policies and protocols; how effective are they? Barriers to implementation</li> <li>• Maudsley Guidelines on prescribing psychotropics</li> <li>• ECT, TMS and other Physical Treatments</li> <li>• More in depth study &amp; training in psychotherapy, e.g. <ul style="list-style-type: none"> <li>○ Psychotherapy Group Supervision</li> <li>○ Integrating psychotherapy skills into clinical work</li> <li>○ Mindfulness training</li> <li>○ DBT Skills training</li> <li>○ CBT for psychosis</li> </ul> </li> </ul> <p><b>Medico legal and Forensic issues</b></p> <ul style="list-style-type: none"> <li>• Medico-legal Report writing (guardianship and capacity Assessment, advance directives,)*</li> <li>• Expert Opinion*</li> <li>• Mental Health Act (at a senior level)*</li> <li>• Forensic interface with Adult Services</li> <li>• Forensic Update, e.g. Stalking, Arson, Psychopathy etc.</li> </ul> <p><b>Society and Psychiatry</b></p> <ul style="list-style-type: none"> <li>• History of Psychiatry</li> <li>• The Anti-Psychiatry movement</li> <li>• Philosophy and Psychiatry</li> <li>• Psychiatry and Spirituality</li> <li>• Psychiatry in Popular Culture</li> </ul>

## Communicator

<b>Attitude/Knowledge/Skill</b>	<b>Advanced Training in Adult Psychiatry Curriculum</b> <i>(Syllabus ideas and/or self-directed learning projects for ST 3 trainees)</i>	<b>Other topics relevant to the Communicator role</b> <i>(Including collated topics from the NZ programmes, and the ST1 &amp; ST2 Syllabuses at a senior level)</i>
<b>Maximizing consumer participation in decisions</b>	<ul style="list-style-type: none"> <li>• Research on improving Engagement</li> <li>• Psychoeducation. Are we understood? How to improve this?</li> <li>• Cultural issues in psychoeducation with patients</li> </ul>	<ul style="list-style-type: none"> <li>• Skill in using telehealth systems to increase access and communication*</li> </ul>
<b>Communication and education for clients and families</b>	<ul style="list-style-type: none"> <li>• Collaboration with families &amp; carers in the Recovery model</li> <li>• Psychoeducation with families/carers; what works?</li> <li>• Cultural issues in psychoeducation with families/carers</li> <li>• Practical family therapy for serious mental disorder – communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Further development of communication skills such as breaking bad news</li> </ul>
<b>Consistent, effective communication among professionals and/or teams</b>	<ul style="list-style-type: none"> <li>• Dynamics and communication within teams</li> <li>• Conflict resolution within teams</li> <li>• Effective communication skills; latest research</li> <li>• Verbal presentation skills; case presentations and educational or clinical presentations (e.g. how to avoid death by PowerPoint)</li> </ul>	<ul style="list-style-type: none"> <li>• A module on communication and teamwork <a href="https://www.ncbi.nlm.nih.gov/books/NBK2637/">https://www.ncbi.nlm.nih.gov/books/NBK2637/</a></li> <li>• Participation in local academic sessions; practicing presentation skills at               <ul style="list-style-type: none"> <li>○ Grand Rounds</li> <li>○ Complex Case discussions</li> <li>○ Journal Clubs</li> <li>○ EBM presentations</li> </ul> </li> <li>• Presenting EPAs</li> <li>• Do additional OCAs to hone presentation skills</li> <li>• Workshopping OCA skills at a senior level (in a post-OCI world)</li> </ul>
<b>Additional topics from the ST1 and ST2 Syllabuses and the ST3 ITA Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Working with interpreters; different cultures, migrants, and the deaf community*</li> <li>• Working with specific local cultural groups; input from local cultural advisors regarding communication</li> <li>• Professional letters and reports; how to improve communication with GPs and referrers</li> <li>• Medical writing; being clear and concise</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting at and participating in Peer Review groups</li> </ul>

## Collaborator

Attitude/Knowledge/Skill	Advanced Training in Adult Psychiatry Curriculum (Syllabus ideas and/or self-directed learning projects for ST 3 trainees)	Other topics relevant to the Collaborator role (Including collated topics from the NZ programmes, and the ST1 & ST2 Syllabuses at a senior level)
<b>Effective collaboration with patients and carers</b>	<ul style="list-style-type: none"> <li>• Family interventions in adults with mental disorders; what's been shown to work and what's locally available?</li> <li>• Engagement; research on improving it</li> <li>• Adherence; research on improving this via collaboration</li> <li>• Collaboration with patients and carers in the Recovery model</li> <li>• Running Family Meetings **</li> </ul>	
<b>Achieving goals within MDT settings:</b> <ul style="list-style-type: none"> <li>• Treatment goals</li> <li>• Research goals</li> <li>• Educational goals</li> <li>• QI goals</li> </ul>	<ul style="list-style-type: none"> <li>• Effective team collaboration and systems for patient care</li> <li>• In-service and team education; latest evidence and how to collaborate to effect changes in practices</li> <li>• Research projects in a MDT setting</li> <li>• Audits and Quality cycles within teams</li> </ul>	<ul style="list-style-type: none"> <li>• A module on professionalism and teamwork <a href="https://www.cmpa-acpm.ca/-/respect-and-understanding-how-professionalism-affects-teamwork">https://www.cmpa-acpm.ca/-/respect-and-understanding-how-professionalism-affects-teamwork</a></li> </ul>
<b>Wider Collaboration</b>	<ul style="list-style-type: none"> <li>• Primary Care liaison; research, local services, integration</li> <li>• Linking up services for the Adult population – how well is this achieved in local mental health services? How could it be improved? (e.g. assessment teams, intensive community teams, home-based treatment teams, subspecialty teams like Perinatal, Learning Disability, Eating Disorders, etc.)</li> <li>• Collaboration with the Police</li> <li>• Collaboration with agencies (social services, child welfare, etc.)</li> <li>• Collaboration with local NGOs</li> </ul>	
<b>Additional topics from the ST1 and ST2 Syllabuses and the ST3 ITA Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Facilitation and conflict resolution – theory and practice to promote collaboration and teamwork</li> <li>• Integrating all the aspects of a treatment plan, including the patient, carers, multiple staff or teams, different agencies</li> </ul>	

## Manager

Attitude/Knowledge/Skill	Advanced Training in Adult Psychiatry Curriculum (Syllabus ideas and/or self-directed learning projects for ST 3 trainees)	Other topics relevant to the Manager role (Including collated topics from the NZ programmes, and the ST1 & ST2 Syllabuses at a senior level)
<b>Leadership &amp; management in MDTs</b>	<ul style="list-style-type: none"> <li>• Effective clinical leadership; literature review</li> <li>• Principles of clinical leadership and management</li> <li>• Team leadership; what works and what doesn't</li> <li>• Complaints and Major Incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Leadership **</li> <li>• MDT Leadership; Teams and Meetings **</li> <li>• Managing Conflict **</li> <li>• Critical Incidents; leadership role**</li> </ul>
<b>National and local service planning &amp; funding of mental health services for adults</b>	<ul style="list-style-type: none"> <li>• Epidemiology-based Service Planning</li> <li>• Prioritising and allocating resources</li> <li>• Predicting future need and planning for this</li> <li>• National and local mental health policies and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• National Policy / National Mental Health Strategy</li> <li>• Health Economics</li> <li>• Relevant organisations in NZ, e.g. Health &amp; Disability Commission, HWNZ, Te Pou or Indigenous policy framework</li> <li>• Relevant federal/local state organisations in Australia – NDIS, etc.</li> </ul>
<b>Opportunities and challenges within management roles for clinicians</b>	<ul style="list-style-type: none"> <li>• How does the local mental health system work? Who's who in the leadership roles?</li> <li>• Interview local clinicians in senior management roles and write a report; what are the positives? What are the challenges?</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership &amp; Management ** – Participation as required in management groups or planning projects</li> </ul>
<b>Funding models and Population-based approaches for mental health from more than one frame of reference. Structure, financing and function of the health care system</b>	<ul style="list-style-type: none"> <li>• What's the local/national funding model? Is it working or are there problems?</li> <li>• Investigate funding models in other countries – positives? Problems?</li> <li>• Read about Utilitarianism; what defines the "greatest good"? What does "good" even mean and how do we measure it? Who are the "greatest number"? Who gets left out of this equation? Social and cultural equity</li> <li>• Services for vulnerable or disenfranchised populations.</li> </ul>	<ul style="list-style-type: none"> <li>• Service Planning and Service Models</li> <li>• Chaos and Complexity in Organisations (theory about structures and cultures within large organisations)</li> <li>• Organisational Cultures</li> </ul>
<b>Organisational change theory applied to adult mental health services</b>	<ul style="list-style-type: none"> <li>• Read about organisational change theory</li> <li>• Look into how a major change was implemented locally for a service or team; how did it go? What were the positives and the barriers or problems?</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a Business Case</li> <li>• Managing Change **</li> </ul>



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<b>Quality Improvement in adult mental health services</b>	<ul style="list-style-type: none"> <li>• Quality Cycles / Quality improvement projects</li> <li>• Effective Clinical Governance programs</li> <li>• Read up on how to do effective audits</li> <li>• Do at least 1 audit, through at least 1 full quality cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement science training</li> <li>• Outcome Measures</li> </ul>
<b>The management of career transitions and the stresses inherent in undertaking management and leadership roles for psychiatrists.</b>	<ul style="list-style-type: none"> <li>• Discussion session facilitated by a psychiatrist in private practice</li> <li>• Discussion session facilitated by an early-career psychiatrist</li> <li>• Discussion session facilitated by a Clinical Director</li> </ul>	<ul style="list-style-type: none"> <li>• Role of a Psychiatrist; Public, Private, Academic, Administrative Roles, etc.</li> <li>• Transition to Consultancy/early career experience</li> <li>• Getting the job you want. Interview skills, job hunting and polishing a CV</li> <li>• The role of Human Resource Departments</li> </ul>
<b>Additional topics from the ST1 and ST2 Syllabuses and the ST3 ITA Learning Objectives</b>		<ul style="list-style-type: none"> <li>• Knowledge of required administrative tasks within the health-care system, e.g. legislative and regulatory requirements</li> <li>• Knowledge of local service policies</li> </ul>

## Health Advocate

<b>Attitude/Knowledge/Skill</b>	<b>Advanced Training in Adult Psychiatry Curriculum</b> (Syllabus ideas and/or self-directed learning projects for ST 3 trainees)	<b>Other topics relevant to the Health Advocate role</b> (Including collated topics from the NZ programmes, and the ST1 & ST2 Syllabuses at a senior level)
<b>The multiple bio-psycho-social and cultural determinants of health in the adult population suffering from mental illness and mental health disorder</b>	<ul style="list-style-type: none"> <li>• Understanding the causes and effects of disparities, stigma and inequalities in access, care and follow-up</li> <li>• Understanding the causes of vulnerability and how to improve resilience</li> <li>• Prevention in the mental health field <ul style="list-style-type: none"> <li>○ primary</li> <li>○ secondary</li> <li>○ tertiary</li> </ul> </li> </ul>	
<b>Public mental health policy, how policy is developed; current policies that affect mental health either positively or negatively and how policy can be changed as a result of actions by Specialists in Adult Psychiatry.</b>	<ul style="list-style-type: none"> <li>• How public mental health policy and resourcing contributes to disparities, stigma and inequalities in access, care and follow-up</li> <li>• How public mental health policy and resourcing attempts to address disparities, stigma and inequalities in access, care and follow-up, and whether this is effective</li> <li>• The role of psychiatrists in the above.</li> </ul>	<ul style="list-style-type: none"> <li>• Public Health / Prevention and Promotion</li> </ul>

<b>Attitude/Knowledge/Skill</b>	<b>Advanced Training in Adult Psychiatry Curriculum</b> <i>(Syllabus ideas and/or self-directed learning projects for ST 3 trainees)</i>	<b>Other topics relevant to the Health Advocate role</b> <i>(Including collated topics from the NZ programmes, and the ST1 &amp; ST2 Syllabuses at a senior level)</i>
<b>Additional topics from the ST1 and ST2 Syllabuses and the ST3 ITA Learning Objectives</b>		<ul style="list-style-type: none"> <li>• Health advocacy in ordinary clinical work as part of a psychiatrist's role</li> <li>• Patient advocacy; what organisations exist locally? Talk to patient advocates about their role</li> <li>• Visit NGOs locally that provide advocacy for patients and carers</li> <li>• Giving talks about aspects of psychiatry to improve public awareness (to GPs, to schools, etc.)</li> </ul>

## Scholar

<b>Attitude/Knowledge/Skill</b>	<b>Advanced Training in Adult Psychiatry Curriculum</b> <i>(Syllabus ideas and/or self-directed learning projects for ST 3 trainees)</i>	<b>Other topics relevant to the Scholar role</b> <i>(Including collated topics from the NZ programmes, and the ST1 &amp; ST2 Syllabuses at a senior level)</i>
<b>The principles of adult education and their relevance to continuing medical education and the education of themselves and other health care professionals.</b>	<ul style="list-style-type: none"> <li>• Adult learning; principles, methods, research into what works</li> <li>• Continuing Education and an understanding of the RANZCP CPD program.</li> <li>• Educating other professionals; In-service sessions, running workshops, teaching mixed groups (professions &amp; seniority)</li> </ul>	
<b>Research and the principles of medical informatics and accessing evidence so as to optimise care of people with mental health problems and mental illness</b>	<ul style="list-style-type: none"> <li>• Effective and comprehensive literature searches</li> <li>• Workshops on Scholarly Project skills</li> <li>• How to write papers for submission to journals</li> </ul>	<ul style="list-style-type: none"> <li>• Role of Ethics Committees</li> <li>• Types of Research; knowledge about these, and projects, e.g. SPs <ul style="list-style-type: none"> <li>○ Audits</li> <li>○ Designing clinical trials</li> <li>○ Qualitative Studies</li> </ul> </li> </ul>
<b>The strengths and weaknesses of the current evidence base within adult psychiatry.</b>	<ul style="list-style-type: none"> <li>• Evidence based psychiatry <ul style="list-style-type: none"> <li>○ Epidemiology</li> <li>○ Aetiology</li> <li>○ Research instruments and rating scales</li> <li>○ Treatments</li> <li>○ Prognosis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Critical Analysis skills</li> </ul>

Attitude/Knowledge/Skill	Advanced Training in Adult Psychiatry Curriculum (Syllabus ideas and/or self-directed learning projects for ST 3 trainees)	Other topics relevant to the Scholar role (Including collated topics from the NZ programmes, and the ST1 & ST2 Syllabuses at a senior level)
<b>Additional topics from the ST1 and ST2 Syllabuses and the ST3 ITA Learning Objectives</b>		<ul style="list-style-type: none"> <li>• Teaching skills overview*</li> <li>• Writing Lesson Plans*</li> <li>• Teaching medical undergraduates*</li> <li>• Active teaching and learning</li> <li>• Continuing Professional Development – life-long learning</li> </ul>

## Professional

Attitude/Knowledge/Skill	Advanced Training in Adult Psychiatry Curriculum (Syllabus ideas and/or self-directed learning projects for ST 3 trainees)	Other topics relevant to the Professional role (Including collated topics from the NZ programmes, and the ST1 & ST2 Syllabuses at a senior level)
<b>The professional, legal and ethical codes by which they are bound.</b>	<ul style="list-style-type: none"> <li>• Review the <a href="#">RANZCP Code of Ethics and other ethical guidelines</a></li> <li>• Read the <a href="#">WPA ethical guidelines</a></li> <li>• Impaired Colleagues</li> <li>• The importance of professional boundaries and how to recognise and avoid boundary violations</li> </ul>	<p><b>Ethical Issues</b></p> <ul style="list-style-type: none"> <li>○ Discussing cases Featuring ethical issues</li> <li>○ The ethics of Models of Care</li> <li>○ Relationship with Big Pharm</li> <li>○ Issues such as covert Medication</li> </ul> <p><b>Boundaries</b></p> <ul style="list-style-type: none"> <li>○ A self assessment tool (aimed at GPs) that asks questions about whether boundaries may be at-risk in a patient relationship: <a href="http://www.cpso.on.ca/CPSO/media/images/Maintaining-Boundaries.pdf">http://www.cpso.on.ca/CPSO/media/images/Maintaining-Boundaries.pdf</a></li> <li>○ An article about boundaries, co-authored by Glen Gabbard <a href="https://professionalboundaries.com/downloads/rx21/Professional%20Boundaries.pdf">https://professionalboundaries.com/downloads/rx21/Professional%20Boundaries.pdf</a></li> <li>○ A CPD module available on the RANZCP website about boundaries <a href="https://learnit.ranzcp.org/User/Course/Details/681">https://learnit.ranzcp.org/User/Course/Details/681</a></li> </ul>
<b>The importance of balancing personal and professional roles and responsibilities.</b>	<ul style="list-style-type: none"> <li>• Self-Care; balancing personal and professional priorities</li> <li>• Reflective Practice</li> <li>• Using and providing constructive feedback</li> <li>• Recognising burnout</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining Personal Safety in the Workplace</li> <li>• Peer support and self-care</li> <li>• Professionalism and Professional Identity formation</li> <li>• Medical Registration Boards/Councils – how they work, presentation from a representative</li> </ul>

<b>Attitude/Knowledge/Skill</b>	<b>Advanced Training in Adult Psychiatry Curriculum</b> <i>(Syllabus ideas and/or self-directed learning projects for ST 3 trainees)</i>	<b>Other topics relevant to the Professional role</b> <i>(Including collated topics from the NZ programmes, and the ST1 &amp; ST2 Syllabuses at a senior level)</i>
<b>Additional topics from the ST1 and ST2 Syllabuses and the ST3 ITA Learning Objectives</b>		<ul style="list-style-type: none"> <li>• Personal Philosophies of Care</li> <li>• Complex Cases and Professionalism</li> </ul>

#### Revision Record Footer

<b>Contact:</b>	<b>Education and Training</b>		
<b>Date</b>	<b>Version</b>	<b>Approver</b>	<b>Description</b>
01/07/2017	1.0	SATAP	Syllabus guideline developed for 2012 Fellowship Program.
<b>2020</b>	<b>NEXT REVIEW</b>		