

Learning Outcomes Stages 1, 2 & 3

The table below contains the learning outcomes to be completed during each stage of training in the CBFP.

- The learning outcomes for Stage 1 are to be achieved in the two generalist rotations
- The learning outcomes for Stage 2 will be achieved during the area of practice rotations (child & adolescent and consultation liaison, plus two elective rotations of the trainee's choice). These outcomes will remain the same throughout Stage 2. They will be supplemented by a smaller set of specific outcomes related to each of the areas of practice (for Child & Adolescent, Consultation- Liaison, Addiction, Old Age Psychiatry, Forensic, Psychotherapies, Rural and Indigenous)
- The learning outcomes for Stage 3 will be achieved in either the advanced generalist program rotations or the specialty certificate programs. As with the Stage 2 learning outcomes, there will be supplementary learning outcomes to be achieved, specific to the area of practice within which the trainee is practicing.

The learning outcomes describe a progression in the expected sophistication of trainees' practice.

- The learning outcomes for Stage 1 are focused on the acquisition of knowledge and skills required to practice within the general adult clinical setting, establishing a solid foundation for trainees' later practices
- The learning outcomes for Stage 2 enable the trainees to apply their knowledge and skills within a variety of settings and with diverse patient populations
- The learning outcomes for Stage 3 reflect the increased level of responsibility expected of trainees at this stage of training, preparing them for the transition into being consultant psychiatrists and for life long learning?

It is recognised that the College cannot fully and comprehensively prescribe the training experiences of trainees throughout Australia and New Zealand as the delivery of training programs is variable, and individual training experiences are unique, to some extent. The learning outcomes do, however, prescribe the minimum expectations of what trainees' will need to complete in their rotations in order to achieve Fellowship.

NOTE

- Cells with **X** in them indicate that no predecessor/successor was required/intended for that row (e.g. the trainee can be assumed to have met the outcome earlier, or the outcome might be subsumed within a broader, more advanced outcome)

	STAGE 1	STAGE 2	STAGE 3
MEDICAL EXPERT			
1.	<p>Conduct an organised psychiatric assessment with a focus on:</p> <ul style="list-style-type: none"> • History taking • Psychiatric interview skills • Risk assessment • Phenomenology • MSE with relevant physical and cognitive examination <p>Obtaining collateral history from other sources</p>	<p>Conduct a comprehensive psychiatric assessment with an emphasis on development of advanced interviewing skills</p>	<p>Conduct a comprehensive psychiatric assessment integrating both generalist and sub-specialist assessment skills, collateral history and synthesising the information to produce justifiable formulation/hypothesis</p>
2.	<p>Accurately construct a differential diagnosis for common presenting problems, using a diagnostic system (DSM, ICD)</p>	<p>Use a detailed understanding of the diagnostic system to provide a justification for diagnosis and differential diagnosis, and apply these to a variety of clinical settings and patient groups</p>	<p>Identify limitations of diagnostic classification systems to guide treatment</p>
3.	<p>Identify and summarise relevant biological, psychological, cultural and social contributors to the patient illness and recovery</p>	<p>Generate a broad formulation incorporating relevant theoretical constructs to inform a management plan, and apply these to a variety of clinical settings and patient groups</p>	<p>Develop a treatment plan informed by the formulation</p>
4.	<p>Construct and implement safe management plans under supervision using recognised biological (ECT and psychopharmacology) and psychosocial approaches, with reference to relevant treatment guidelines</p>	<p>Construct and implement tailored management plans, with supervision, using evidence based biological and psychosocial approaches, with expertise on the development of skills in psychopharmacology</p>	<p>Construct a comprehensive management plan, incorporating both psychopharmacological and psychological approaches, that is sensitive to prognosis and barriers to implementation</p>
5.	<p>Undertake the assessment and initial management of psychiatric emergencies, with due regard for safety and risk, under</p>	<p>Undertake the assessment and initial management of psychiatric emergencies in specialty patient groups and a variety of</p>	<p>Undertake the assessment and management of a broad range of psychiatric emergencies independently, recognising the need for</p>

	supervision	settings	consultation, referral and supervision where required
6.	Describe the principles and practical application of the mental health legislation and informed consent, and able to work appropriately with the relevant mental health legislation	Undertake designated tasks under the mental health legislation and other applicable legislation (Guardianship, Advance Directives, Forensic mental health, legislation relevant to other aspects of mental health and health care service provision) under supervision.	Appropriately manage medicolegal issues related to mental health (for example guardianship, advance directives, mental health act, forensic etc)
7.	Identify the principles of reflection, and use supervision to engage in reflection on clinical activities	Engage in critical reflection and self monitoring during clinical practice, integrating and translating new knowledge and skills into changes in clinical practice	Practice in a critically reflective and responsive manner, comfortably dealing with complexity, ambiguity and uncertainty in relation to clinical practice and can identify how and when to seek further assistance/advice (e.g. second opinion assessment, advice from experts, transfer of care)
8.	X	Understanding the principles of report writing and legal terms with regards to relevant legislation	X
COMMUNICATOR			
1.	Use effective and empathic verbal and non-verbal communication skills in all clinical encounters with the patient, their families and carers.	Adapt verbal and non-verbal communication to suit a wider range of professional settings, both clinical and non-clinical.	Effectively manage challenging communications, and complex structures communications, including conflict with patients, families and colleagues to promote positive outcomes
2.	Recognise challenging communications, including conflict with patients, families and colleagues, and discuss management strategies in supervision to promote positive outcomes	X	X

3.	Recognise and incorporate the needs of culturally and linguistically diverse populations, including the use of interpreters and culturally appropriate health workers	Appropriately adapt assessment and management to the needs of culturally and linguistically diverse populations	X
4.	Provide accurate and structured verbal reports regarding clinical encounters, using a recognised communication tool	Prioritise and synthesise information, and communicate this accurately and succinctly, in a variety of settings.	Demonstrate effective written and verbal communication skills, appropriate to audience, purpose, intent and context, and the ability to take the lead in interdisciplinary and administrative settings (ward rounds, meetings, teaching)
5.	Demonstrate comprehensive and legible case record documentation including discharge summaries and written liaison with referrers, primary care providers and community organisations (where relevant), under supervision	Provide timely, structured and reasoned written reports and letters in a variety of settings (e.g. MH reports, coronial inquiries, academic work)	X
COLLABORATOR			
1.	Participate constructively as a member of a multidisciplinary mental health team, demonstrating an awareness of the roles and contribution of various members of the MDT	Recognise and apply theories of group participation in multidisciplinary and multi-agencies settings	Initiate and facilitate collaboration within all group settings (clinical and administrative meetings)
2.	Demonstrate an ability to work collaboratively and respectfully with consumer and carer representatives, other health professionals and other agencies to improve patient outcomes	Identify barriers and apply techniques to maintain and enhance therapeutic relationships	Engage in reflective learning of one's own role within all group settings and therapeutic relationships
3.	Develop therapeutic relationships with patients, carers and relevant others	X	X
MANAGER			
1.	Describe one's own scope of practice, responsibilities and line of reporting	Describe the principles of clinical governance and organisational structures that interact	Distinguish between principles of leadership and management

		with mental health service provision	
2.	Identify the operational structures of the service and one's role within this structure	Undertake expanded roles within own trainee structure (e.g. committee representation, rostering)	Contribute to clinical governance forums
3.	Organise, prioritise and delegate tasks within the clinical setting	Demonstrate decision making based on own workload, patient needs, access to services and cost implications	Demonstrate leadership in the management and allocation of tasks and resources, underpinned by an clinical evidence base
4.	Describe the principles of quality improvement and recognise opportunities for service improvement	Participate in quality improvement processes	Initiate quality improvement processes for service development
5.	Locate and apply legislative/regulatory requirements and service policies (e.g. adverse outcomes reporting)	X	X
6.	X	X	Apply principles of change management to service development
HEALTH ADVOCATE			
1.	Describe health inequalities and disparities in relation to clinical setting	Describe health inequalities and disparities in relation to broader health issues to mobilise additional resources when needed	Promote strategies regarding the prevention of psychiatric illness, or progression of harm, in communities and individuals
2.	Identify the impact of the cultural beliefs and stigma of mental illness on their patient, families and carers.	Describe the principles of prevention, promotion, early intervention and recovery, and apply these to clinical practice	Constructively address competing attitudes towards mental health
3.	Describe the scope and role of local consumer and carer organisations within mental health care	Advocate for mental health within clinical settings and the broader community	Critically evaluate health policy and their impacts on patients and the wider community
4.	Advocate for the patient within the MDT, with particular emphasis on ensuring patient safety	X	X
SCHOLAR			
1.	Actively participate in training program, including supervision, formal education	Develop and present a professional development plan	Demonstrate independent, self-directed learning practices through participation in a

	course and academic presentations		range of learning activities, including peer review
2.	Critically evaluate academic material	Demonstrate knowledge of research methodologies	Generate research of peer review quality
3.	Identify and describe the principles of giving and receiving feedback	Develop the skills to provide effective feedback	Develop the ability to effectively supervise and appraise performance
4.	Describe principles of teaching and learning	Apply principles of teaching and learning during case presentation, journal club and other professional presentations	Present to an audience, e.g. grand rounds, workshops; adapt presentation according to audience need
5.	Present to colleagues, medical students and members of the public, including patients		Actively participate in teaching
PROFESSIONAL			
1.	Adhere to professional and ethical standards of practice, in accordance with the RANZCP Code of Conduct and Code of Ethics, and local regulatory bodies	Identify the influence of industry and resource availability in local services, financing agencies and others, and the impact on professional practice and patient care	Integrate ethical practices in a variety of clinical and non-clinical settings
2.	Identify and fulfil legislation, regulations and College requirements regarding training, employment and professional registration	X	X
3.	Identify strategies to balance personal well-being and professional priorities in adapting to trainee responsibilities	Develop and apply skills to effectively manage the balancing of personal and professional priorities	Participate in activities to contribute to and enhance the profession, whilst maintaining sustainable work/life balance
4.	Identify pathways and legislation to report unprofessional behaviours or misconduct of colleagues, and act on these as appropriate, using supervision	X	Independently apply legislation and be able to self-report
5.	Identify learning goals and anticipated milestones in training, in supervision	Independently self evaluate strengths and weaknesses, and identify strategies to address areas for development	Participate in continuing professional and career development