

# Infant, Child & Adolescent Mental Health

Postgraduate Handbook 2021



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

**MEDICAL AND  
HEALTH SCIENCES**  
SCHOOL OF MEDICINE



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# Infant, Child and Adolescent Mental Health

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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 postgraduate study in Infant, Child and Adolescent Mental Health?

Mental health difficulties are prevalent and most begin in childhood. Having the knowledge and skills to help effectively in the early years can make a real difference to individuals, whanau and society.

## The ICAMH Programmes

The three “core or Certificate” courses are essential training for clinicians working in ICAMHS or similar services or in youth addiction services. However, 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.

The other courses after the Certificate (Diploma & Masters) build on the Certificate courses with key knowledge and skills in different areas of ICAMH.

## Our Department

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

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.

Professor John Werry was the first head of the Department of Psychiatry and the Werry Centre for Infant, Child and Adolescent Mental Health is housed within the department, and our staff teach Infant, Child and Adolescent Mental Health courses as part of the teaching arm of the Werry Centre.



## The Werry Centre

The Werry Centre for Infant Child & Adolescent Mental Health, founded

in 2002, is a centre within the Department of Psychological Medicine with a three-fold mission: Research, Teaching & Advocacy in ICAMH. It is distinct from the workforce development agency (Werry Workforce Whāraurau). The aims of the Werry Centre are to improve the mental health of infants, children and adolescents in New Zealand by conducting and promoting research of a high quality, by providing and promoting first-class teaching and professional training, and by advocating for the mental health needs of infants, children, adolescents and their whanau.

All the programmes and courses outlined in this Handbook are coordinated by members of the Werry Centre.

[www.werrycentre.org.nz](http://www.werrycentre.org.nz)

## Funding

**Certificate Courses:** There are funded places for the Certificate programme. The funding comes from the Ministry of Health and is administered by Skills Matter of Te Pou, the national centre of mental health research, information and workforce development. Criteria for eligibility for Te Pou funding are given on their website; search for Core Skills for Specialist Practice in Infant, Child and Adolescent Mental Health and Addiction. The funding covers all tuition fees and, for out of Auckland students, a good portion of travel and accommodation costs.

To apply for Te Pou funding, contact administrator Ben Harvey (until 2021) at [ben.harvey@auckland.ac.nz](mailto:ben.harvey@auckland.ac.nz) and Reena D'costa at [r.dcosta@auckland.ac.nz](mailto:r.dcosta@auckland.ac.nz)

**Other Courses:** Funding for two of the Diploma courses is also available: CBT, contact Ben Harvey (until March 2021) at [ben.harvey@auckland.ac.nz](mailto:ben.harvey@auckland.ac.nz) and Reena D'costa at [r.dcosta@auckland.ac.nz](mailto:r.dcosta@auckland.ac.nz) and Youth Forensic Psychiatry contact Sherie Crosby at [sherie.crosby@auckland.ac.nz](mailto:sherie.crosby@auckland.ac.nz)

Other Sources of Funding: As well as the funding via our Department outlined, there are also other possible sources of funding such as

DHB's NGO's, Health Workforce NZ, Te Rau Matatani. Loans are available via Study Link.

## 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](http://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 on their 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.auckland.ac.nz/academic-integrity-course](http://www.auckland.ac.nz/academic-integrity-course)



# Study at The University of Auckland

## Apply for your programme of study

[www.auckland.ac.nz/applynow](http://www.auckland.ac.nz/applynow)

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), Master of Health Practice (120 or 180 points), or 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 can be uploaded to your application online:

[www.auckland.ac.nz/supporting-documents](http://www.auckland.ac.nz/supporting-documents)

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

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:

### **Ben Harvey (until March 2021)**

Group Services Administrator

**Email:** [ben.harvey@auckland.ac.nz](mailto:ben.harvey@auckland.ac.nz)

### **Reena D'costa**

Group Services Administrator

**Email:** [r.dcosta@auckland.ac.nz](mailto: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 the International Office for application information

**Email:** [international@auckland.ac.nz](mailto: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](mailto:v.ajello@auckland.ac.nz)

## Queries about the application process contact:

### **Ben Harvey (until march 2021) and Reena**

#### **D'costa**

Group Services Administrators

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:** [ben.harvey@auckland.ac.nz](mailto:ben.harvey@auckland.ac.nz)

[r.dcosta@auckland.ac.nz](mailto: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.



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# Programme outlines

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## Postgraduate Certificate

Our Postgraduate Certificate in Health Sciences (PGCertHSc) programme specialising in Infant, Child and Adolescent Mental Health is designed for graduates in medicine, nursing, occupational therapy, psychology, or social work currently working in an Infant, 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 an Infant, 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. In the PG Certificate, the only combination of courses eligible for funding is PSYCHIAT 740, 747, 768. 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:

**Ben Harvey (until March 2021)  
and Reena D'costa**

Group Services Administrators

**Email:** ben.harvey@auckland.ac.nz  
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)

<b>PSYCHIAT 740</b> 15 points	Child & Adolescent Psychopathology	Entirely by distance/online
<b>PSYCHIAT 747</b> 15 points	Child & Adolescent Development	Two teaching days and a group seminar <b>Semester One:</b> 22 & 23 February
<b>PSYCHIAT 768 A/B</b> 30 points	Assessment, Formulation and Treatment Planning in Infant, Child and Adolescent Mental Health	Four 2-day teaching blocks: <b>Semester One:</b> 24 & 25 February   24 & 25 May <b>Semester Two:</b> 2 & 3 August   1 & 2 November
<b>PSYCHIAT 769</b> 15 points	CBT with Children, Adolescents and their Families 1	Two 2-day teaching blocks <b>Semester One:</b> 11 & 12 March   13 & 14 May
<b>PSYCHIAT 770</b> 15 points	CBT with Children, Adolescents and their Families 2	Two 2-day teaching blocks <b>Semester Two:</b> 5 & 6 August   7 & 8 October

## Regulations

Please refer to the link for 2021 regulations

<https://www.calendar.auckland.ac.nz/en/progreg/regulations-medical-and-health-sciences/pgcerthsc.html>

### Infant, Child and Adolescent Mental Health Requirement:

- 60 points: PSYCHIAT 740, 747, 768

or

- at least 45 points from PSYCHIAT 740, 747, 768, 769, 770

and

- up to 15 points from other courses approved by the Head of School of Medicine

### 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.

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# Programme outlines

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## Postgraduate Diploma

Our Postgraduate Diploma in Health Sciences (PGDipHSc) in Infant, 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 PG 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 PG 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:

**Ben Harvey**

**Email:** ben.harvey@auckland.ac.nz

**Reena D'costa**

**Email:** r.dcosta@auckland.ac.nz

## Regulations

### Regulations

Please refer to the link for 2021 regulations <https://www.calendar.auckland.ac.nz/en/progprog/regulations-medical-and-health-sciences/pgcerthsc.html>

### Infant, Child and Adolescent Mental Health Requirement:

- at least 30 points from PSYCHIAT 740, 747, 768
- at least 15 points from POPLHLTH 701, 704, 705, 708, 767
- at least 45 points from PSYCHIAT 730, 740, 741, 747, 766, 768-770, 773
- up to 30 points from HLTHMGT 754, MAORIHTH 701, PAEDS 712, 719, POPLHLTH 724, 739, POPLPRAC 754, or other approved 700 level courses offered at this University



## Postgraduate Diploma

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

<b>PSYCHIAT 730</b> 30 points	Early Childhood Mental Health	<b>Semester One:</b> lecture dates: 2 March, 16 March, 30 March, 4 May, 11 May, 1 June and 15 June <b>Semester Two:</b> lecture dates: 27 July, 10 Aug, 24 Aug, 14 Sep, 12 Oct, 26 Oct and 9 Nov
<b>PSYCHIAT 741</b> 15 points	Therapy in Child and Adolescent Mental Health – Theory	Two 2-day teaching blocks <b>Semester One:</b> 9 & 10 March   11 & 12 May
<b>PSYCHIAT 766</b> 15 Points	Youth Addiction and Co- existing Problems	2-day teaching block <b>Semester Two:</b> 21 July (zoom)   14 & 15 September
<b>PSYCHIAT 769</b> 15 points	CBT with Children, Adolescents and their Families 1	Two 2-day teaching blocks <b>Semester One:</b> 11 & 12 March   13 & 14 May
<b>PSYCHIAT 770</b> 15 points	CBT with Children, Adolescents and their Families 2	Two 2-day teaching blocks <b>Semester Two:</b> 5 & 6 August   7 & 8 October
<b>PSYCHIAT 773</b> 30 points	Youth Forensic Psychiatry	Four 2-day teaching blocks: <b>Semester One:</b> 4 & 5 March   6 & 7 May <b>Semester Two:</b> 9 & 10 August   18 & 19 October

#### 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.

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# Programme outlines

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## Masters and PhD programmes

Studies in infant child and adolescent mental health may also be continued with enrolment in a Masters of Health Practice, Masters of Health Sciences and 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. Talk to staff about continuing your studies.

## Masters Programmes

The table below outlines the pathways to a Master Programmes specialising in Infant, Child & Adolescent Mental Health

<b>Certificate Courses</b>	60 points
<b>Diploma Courses</b>	Another 60 points
<b>Master of Health Practice (in ICAMH)</b> <b>OR</b> <b>Master of Health Science (in ICAMH)</b>	Another 60 points (total of 180 points)  Another 120 points (total of 240 points)

MHlthPrac (ICAMH): After completing 120 points of courses, the additional 60 points for a MHlthPrac (ICAMH) can be obtained by completing a 60 point dissertation (needed for PhD study) or a 45 point Research Project and a 15 point taught course (from the Diploma courses or an approved other course). Students can enrol for the Masters of Health Practice (ICAMHS) (to be completed within six years) but “exit” before completion with a Certificate or a Diploma.

MHlthSci (ICAMH): After completing 120 points of courses, the additional 120 points for a MHlthSci (ICAMH) can be obtained by completing a 120 point thesis or a 90 point dissertation and one or more taught courses of 30 points.

## PhD programme (Doctor of Philosophy; Doctorate)

The PhD is a 360 point thesis by supervised research (3-4 years full time; 6 to 8 years part time).



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# Course outlines

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## PSYCHIAT 730

30 pts

### Early Childhood Mental Health (Semester 1 & 2)

**Coordinator:** Trecia Wouldes

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 & Sarah Hetrick

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 & Sarah Hetrick

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

1. 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.
2. In your workplace, recognise and explain developmental processes and concepts to clients and their families, and to colleagues (other health professionals, teachers, etc.).
3. Explain to clients and their families, and to colleagues, the relation between development and context, including age, gender, culture, socio-economic status, and ethnicity.

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

- 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.

### 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.

### 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

## Assessment, Formulation and Treatment Planning in ICAMH

**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

## CBT with NZ Children, Adolescents and their Families 1

**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

## CBT with NZ Children, Adolescents and their Families 2

**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

## Youth Forensic Psychiatry

**Coordinator:** Ingalise Jensen

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.





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# Department of Psychological Medicine/Werry Centre staff

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## 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 ICAMH and general practice. He coordinates the postgraduate programmes and has been involved in teaching these since 2003. Vas has a special interest in the application of developmental concepts to clinical work and also in flexible teaching and learning. Vas is the Deputy Director of the Werry Centre and enjoys working in different settings, including the Ngati Porou Hauora ICAMH service.



## 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 Aotearoa 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.



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### Sarah Hetrick

MA, DClinPsych, PGCertHealSc

Dr Sarah is a clinical psychologist and Associate Professor of Youth Mental Health in the Department of Psychological Medicine, University of Auckland, and an honorary Principal Fellow in the Centre of Youth Mental Health, University of Melbourne with strong collaborative working partnerships with Orygen, The National Centre of Excellence in Youth Mental Health where she worked until 2017. While in Australia she worked in a headspace service with young people aged 12 to 25. She has expertise in evidence synthesis, including as an editor for the Cochrane Common Mental Disorders Group. She has written a suite of reviews on the treatment of depression and suicide risk in young people; the results of which underpin recommendations in a number of international Clinical Practice guidelines. She held an Australian NHMRC Training Fellowship focused on knowledge transfer and led a range of practice improvement initiatives including an audit of practice, the development and testing of a CBT manual for youth depression, and a study on online depression and suicidal ideation monitoring in young people being treated for depression. She is now leading work on digital interventions to assist young people to manage intense emotions, including suicidal ideation and to prevent self-harm.



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### Sally Merry

MBChB, MD, FRANZCP, CCAP

**E-mail:** [s.merry@auckland.ac.nz](mailto:s.merry@auckland.ac.nz)

Dr Sally Merry is a child and adolescent psychiatrist, Professor and Head of the Department of Psychological Medicine at the University of Auckland and Director of the Werry Centre for Child and Adolescent Mental Health. Sally has a special interest in using

technology to extend access to mental health interventions to enhance mental health in children, adolescent and young people. She is currently principal investigator for studies of E-Therapy and Mobile Phone technology as interventions for young people with depression, and studies of effective interventions for infants with mental health problems. Sally was involved in establishing these postgraduate courses for allied health professionals at the University of Auckland. Sally teaches medical students and registrars and supervises doctoral students.



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### Hiran Thabrew

BM, BSc, FRANZCP, FRACP

**Email:** [h.thabrew@auckland.ac.nz](mailto: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 and well-being of children, young people and their families. He is the Director of the Werry Centre for Child and Adolescent Mental Health, ICAMH.org and the NZ Child and Adolescent Research Network 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.



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## Trecia Wouldes

PhD

**Email:** [t.wouldes@auckland.ac.nz](mailto:t.wouldes@auckland.ac.nz)

Associate Professor 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, 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 ICAMH 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

### **Jenny Goddard**

School Guidance Counsellor

**Email:** jaldeng@xtra.co.nz

### **Leah Andrews - Chairperson**

Child & Adolescent Psychiatrist, Honorary Senior Lecturer and past Certificate Coordinator

**Email:** lk.andrews@auckland.ac.nz

### **Selwyn Mason**

Senior Clinical Psychologist

**Email:** selwyn.mason@nmhs.govt.nz

### **Siaan Nathan**

Senior Clinical Psychologist, Te Roopu Kimiora, NDHB

**Email:** siaan.nathan@northlanddhb.org.nz

### **Anne Brebner**

Clinical Nurse Director, CMDHB

**Email:** anne.brebner@middlemore.co.nz

### **Sammie Dudley**

Youth Consumer Adviser, Werry Workforce Whāraurau

**Email:** j.boyd@auckland.ac.nz

### **Ainsleigh Cribb-Su'a**

NZ psychologists board

**Email:** ainsleigh.cribb@gmail.com

### **Jemma Stephens**

**Email:** jemma@adhb.govt.nz

### **Tania Wilson**

Clinical Director

**Email:** tania.wilson@freshminds.co.nz

## External Moderator

### **Stephanie Moor**

Child & Adolescent Psychiatrist & Senior lecturer  
Department of Psychological Medicine  
Otago University







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

**MEDICAL AND  
HEALTH SCIENCES**  
SCHOOL OF MEDICINE

