Child and Adolescent Mental Health

Introduction

Courses outlined in this Handbook are usually offered to 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.

Background

The Department of Psychological Medicine in the Faculty of Medical and Health Sciences of The University of Auckland was formed in 2004 from the merger of the Departments of Psychiatry and Health Psychology.

The role of the Department is to perform research and teaching in psychiatry and health psychology, to provide consultation to the highest possible standards, and to contribute to the delivery of high quality health care in the wider community.

The Department houses the Werry Centre for Child and Adolescent Mental Health and staff teaching CAMH courses do so as part of the teaching arm of the Werry Centre.

Why Child and Adolescent Mental Health?

Mental Health needs among children and adolescents are a major concern but also an opportunity to change outcomes. Barriers to meeting needs include the serious shortage of Child and Adolescent Mental Health (CAMH) Clinicians, and the limited training available: few health professionals have undergraduate or specialized training in the area.

Where can a postgraduate certificate 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.

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. Skills Matter, within Te Pou, contracts education providers to deliver training on a number of post graduate programmes. The University of Auckland postgraduate Certificate in Child and Adolescent Mental Health (CAMH) a Skills Matter provider and eligibility criteria for fees funding are set out.
Tuition fees funding

For 2015, to be eligible to receive fees funding for The University of Auckland CAMH Certificate Programme trainees must:

1. Meet the education provider’s (UoA) criteria for eligibility to study at this level.

2. Meet the requirements for registration with one or more of the following:
   b. Social Worker registration.
   c. Drug & Alcohol Practitioners’ Association of Aotearoa New Zealand (DAPAANZ) status as a registered competent practitioner or associate practitioner status.
   d. Other relevant professional body at the discretion of the training provider.

3. Recognise and understand tikanga Maori 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 for reimbursement of travel and accommodation costs, students contact Skills Matter directly.)

www.tepou.co.nz/skillsmatter-grants

Skills Matter

Contacts for further queries:

Email: info@skillsmatter.co.nz
Website: www.skillsmatter.co.nz
University admissions and enrolment

Student Services Online is the new and improved 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 in CECIL. 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:

Claire Davidson | c.davidson@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 (international@auckland.ac.nz)

For information about Child and Adolescent Mental Health (CAMH) 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
Grafton Campus
The University of Auckland
Private Bag 92019
Auckland, 1142 New Zealand

Phone: +64 9 923 3767
Fax: +64 9 373 7641
Email: v.ajello@auckland.ac.nz

Queries about the application process, contact:

Claire Davidson
Group Services Administrator

Department of Psychological Medicine
Grafton Campus
The University of Auckland
Private Bag 92019
Auckland, 1142
New Zealand

Phone: +64 9 923 7284
Fax: +64 9 373 7641
Email: c.davidson@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

The Postgraduate Certificate in Health Sciences (PGCertHSc) programme specializing 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. Areas of focus include child and adolescent development, psychopathology, assessment and case studies.

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: Within one year if enrolled full-time, within two years in enrolled part-time. (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 Funding above, check the eligibility criteria on the website of Skills Matter of Te Pou and then request an application from Administrator Claire Davidson (c.davidson@auckland.ac.nz).

Other Applicants: if you are not seeking a Te Pou funded place, you need only apply via Student Services online (SSO); if necessary, contact Claire for assistance.

Regulations: The programme for the PG Certificate requires a total of 60 points from the courses listed below:

- 60 points: PSYCHIAT 740, 747, 768 (Note this is the only combination of courses for which there is Te Pou funding.)
  
  or

- For those who have at least 30 points from PSYCHIAT 740, 747, 768, or the equivalent, the remaining 30 points can be obtained from the two CBT courses or Youth Forensic course (PSYCHIAT 769, 770, 773).
<table>
<thead>
<tr>
<th>Courses offered by the Department of Psychological Medicine (Grafton Campus)</th>
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</thead>
<tbody>
<tr>
<td><strong>PSYCHIAT 747</strong></td>
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<tr>
<td><strong>PSYCHIAT 740</strong></td>
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<td><strong>PSYCHIAT 768</strong></td>
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<td><strong>PSYCHIAT 769</strong></td>
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<td><strong>PSYCHIAT 770</strong></td>
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<tr>
<td><strong>PSYCHIAT 773</strong></td>
</tr>
</tbody>
</table>

**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.
Postgraduate diploma

The 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 and have at least two years of relevant work experience. 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: Within one year if enrolled full-time, within four years if enrolled part-time. Only in exceptional circumstances will a two semester extension be granted.

Funding: There is no Te Pou/Skills Matter funding for the diploma courses (alternative funding is being sought).

Applying: apply via Student Services online (SSO); if necessary, contact Claire for assistance (c.davidson@auckland.ac.nz).

Regulations: The 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 701–709, 757.
- 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.
### Courses offered by the Department of Psychological Medicine (Grafton Campus)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Delivery Details</th>
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</thead>
<tbody>
<tr>
<td>PSYCHIAT 741</td>
<td>Therapy in Child and Adolescent Mental Health – Theory</td>
<td>Four 2-day teaching blocks in Semester One</td>
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<tr>
<td></td>
<td></td>
<td>22 &amp; 23 March</td>
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<tr>
<td>PSYCHIAT 769</td>
<td>CBT with Children, Adolescents and their Families I</td>
<td>Two 2-day teaching blocks in Semester One</td>
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<td></td>
<td>17 &amp; 18 March</td>
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<tr>
<td>PSYCHIAT 770</td>
<td>CBT with Children, Adolescents and their Families II</td>
<td>Two 2-day teaching blocks in Semester Two</td>
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<td></td>
<td>4 &amp; 5 August</td>
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<tr>
<td>PSYCHIAT 771</td>
<td>Special Topic: Infant Mental Health, Early Environments and Nurturing</td>
<td>Two 2-day teaching blocks in Semester Two</td>
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<td></td>
<td>Relationships</td>
<td>20 &amp; 21 July</td>
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<tr>
<td>PSYCHIAT 772</td>
<td>Special Topic: Infant Mental Health, Classification of Psychopathology and</td>
<td>Two 2-day teaching blocks in Semester Two</td>
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<td></td>
<td>Effective Treatment</td>
<td>20 &amp; 21 July</td>
</tr>
<tr>
<td>PSYCHIAT 773</td>
<td>Special Topic: Youth Forensic Psychiatry</td>
<td>Four 2-day teaching blocks; Two blocks in Semester</td>
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<td>One and two blocks in Semester Two</td>
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<td>4 &amp; 5 April</td>
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<td></td>
<td></td>
<td>1 &amp; 2 August</td>
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</tbody>
</table>

**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.
Description of course content

PSYCHIAT 747  15 points

Child and Adolescent Development

Coordinator: Vas Ajello

There is two-day teaching block at the beginning in Auckland and seminars are held in regional centres. Use is made of e-learning with pre-recorded presentations on the course website and use of the University’s web based learning management system.

Learning objectives

1. Explain to clients and their families, and to colleagues (other health professionals, teachers, etc.), developmental processes and concepts relevant to client and family experiences and problems, and to planned assessments and treatments.

2. Explain, to clients and their families, and to colleagues, the relation between development and context, including age, gender, culture, socio-economic status, and ethnicity.

3. Compare and contrast perspectives on development, especially Māori, Pakeha and Pacific Island perspectives.

4. Access, search, critically appraise, and apply current research literature on psycho-social development.

Topics

- Introduction to Child Development & Child Development research
- Emotions and Emotional Development
- Social-Emotional Development: Attachment and Self-Regulation
- Parenting: Adaptive & Maladaptive Parenting and The Family
- Cognitive Development
- Morality: Cognitive, Affective and Behavioural Perspectives
- Peer Relationships: The Importance of Peers and the Impact of Abuse.
- Adolescent Development
- Pathways to Violence in Adolescence
- Exploring Self-Regulation
PSYCHIAT 740  15 points

Child and Adolescent Psychopathology

Coordinator: Vas Ajello

This course is designed for self-study and is delivered entirely extramurally. No face-to-face teaching is scheduled. Use is made of e-learning with pre-recorded presentations on the course website and use of Cecil (the University’s web based learning management system). The course covers classification of psychopathology; the history, presentation and diagnosis of important and common disorders that present in childhood and adolescence; Maori 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
- DSM with Māori Youth
- Elimination Disorders, Sleep-Wake Disorders & Somatic Symptom Disorders
- Neurodevelopmental Disorders Part 1: Autism Spectrum Disorder
- Disruptive, Impulse control and Conduct Disorders
- Anxiety, Obsessive-Compulsive and Trauma-Related Disorders
- Mood Disorders and Suicide
- Schizophrenia Spectrum and Other Psychotic Disorders
- Feeding and Eating Disorders
- Substance-Related & Addictive Disorders
- Neurodevelopmental Disorders Part 2: Intellectual Disability & Learning Disorders
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 clip of their clinical work. Employment in a Child & Adolescent Mental Health Services 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

- Assessment, Formulation & Treatment Planning
- Mental health assessment of Children & Adolescents
- Mental Health Assessment of Māori Tamariki & Rangatahi
- Taking Account of Abuse & Neglect in Assessment and Treatment Planning
- Making the Most of Supervision & using study Mentors
- Mental Health Assessment of Pacifica Children and Youth
- Ethics and Legal Issues for CAMHS
- Risk Assessment
- Behavioural Assessment
- Assessing Parent – Infant Interaction
- Eating Disorders: Assessment, Formulation, Treatment Planning
- Disruptive Behaviour or Conduct Problems: Assessment, Formulation, Treatment Planning
- Autism Spectrum Disorders: Assessment, Formulation, Treatment Planning
- Psychotic Symptoms & Bipolar Disorder: Assessment, Formulation, Treatment Planning
- Problems related to mood, anxiety, trauma: Assessment, Formulation, Treatment Planning
- Assessment of Head Injury effects
- Working with families
- Youth with AOD problems: Assessment, Formulation, Treatment Planning
- Working w LGBTI youth
- Working with Asian clients & families
- Perspectives of CAMH service users and their families
PSYCHIAT 741  
15 points  

**Therapy in Child and Adolescent Mental Health – Theory**

**Coordinator:** Tania Cargo

Covers the range of treatment modalities used in child and adolescent mental health. Rationale and nature of current therapies will be covered. Students will undertake critical appraisal of the evidence base for therapy pertinent to specific clinical situations.

**Prerequisite:** PSYCHIAT 740

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PSYCHIAT 769  
15 points  

**CBT with NZ Children, Adolescents and their Families I**

**Coordinator:** Tania Cargo

This is a specialist clinical course in Cognitive Behavioural Therapy. The aim of 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

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**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/whanau in CBT

**Topics**

- Introduction to CBT with children
- CBT & Anxiety
- CBT & Depression
- Class presentations based upon clinical work
PSYCHIAT 770 15 points

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 points

Special Topic: Youth Forensic Psychiatry

Coordinators: Andrew Craig Immelman & Susan Hatters-Freidman

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 Tamaki Campus.

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.

**PSYCHIAT 771**

**Special Topic: Infant Mental Health, Early Environments and Nurturing Relationships**

**Coordinator:** Trecia Wouldes

Effective treatment of infant and early childhood mental health relies on the accurate assessment of an infant’s emerging competencies within the context of the family and the child’s early environments. The focus of this course will be the assessment and identification of the risk and protective factors that research has shown to be linked to the development of social and emotional competency during infancy and early childhood.

**PSYCHIAT 772**

**Special Topic: Infant Mental Health, Classification of Psychopathology and Effective Treatment**

**Coordinator:** Trecia Wouldes

The diagnosis and treatment of infant psychopathology lags far behind our knowledge of adolescent and adult psychopathology. However, emerging evidence suggests there are a number of well-designed interventions that have proved successful in treating early social and emotional problems. The focus of this course is the classification, diagnosis and treatment of infant and early childhood psychopathology.

**Masters and PhD programmes**

Studies in child and adolescent mental health may also be continued with enrolment in a Master’s in Health Science 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 Master’s in Health Science can be taken as a taught programme or as a combination of thesis and course work. Talk to staff about continuing your studies.
Department of Psychological Medicine/Werry Centre staff

Vas Ajello
MSc, Clinical Psychology, PG Certificate in Academic Practice
Email: 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 needs of distance students and in facilitating 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 tāmariki 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 and in the area of culturally applicable Cognitive Behaviour Therapy. Tania is currently an 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 Postgraduate child and adolescent mental health course. Her current PhD research involves designing and evaluating a Māori māmā-pēpi infant programme called AWHI alongside Parent-Child Interaction Therapy (PCIT).
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

Sally is Associate Professor in the Department of Psychological Medicine at The University of Auckland, New Zealand.

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

Sally is Associate Professor, Head of the Department of Psychological Medicine and Director of the Werry Centre which she established. Dr 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. Dr Merry continues to work clinically and ihas contributed to the development of an Infant Mental Health Service within the Counties Manukau District Health Board.
Hiran Thabrew
BM, BSc, FRANZCP, FRACP

Email: h.thabrew@auckland.ac.nz

Hiran 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. Prior to commencing as Deputy Director of the Werry Centre in October 2012, he was employed within CAMHS services, Paediatric Consultation Liaison services and an Early Intervention Service in the Wellington region. During this period, he was actively engaged in a number of areas of interagency collaboration, service development and research. In addition to being a member of the Workforce Development team, he also enjoys being part of the Paediatric Consultation Liaison Service at Starship Hospital and working as a Senior Lecturer within the Department of Psychological Medicine at The University of Auckland.

Trecia Wouldes
PhD

Email: t.wouldes@auckland.ac.nz

Dr Trecia 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, Dr 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
Email: jaldeng@xtra.co.nz

Leah Andrews
Child & Adolescent Psychiatrist, Honorary Senior Lecturer and past Certificate Coordinator
Email: lk.andrews@auckland.ac.nz

Anne Brebner
Clinical Nurse Director, CMDHB
Email: Anne.Brebner@middlemore.co.nz

Wendy Denham
Social Worker, Kari Centre, ADHB
Email: WDenham@adhb.govt.nz

Shreya Rao
Youth Consumer Adviser, CAMHS
Email: Shreya.Rao@waitematadhb.govt.nz

Ainsleigh Cribb-Su’a
Clinical Team Manager, Whirinaki
Email: Ainsleigh.Cribb@middlemore.co.nz

External Examiner

Stephanie Moor
Child & Adolescent Psychiatrist & Senior lecturer
Department of Psychological Medicine
Otago University
# 2016 academic year

## Semester One – 2016

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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<tr>
<td>Semester One begins</td>
<td>Monday 29 February 2016</td>
</tr>
<tr>
<td>Course withdrawal deadline</td>
<td>Friday 11 March</td>
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<tr>
<td>Course withdrawal deadline (double semester course)</td>
<td>Friday 25 March</td>
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<tr>
<td>Easter break</td>
<td>Friday 25 March – Tuesday 29 March</td>
</tr>
<tr>
<td>ANZAC Day</td>
<td>Monday 25 April</td>
</tr>
<tr>
<td>Graduation</td>
<td>Friday 6 May, Monday 9 May and Wednesday 11 May</td>
</tr>
<tr>
<td>Lectures end</td>
<td>Friday 3 June</td>
</tr>
<tr>
<td>Study break</td>
<td>Saturday 4 June – Wednesday 8 June</td>
</tr>
<tr>
<td>Queen’s Birthday</td>
<td>Monday 6 June</td>
</tr>
<tr>
<td>Examinations</td>
<td>Thursday 9 June – Monday 27 June</td>
</tr>
<tr>
<td>Semester One ends</td>
<td>Monday 27 June</td>
</tr>
<tr>
<td>Inter-semester break</td>
<td>Tuesday 28 June – Saturday 16 July 2016</td>
</tr>
</tbody>
</table>

## Semester Two – 2016

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Two begins</td>
<td>Monday 18 July 2016</td>
</tr>
<tr>
<td>Course withdrawal deadline</td>
<td>Friday 29 July</td>
</tr>
<tr>
<td>Mid-semester break</td>
<td>Monday 29 August – Saturday 10 September</td>
</tr>
<tr>
<td>Graduation</td>
<td>Tuesday 27 September</td>
</tr>
<tr>
<td>Lectures end</td>
<td>Friday 21 October</td>
</tr>
<tr>
<td>Study break</td>
<td>Saturday 22 October – Wednesday 26 October</td>
</tr>
<tr>
<td>Labour Day</td>
<td>Monday 24 October</td>
</tr>
<tr>
<td>Examinations</td>
<td>Thursday 27 October – Monday 14 November</td>
</tr>
<tr>
<td>Semester Two ends</td>
<td>Monday 14 November 2016</td>
</tr>
</tbody>
</table>

## Semester One – 2017

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester One begins</td>
<td>Monday 6 March 2017</td>
</tr>
</tbody>
</table>

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**Disclaimer:** Although every reasonable effort is made to ensure accuracy, the information in this document is provided as a general guide only for students and is subject to alteration. Please refer to the University Calendar for all current regulations, requirements and policies: [www.calendar.auckland.ac.nz/print-edition/index.html](http://www.calendar.auckland.ac.nz/print-edition/index.html)