

Child and Adolescent Mental Health

Postgraduate Handbook 2018



THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND

**MEDICAL AND
HEALTH SCIENCES**
SCHOOL OF MEDICINE

Child and Adolescent Mental Health

Courses outlined in this Handbook are usually done by graduates in medicine, nursing, occupational therapy, social work or psychology who work, or expect to work, in child and adolescent mental health services and want to gain further skills and knowledge in this field.

Why study Child and Adolescent Mental Health?

Mental health difficulties present differently depending on the developmental stage of children or young people.

A sound knowledge of normal and abnormal development is key to practicing in the area, and these courses promotes this as well as the assessment of psychopathology and impairment.

Formulation skills, the key principles of management of child and adolescent mental health disorder in general and more specific therapy skills in key areas are also covered in the courses. This is essential training for clinicians working in ICAMHS or youth addiction services.

Where can postgraduate study lead me?

Certificate courses can be credited towards a Postgraduate Diploma and then towards a Master of Health Sciences or other degrees, depending on the background of the student. It is important to note that the certificate programme does not by itself equip trainees to work clinically with children. A basic clinical training is also required.

Background

In 2004 our Department of Psychological Medicine was formed when our Departments of Psychiatry and Health Psychology merged together.

Our department aims for excellence in teaching and research in psychiatry and health psychology.

We have a significant role in training medical and other clinicians to ensure they have the knowledge, skills and attitudes to deliver high quality care.

The Werry Centre for Child and Adolescent Mental Health is housed within the department, and our staff teach Child and Adolescent Mental Health courses as part of the teaching arm of the Werry Centre.

Funding

Te Pou, the national centre of mental health research, information and workforce development, is contracted by the Ministry of Health to administer funding for mental health and addiction post-entry clinical training.

Within Te Pou, Skills Matter contracts education providers to deliver training on a number of postgraduate programmes. The University of Auckland's Postgraduate Certificate in Child and Adolescent Mental Health (CAMH) is a Skills Matter provider and as such there are set out fees funding eligibility criteria.

Tuition fees funding

To be eligible to receive fees funding in 2018 for our CAMH certificate programme students must:

1. Meet the education provider's (JoA) criteria for eligibility to study at this level.
2. Meet the requirements for registration with one or more of the following:
 - a. Health Practitioners Competence Assurance (HPCA) Act (2003).
 - b. Social Worker registration.
 - c. Drug & Alcohol Practitioners' Association of Aotearoa New Zealand (DAPAANZ) status as a registered competent practitioner or associate practitioner status.
or
 - d. Other relevant professional body at the discretion of the training provider.
3. Recognise and understand tikanga Māori and other appropriate cultural input to mental health and addiction services.
4. Be working clinically with children and/or adolescents in a MoH/DHB-funded service for at least 0.6FTE (24 hours a week) where they have at least one year's experience. New graduates must be working a minimum of 0.7FTE (28 hours a week).
5. Complete the certificate programme within two academic years, at the discretion of the training institution.

Note: The above information is adapted from the Child and Youth Service Specifications available on www.skillsmatter.co.nz

(See 'Core Skills for Specialist Practice in Infant, Child and Adolescent Mental Health and Addiction')

Travel and accommodation assistance

Skills Matter provides a Travel & Accommodation Assistance Grant to support (but not necessarily fully fund) access to Skills Matter funded training programmes for students at a distance from the education provider (in this case, students outside Auckland doing the CAMH Certificate). Upon provision of receipts, reimbursement to a set limit is made.

Further information regarding the application process for this grant will be available on the Te Pou Skills Matter website.

Note: Students will need to contact Skills Matter directly for travel and accommodation costs.

www.tepou.co.nz/skillsmatter-grants

Skills Matter

If you have any further Skills Matter queries please contact:

Email: info@skillsmatter.co.nz

Website: www.skillsmatter.co.nz

University admissions and enrolment

Student Services Online is the way to apply to the University, enrol in classes, view your timetables, update your details and much more.

This site contains help guides and video tutorials:

www.studentservices.auckland.ac.nz

Please note: All new University of Auckland students are required to complete the online Academic Integrity Course. The Academic Integrity Course is an online course designed to increase student knowledge of academic integrity, university rules relating to academic conduct, and the identification and consequences of academic misconduct.

Students required to complete the course will be automatically enrolled and will see ACADINT.A01 as one of their current courses Canvas Dashboard. Completion of the course is a requirement in order for any degree, diploma or certificate to be conferred or awarded. See below link for more information:

www.fmhs.auckland.ac.nz/academic-integrity

Study at The University of Auckland

Apply for your programme of study

www.studentservices.auckland.ac.nz/uoa/

Log on to Student Services Online and apply for your programme of study i.e. PG Certificate in Health Sciences (60 points), PG Diploma in Health Sciences (120 points), Certificate of Proficiency

Submit the required documents

- Colour passport size ID photo
- Curriculum vitae
- NZ Citizen/Resident Verification (Birth Certificate/Passport)
- Official Academic Transcript

Students with international qualifications can expect to be charged approximately \$125.00 to get their qualifications assessed.

Documents have to be submitted to:

Postal:

Applications and Admissions
Private Bag 92019
Auckland, 1142

Courier:

Student Information Centre Room 112,
Level 1, The Clock Tower,
22 Princes Street, City Campus

Phone: 0800 61 62 63

Email: studentinfo@auckland.ac.nz

Accept/Decline the offer of study from the University of Auckland

www.fmhs.auckland.ac.nz/accept-decline

You have to log on to SSO to accept/decline your offer of study. This offer has an expiry date and if you don't accept/decline by that date, you won't be able to study in the semester you have applied for.

Te Pou funding

Please note that if you are applying for a funded position, this is a separate process. Application forms can be obtained from:

Reena D'costa

Group Services Administrator

Email: r.dcosta@auckland.ac.nz



International students

If you are an international student (that is, you do not have citizenship or permanent residency in New Zealand or Australia) then you should contact Auckland International for application information

Email: international@auckland.ac.nz

Want further information about our Child and Adolescent Mental Health programmes?

To discuss your eligibility for the programmes or for the Te Pou funding, or questions of an academic nature, contact:

Mr Vas Ajello

Clinical Psychologist, Certificate Coordinator

Department of Psychological Medicine

School of Medicine

Faculty of Medical & Health Sciences (Grafton Campus)

The University of Auckland

Private Bag 92019

Auckland 1142

New Zealand

Phone: +64 9 923 3767

Fax: +64 9 373 7013

Email: v.ajello@auckland.ac.nz

Queries about the application process contact:

Reena D'costa

Group Services Administrator

Department of Psychological Medicine

School of Medicine

Faculty of Medical & Health Sciences (Grafton Campus)

The University of Auckland

Private Bag 92019

Auckland 1142

New Zealand

Phone: +64 9 923 7284

Fax: +64 9 373 7641

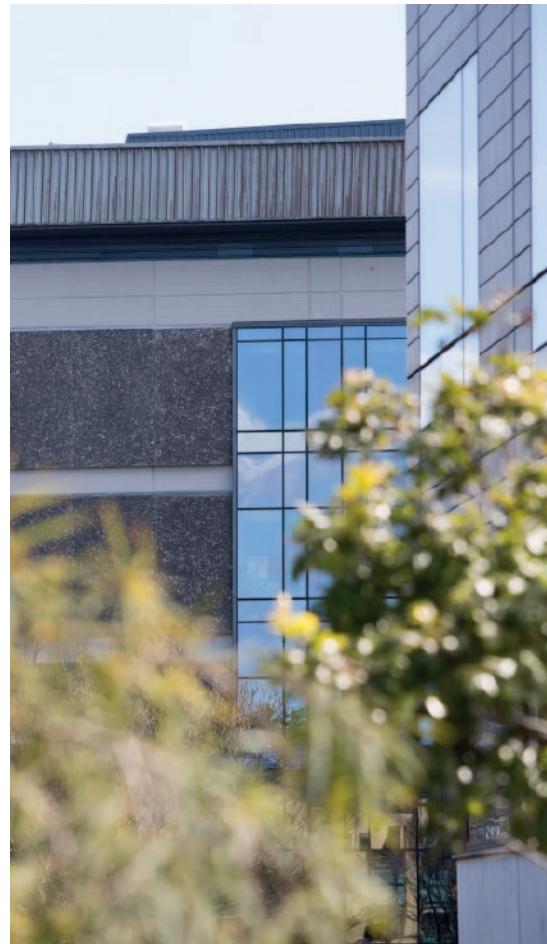
Email: r.dcosta@auckland.ac.nz

Accommodation/travel

You are responsible for getting to and from Auckland yourself and for arranging your own accommodation for the Teaching Blocks.

You can search the web for nearby accommodation options, e.g.

- St Martin's Waldorf Apartments
- Columbia Apartments
- Empire Apartments
- Domain Lodge
- Quest Newmarket



Programme outlines

Postgraduate Certificate

Our Postgraduate Certificate in Health Sciences (PGCertHSc) programme specialising in Child and Adolescent Mental Health is designed for graduates in medicine, nursing, occupational therapy, psychology, or social work currently working in a Child & Adolescent Mental Health Service or similar service who are wishing to further develop their skills and knowledge in this field.

Areas of focus include child and adolescent development, psychopathology, assessment, formulation and treatment planning.

Please note that to complete the whole certificate, including the more applied course (Psychiat 768), students should be working in a Child & Adolescent Mental Health Service or similar.

Eligibility

Students must have a relevant degree, or a relevant health professional qualification and relevant work experience. Eligibility for some clinically based courses may be restricted to registered health professionals. Some courses require students to be working in a relevant clinical role: PSYCHIAT 768, 769 & 770.

Time to complete

Our certificate can be done over one or two years (most students complete over two years). Only in exceptional circumstances will a one semester extension be granted.

Te Pou funding

A limited number of fully funded places are available for applicants who meet certain criteria. Please see the funding information on page 2 of this handbook, check the eligibility criteria of the Skills Matter website, then request an application form from:

Reena D'costa

Group Services Administrator

Email: r.dcosta@auckland.ac.nz

Other applicants

If you are not seeking a Te Pou funded place you only need apply via Student Services Online (SSO).

If you need assistance please feel free to contact Reena D'costa (contact details above).

Postgraduate Certificate

Courses offered by the Department of Psychological Medicine (Grafton Campus)

PSYCHIAT 740 15 points	Child & Adolescent Psychopathology	Entirely by distance/online
PSYCHIAT 747 15 points	Child & Adolescent Development	Two teaching days and a group seminar in Semester One: 19 & 20 February
PSYCHIAT 768 30 points	Assessment, Formulation and Treatment Planning in Child and Adolescent Mental Health	Four 2-day teaching blocks; two blocks in Semester One and two blocks in Semester Two Semester One 21 & 22 February 21 & 22 May Semester Two 30 July & 31 July 15 & 16 October
PSYCHIAT 769 15 points	CBT with Children, Adolescents and their Families I	Two 2-day teaching blocks in Semester One 15 & 16 March 7 & 8 June
PSYCHIAT 770 15 points	CBT with Children, Adolescents and their Families II	Two 2-day teaching blocks in Semester Two 9 & 10 August 20 & 21 September

Regulations

60 points required for the PG Certificate

PSYCHIAT 740, 747, 768 (note this is the only combination of courses for which there is Te Pou funding).

The CBT courses are usually done as part of the Diploma but applications to do the CBT courses (30 points) instead of PSYCHIAT 747 & 740 (30 points together) or PSYCHIAT 768 (30 points) will be considered upon proof of completing their equivalent (courses or work experience).

Note

Timetable subject to change. Please see Student Services Online for up to date information.

For all courses, students should be prepared to share their names, a brief personal introduction and participate in class discussions, face to face and/or online.

The University guidelines recommend an average of 10 hours of learning activity/study per week per 15 point course.

Programme outlines

Postgraduate Diploma

Our Postgraduate Diploma in Health Sciences (PGDipHSc) in Child and Adolescent Mental Health is designed for graduates in medicine, nursing, occupational therapy, psychology, or social work who are wishing to further develop their skills and knowledge in this field.

Eligibility

Students must have completed the requirements for a relevant degree, or have completed the requirements for a relevant health professional qualification. Eligibility for some clinical based courses may be restricted to registered health professionals.

Students who have completed the Certificate (60 points) with a B aggregate or higher are usually eligible to continue to the Diploma (an additional 60 points). Some courses require students to be working in a relevant clinical role: PSYCHIAT 769 & 770.

Time to complete

Our diploma can be done over one to four years. Only in exceptional circumstances will a two semester extension be granted. If continuing on from the certificate, students will have up to 2 years to complete the additional 60 points.

Funding

There is no Te Pou/Skills Matter funding for the diploma courses (alternative funding is available for some courses).

Applying

Please apply via Student Services Online (SSO). If you need assistance please feel free to contact:

Reena D'costa

Email: r.dcosta@auckland.ac.nz

Regulations

Our diploma programme requires a total of 120 points from the courses listed below offered by the Department of Psychological Medicine (PSYCHIAT) and the School of Population Health (POPLHLTH).

- At least 30 points from PSYCHIAT 740, 747, 768
- 15 points from PSYCHIAT 741
- 15 points from POPLHLTH 701, 704, 705, 708, 767
- Up to 60 points from PSYCHIAT 740, 747, 768–773 or other courses approved by the Head of the School of Medicine
- Some nursing courses may also be suitable – please discuss with staff.

Postgraduate Diploma

Courses offered by the Department of Psychological Medicine (Grafton Campus)

PSYCHIAT 730 30 points	Early Childhood Mental Health	Semester One lecture dates: 6 March, 20 March, 17 April, 1 May, 15 May, 29 May. Semester Two lecture dates: 24 July, 7 August, 21 August, 11 September, 25 September, 9 October.
PSYCHIAT 741 15 points	Therapy in Child and Adolescent Mental Health – Theory	Two 2-day teaching blocks in Semester One 13 & 14 March 5 & 6 June
PSYCHIAT 766 15 Points	Youth Addiction and Co-existing Problems	Two 2-day teaching block in Semester Two 7 & 8 August
PSYCHIAT 769 15 points	CBT with Children, Adolescents and their Families I	Two 2-day teaching blocks in Semester One 15 & 16 March 7 & 8 June
PSYCHIAT 770 15 points	CBT with Children, Adolescents and their Families II	Two 2-day teaching blocks in Semester Two 9 & 10 August 20 & 21 September
PSYCHIAT 773 30 points	Special Topic: Youth Forensic Psychiatry	Four 2-day teaching blocks in Semester One 26 & 27 March 9 & 10 April Semester Two 18 & 19 June 6 & 7 August

Note

Timetable subject to change. Please see Student Services Online for up to date information.

For all courses, students should be prepared to share their names, a brief personal introduction and participate in class discussions, face to face and/or online.

The University guidelines recommend an average of 10 hours of learning activity/study per week per 15 point course.

Programme outlines

PSYCHIAT 730 30 pts

Early Childhood Mental Health (Semester 1 & 2)

Coordinator: Trecia Woudles

This course covers the fundamental knowledge and skills to detect and assess mental health problems in early childhood (ages 0 – 5 years) and to develop evidence-based treatment plans to address such problems.

A focus of the teaching will be applying this knowledge to the diagnosis and treatment of children 0 to 5 in a way that is culturally sensitive and responsive.

Learning objectives

1. Discuss the theoretical foundations for infant, toddler and preschool mental health and related research supporting these foundations.
2. Describe the developmental milestones of children 0 to 5 years of age. These will include social-emotional competencies, language, gross and fine motor skills.
3. Demonstrate the use of one or more standardised screeners to detect developmental delay.
4. Describe the importance of attachment for early and later development.
5. Discuss how early 'toxic' environments can affect brain development and ongoing health and development.
6. Describe the competencies needed to work in infant, toddler and preschool mental health.
7. Describe different approaches to diagnosing infant, toddler and preschool mental health.

8. Discuss a variety of theoretical views and approaches to intervention. These may be dependent on the primary caregivers' own relationship with their parent(s), and their own sense of competence as a parent.
9. Develop a treatment plan for children at risk of mental health problems in early childhood that describes which child, parent or family factors are putting the child at risk and which factors are protective.
10. Describe strategies to engage and treat multiple-risk families, such as children born to mothers who have co-morbid problems with substance abuse and mental illness.
11. Describe some of the evidence-based interventions available for children 0 to 5 and how and under what circumstances these interventions might be applied.

PSYCHIAT 740 15 pts

Child and Adolescent Psychopathology

Coordinator: Vas Ajello & Grant Christie

This course is designed for self-study and is delivered entirely extramurally. No face-to-face teaching is scheduled. Use is made of Canvas, the University's web based learning management system, and online presentations.

The course covers classification of psychopathology; the history, presentation and diagnosis of important and common disorders that present in childhood and adolescence; Māori and Pacific cultural issues.

Learning objectives

1. Outline commonly used models of psychopathology.
2. Discuss the utility and limitations of classification, particularly with respect to the Diagnostic and Statistical Manual of Mental Disorders (the DSM-5).

3. Apply the DSM criteria of common and important disorders in children and adolescents.
4. Describe the history, presentation, diagnostic and associated features, course, and prognosis, of these disorders.
5. Be familiar with the aetiology, comorbid disorders and epidemiology of these disorders.
6. Identify cultural and developmental variations and issues in the conceptualisation and definition of these disorders.
7. Search, access, critically appraise, and apply the current research base for the disorders.

Topics

- Models of Psychopathology, Classification & the DSM, and Māori Youth and the DSM
- Externalising Disorders: ADHD and Conduct Disorder
- Anxiety, Obsessive-Compulsive, and Trauma & Stressor-Related Disorders
- Neurodevelopmental Disorders (Autism, Intellectual Disability & Learning Disorders)
- Disorders related to Physical Functions
- Depressive and Bipolar Disorders (Mood Disorders); Self-Harm and Suicide
- Psychoses and Substance Use Disorders

PSYCHIAT 741 15 pts

Therapy in Child and Adolescent Mental Health – Theory

Coordinators: Tania Cargo

This course covers the range of evidence-based treatment modalities used in infant, child and adolescent mental health. The theoretical rationale and evidence of current therapies will be considered within a developmental framework, covering perinatal and infancy, pre-school, middle childhood and adolescents.

Prerequisite: PSYCHIAT 740

Learning objectives

1. Recognise key evidence-based therapies for common clinical presentations in each of the developmental stages covered.
2. Critically appraise relevant research and literature.
3. Practice key principles of evidence-based therapies.
4. Consider cultural and family contexts for EBT's.

Topics

- Perinatal and Infancy (pregnancy-3 years) – Attachment Interventions
- Pre-school (3-6) – Parent-Child Interaction Therapy, Behaviour Therapy
- Middle Childhood (6-12) – Parent Management Training
- Adolescence (12-18) – Family Therapy, Motivational Interviewing

PSYCHIAT 747 15 pts

Child and Adolescent Development

Coordinator: Vas Ajello & Grant Christie

There is two-day teaching block at the beginning in Auckland and one seminar per regional centre. Use is made of Canvas, the University's web based learning management system and online presentations.

Learning objectives

5. Understand key developmental processes and concepts relevant to the experiences and difficulties of clients and families in the 'clinic' and link these to assessment, formulation and treatment planning.
6. In your workplace, recognise and explain developmental processes and concepts to clients and their families, and to colleagues (other health professionals, teachers, etc.).
7. Explain to clients and their families, and to colleagues, the relation between development and context, including age, gender, culture, socio-economic status, and ethnicity.

8. Compare and contrast perspectives on development particularly to New Zealand, especially Māori, Pakeha and Pacific Island perspectives.
9. Access, search, critically appraise and apply current research literature on psycho-social development.

Topics

- Attachment and Brain Development
- Development in Infants and Toddlers
- Development in Pre-schoolers
- Development in Middle Childhood
- Development in Adolescence
- Risk and Protective Factors

PSYCHIAT 766 15 pts

Youth Addiction and Co-existing Problems

Coordinator: Dr Grant Christie and Vas Ajello

This 15 point course will provide the student with an overview of key principles required to manage alcohol and drug problems within a Child and Adolescent Mental Health (CAMH) context.

It will cover a range of topics including aspects of screening, assessment and brief interventions, harm reduction, an introduction to motivational interviewing, and CBT in addiction treatment.

Prerequisite: PSYCHIAT 740, 747 & 768 or equivalent

Learning objectives

1. Describe common substances associated with addictive disorders in adolescents, their effects and harms.
2. Understand the principles and practicalities of harm reduction as it applies to this age group.
3. Understand the importance of, and demonstrate aptitude in, screening and brief interventions and the promotion of these in primary and secondary care.
4. Apply motivational interviewing spirit and skills in practice with young people and their families.

5. Demonstrate awareness of the application of CBT in youth addiction.
6. Understand issues related to the management of co-existing problems in young people including awareness of developmental and of cultural considerations.
7. Experience specific aspects of addiction treatment less commonly seen in CAMHS settings (e.g., Opiate Substitution Treatment, Detoxification service, Residential rehabilitation, 12 step programmes, Needle exchange, Pain teams) via visits or discussions with service providers.

Topics

- Substances and harm minimisation
- Screening and brief AOD interventions
- Motivational Interviewing
- Basic AOD treatments and management
- Co-existing problems
- Specialist addiction services and treatment

Masters and PhD programmes

Studies in child and adolescent mental health may also be continued with enrolment in a Masters of Health Sciences or a doctoral (PhD) programme. Students need to have completed the requirements for the Postgraduate Diploma in Health Sciences or its equivalent, with an average grade of B or higher.

The Masters of Health Sciences can be taken as a taught programme or as a combination of thesis and course work. Talk to staff about continuing your studies.

PSYCHIAT 768

30 pts

Assessment, Formulation and Treatment Planning in Child and Adolescent Mental Health

Coordinators: Vas Ajello & Hiran Thabrew

This is a clinically-orientated course and students need to be working clinically. Students present and evaluate a video recording of their clinical work. Employment in a Child & Adolescent Mental Health Service or similar service is essential.

Co requisite: PSYCHIAT 740, 747

Learning objectives

1. Complete mental health assessments with children and adolescents with a range of mental health problems.
2. Understand the strengths and limitations of different kinds of child & adolescent mental health assessment.
3. Demonstrate appropriate child & adolescent interviewing techniques.
4. Structure, analyse and present information gathered in assessments into coherent formulations that in turn guide comprehensive treatment plans.
5. Demonstrate awareness of cultural issues in mental health assessment and treatment planning.
6. Demonstrate awareness of issues of concern to users of mental health services.
7. Demonstrate awareness of substance use as it relates to child and adolescent mental health issues.

Topics

- Fundamental clinical components, e.g. mental state exam, methods of assessment, treatment planning
- Different ways of conceptualising cases and how these are reflected in different ways of working
- Areas for particular attention, e.g. ethics, working with LGBTI youth, consumer perspectives
- Taking account of Māori and other cultures
- Assessment, formulation and treatment planning for different kinds of disorders

PSYCHIAT 769

15 pts

CBT with NZ Children, Adolescents and their Families I

Coordinator: Tania Cargo

This is a specialist clinical course in Cognitive Behavioural Therapy (CBT). The aim is to provide in-depth skills and knowledge about CBT for anxiety and depression with NZ children, adolescents and their whānau. As well as guided self-study/coursework, there are two 2-day teaching blocks.

Prerequisite: PSYCHIAT 740, 747

Learning objectives

1. Recognise the key philosophies of CBT when working with kids/teens and whānau.
2. Understand key cognitive and behavioural interventions for anxiety and depression with kid/teens.
3. Learn 3 Cognitive and 3 Behavioural interventions for anxiety and depression.
4. Develop confidence in utilising Socratic questioning in CBT.
5. Appreciate the role of families/whānau in CBT.

Topics

- Introduction to CBT with children
- CBT & Anxiety
- CBT & Depression
- Class presentations based upon clinical work

PSYCHIAT 770

15 pts

CBT with NZ Children, Adolescents and their Families II**Coordinator:** Tania Cargo

This follows on from 769 and provides a range of CBT specific applications to a variety of disorders which children and young people are likely to present with to local mental health services.

The aim of this course is to provide skills and knowledge on how to use CBT evidence-based therapies with a range of disorders. As well as guided self-study/coursework, there are two 2-day teaching blocks.

Prerequisite: PSYCHIAT 769**Learning objectives**

1. Have an in-depth and theoretical understanding of the CBT Model as it applies to the more complex problems of Trauma, Autism, Alcohol and other Drugs, Anger and Disruptive Behaviour, OCD and Personality.
2. Recognise key CBT treatment models as they relate to each of the above disorders.
3. Demonstrate an awareness of developmental and cultural considerations when practicing CBT with kids and teens.

Topics

- OCD, Autism and Trauma
- Anger, Aggression and Disruptive Behaviour
- Personality, Alcohol and other Drugs
- Class presentations based upon clinical work

PSYCHIAT 773

30 pts

Special Topic: Youth Forensic Psychiatry**Coordinators:** Andrew Craig Immelman & Susan Hatters-Friedman

The course is held over two semesters, and needs to be done in order as the second semester builds on material from the first semester (i.e. PSYCHIAT 773A and then PSYCHIAT 773B).

There are four, 2-day teaching blocks at the Whatua Kaimarie Marae in Point Chevalier.

Learning Objectives:

1. Describe the legislative framework, and demonstrate understanding of the effect on their own clinical practice of these laws.
2. Describe the complex range of pathways and processes of a young person entering the Youth Forensic system in both criminal and civil jurisdictions.
3. Analyse own practice with reference to ethical debates related to both general and youth forensics.
4. Apply an understanding of the historical context of youth forensics to explain strengths and weaknesses of the current system.
5. Demonstrate consideration of capacities required for fitness to stand trial evaluations.
6. Describe the effects of neurodevelopmental disabilities in the context of the Youth Forensic setting.
7. Weigh issues of risk and safety based on evidence-based medicine, when completing evaluations of juveniles.
8. Demonstrate the ability to succinctly present a complex case in writing and while giving evidence, at such a level as would be expected in the Courts.

Note: For all courses, students should be prepared to share their names, a brief personal introduction and participate in class discussions, face to face and/or online.

Note: The University guidelines recommend an average of 10 hours of learning activity/study per week per 15 point course.



Department of Psychological Medicine/Werry Centre staff

**Vas Ajello**

MSc, Clinical Psychology,
PG Certificate in Academic
Practice

E-mail: v.ajello@auckland.ac.nz

Vas is a clinical psychologist with many years' experience in CAMH and general practice. He coordinates the Certificate programme and has been involved in teaching it since 2003. Vas has a special interest in the application of developmental concepts to clinical work and also in flexible teaching and learning.

**Tania Cargo**

PHDipClinPsych, MEd
Ngāpuhi, Ngāti Manu me Ngāti
Maru

E-mail: t.cargo@auckland.ac.nz

Tania is a Māori clinical psychologist, who has worked clinically with Māori tamariki and their whānau in specialist child and adolescent mental health services and in Māori community services throughout the Tāmaki-makau-rau region. Her current interests are in the specialist area of Infant Mental Health, the culturally applicable Cognitive Behaviour Therapy and in the applicability of Parent-Child Interaction Therapy (PCIT).

Tania is a current executive board member of PCIT International, she was a past executive board member of the Āotearoa New Zealand Association of Cognitive Behavioural Therapies and has been a lecturer in the Department of Psychological Medicine since 2000. She coordinates the Child and Adolescent CBT papers, as well as lecturing in the Post-graduate child and adolescent mental health course. Her current PhD research involves the utility of Parent-Child Interaction Therapy (PCIT) in Aotearoa New Zealand.

**Grant Christie**

MBChB, FRANZCP, FACHM, MD

Dr Grant Christie, Senior Lecturer in the Department of Psychological Medicine, University of Auckland, is a Child and Adolescent and Addiction Psychiatrist who has been working in outpatient and residential youth addiction services in NZ and Australia for over 15 years. He is passionate about improving the treatment of young people at risk of addiction and enhancing the management of co-existing problems (CEP) in mental health services and primary care. He has developed a number of youth addiction treatment resources that are used widely in NZ and further afield, and has acted in various advisory roles for the MOH in this area.

**Sally Merry**

MBChB, MD, FRANZCP, CCAP

E-mail: s.merry@auckland.ac.nz

Sally is Professor, Head of the Department of Psychological Medicine and Director of the Werry Centre which she established. Professor Merry is a child and adolescent psychiatrist. Her main area of research interest has been e-therapy and adolescent depression and she has conducted a number of major studies in the area including Cochrane Collaboration reviews of evidence for interventions and a trial of the effectiveness of a computer based treatment for depression. Professor Merry has contributed to the development of an Infant Mental Health Service within the Counties Manukau District Health Board.

Department of Psychological Medicine /Werry Centre staff continued



Hiran Thabrew

BM, BSc, FRANZCP, FRACP



Trecia Wouldes

PhD

Email: h.thabrew@auckland.ac.nz

Dr Hiran Thabrew is a dual-trained child and adolescent psychiatrist and paediatrician with a keen interest in promoting integrated and evidence based approaches to sustaining and improving the mental health of children, young people and their families. He is the director of ICAMH.org, deputy director of the Werry Centre for infant, child and adolescent mental health and a senior lecturer at the University of Auckland. He has previously worked in CAMHS services, paediatric consultation liaison services and an early intervention service for young people with psychosis within the Wellington region. In addition to teaching on this programme, he currently enjoys working clinically as part of the Paediatric Consultation Liaison Service at Starship Children's Hospital and being an eHealth researcher within the department of psychological medicine.

Email: t.wouldes@auckland.ac.nz

Associate Professor Trencia Wouldes is a developmental psychologist and Senior Lecturer in the Department of Psychological Medicine. The focus of her teaching and research is the health, mental health and development of children exposed to biological and/or psychological insults that occur prenatally or during early childhood. She is currently the Director of the Auckland, New Zealand site of the 5-site Infant Development, Environment And Lifestyle (IDEAL) study investigating the developmental outcomes of children born to mothers who used methamphetamine (street name 'P') during their pregnancy. Through her research, Associate Professor Wouldes has developed a special interest in the provision of early, evidence-based interventions for infants, toddlers and pre-school children.

CAMH Advisory Group

Stakeholder representatives serve in the Advisory group which meets twice a year. The objectives of the Advisory group are to:

1. Monitor the quality and relevance of CAMH Certificate and Diploma postgraduate courses
2. Act as conduit between various stakeholders, e.g. students, graduates, managers, and programme providers, so that all can be aware of relevant needs, challenges and efforts
3. Advise on programme and curriculum changes and improvements

Teaching staff and student representatives attend the meetings. Service leaders of students doing the Certificate are invited to attend (teleconferencing available). Listed below are regular members of the Advisory Group:

Rawiri Wharemate

Kaumatua, Werry Centre

Email: r.wharemate@auckland.ac.nz

Sue Dashfield

General Manager, Werry Centre

Email: s.dashfield@auckland.ac.nz

Tania Wilson

Clinical Director, Health West

Email: Tania.Wilson@healthwest.co.nz

Jenny Goddard

School Guidance Counsellor

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Leah Andrews

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