



## **Program Specification for Master Degree in: Child & Adolescent Psychiatry**

**Program type: single**

**Program code: CHIPS 817**

**Department offering the program: Department of Psychiatry**

**Total credit points: 160**

**Academic year: 2009/2010**

**Program Coordinators: Azza El Bakry, Suaad Moussa**

**External evaluators: UCLA, Department of Child & Adolescent Psychiatry according to MOU (USA), Prof Eric Taylor IOP, London (UK)**

### **I. Program aims**

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The program will prepare the student to meet the national requirements for Continuing Professional Development in child and adolescent mental health profession within the region by providing a high quality program of clinical study leading to competent; evidence based mental health practice in a multi-professional context.

The overall aim of the training program is to graduate a specialist who can integrate clinical theory and concepts with workplace experience and accurately diagnose and develop a management plan for the patient in the field of child and adolescent psychiatry based on a sound knowledge of the appropriate treatments including health promotion, disease prevention and long term management.

### **II. Intended learning outcomes of program (ILOs)**

- 1. Knowledge and understanding: By the end of the program the candidate should;**
  - a) Identify the various categories in the classification of child and adolescent psychiatric disorders (ICD and DSM).
  - b) Recognize the biopsychosocial etiology and prevalence of common

psychiatric conditions.

- c) Identify the clinical presentation and differential diagnosis of common psychiatric conditions.
- d) Recognize the principles and indications of different modalities of treatment used and their integration (psychopharmacology, ECT, psychotherapies, social interventions, rehabilitation).
- e) Recognize the prognosis of common child and adolescent psychiatric disorders
- f) Identify common child and adolescent psychiatric emergencies.
- g) Recognize legal aspects of psychiatric practice, child mental health law and psychiatric ethics
- h) Identify the principles, indications and interpretations of psychological and medical assessments in common psychiatric syndromes.
- i) Recognize the basic issues for promoting community child and adolescent psychiatry care, habilitation and antistigma programs.

**2. Intellectual skills: By the end of the program the candidate should be able to;**

- a) Assess essential information about the patient; history taking, mental state and medical examination.
- b) Analyze and synthesize data collected to extract essential information, formulate, diagnose and provide a differential diagnosis
- c) Formulate informed therapeutic decisions based on patient information, current scientific evidence, and clinical judgment.
- d) Develop and carry out patient care management plans.
- e) Assess effectively risk and take measures needed to prevent disease and injury.
- f) Demonstrate the ability in prioritization/triaging of patient management in emergencies

**3. Professional and practical skills: By the end of the program the candidates should be able to;**

- a) Prescribe and perform adequately medical and psychological procedures considered essential for practice.
- b) Demonstrate basic psychotherapeutic skills including listening and empathy.
- c) Provide effective Follow-up services.
- d) Maintain comprehensive, timely and legible medical records.
- e) Encourage patients, teachers and families to participate actively in the process of care.
- f) Provide families and patients with education necessary to understand illness

and treatment, share decisions, and obtain informed consent.

**4. General and transferable skills: By the end of the program the candidates should be able to;**

- a) Demonstrate ability to communicate effectively with patients and families to create and sustain a professional and therapeutic relationship across a broad range of socioeconomic backgrounds.
- b) Demonstrate ability to communicate and collaborate with other health professionals (e.g. Nurses, Clinical Psychologists , Social Workers and Teachers) as well as physicians from different specialties and work effectively as a member or leader of a health care team.
- c) Analyze own practice by reflective thinking and self knowledge for awareness of limitations in knowledge and expertise and counter transference issues.
- d) Demonstrate ability to use evaluations of performance provided by peers, patients, superiors, and subordinates to improve practice with openness to feedback and criticism.
- e) Take primary responsibility for lifelong learning to improve knowledge, skills, and practice performance.
- f) Demonstrate ability to use information technology to optimize patient care and enhance his lifelong learning skills.
- g) Locate, appraise, and summarize evidence from scientific studies related to health problems of his patients.
- h) Participate actively in the education of patients, families, students, peers, and other health professionals
- i) Demonstrate integrity, honesty, compassion, and empathy in his role as a physician.
- j) Respect the patient's privacy and autonomy
- k) Demonstrate cultural sensitivity
- l) Maintain appropriate professional boundaries
- m) Demonstrate ability to do team work.
- n) Demonstrate accountability and commitment.
- o) Demonstrate a responsiveness to the needs of patients and society that supersedes self-interest

### **III. Academic standards.**

**External references for standards:**

The program outcomes have references to the subject benchmarking statements of the Royal College of Psychiatrists

## **Program structure and contents.**

### **Program admission (precourse) requirements**

The candidate should have obtained a diploma or Master degree or equivalent in General Psychiatry, as well as fulfilling the preliminary courses on Medical statistics I – English language (TOEFL or equivalent degree) – Computer skills (ISDL). Admission for the program is open during July and acceptance response is announced in September and the program starts in October.

## **Program Structure**

**Total credit points:**160

**Program duration:** One and half year.

**Program structure:** Total Credit points 160

60 credit points transferred from Diploma/Master or equivalent degree in general psychiatry (Refer to Psych 817 first part: basic science courses; general clinical courses; residency training program phase 1)

- **Child & Adolescent Psychiatry: 1.5 years (table 1) 80 credit points**

Candidate should fulfill the following:

- Compulsory courses  
one academic year (30 weeks) 21 credit points
- Scientific activities 4 credit points
  - Journal clubs
  - Seminars
  - Scientific meeting arranged/approved by the department
  - Attendance of thesis discussions
- Training program phase 2:  
Special training in Child and Adolescent Psychiatry for one & half years. 55 credit points

- **Master Thesis:** completed during second part 20 credit points

Credits are transferred if the topic of the candidate's thesis in M Sc in General Psychiatry included a practical part in the field of child and adolescent psychiatry within the past five years.

**Table 1: Part 2**

item	Credit points	ILOs.
<b>Course</b> <b>Social &amp; psychological Aspects of Child &amp; Adolescent Development</b>	2	1h, 3e, f; 4a,b,d,h,k,m,o
<b>Child Psychiatry</b>	8	1a,b,c d,e,g,i;;2a,b,c,d,e,f,3a,b,c,d
<b>Adolescent Psychiatry</b>	8	1a,b,c,d,e,g,i;;2a,b,c,d,e,f,3a,b,c,d
<b>Pediatrics, Pediatric Neurology &amp; Emergencies</b>	3	1f;;4b,i,j,k,l,m,n,o
<b>Scientific activities</b>	4	4c,d,e,f,g,h
<b>Master thesis</b>	20	4e,f,g
<b>Residency training program (phase 2)</b>	55	2a,b,c,d,e,f,3a,b,c,d,e-f,4a,b,c,d,l,j,k,l,m,n,o

**Residency Training Program**

**Basic Training and Special Training have already been fulfilled during acquirement of general and specialized training in general psychiatry. Credit points transferred from Diploma/ M Sc or equivalent in general Psychiatry.**

**Advanced Training:**

One and half years. Students should spend 12 months in the unit of child & adolescent psychiatry and 6 months in pediatrics (2months neurology, 2 months general pediatrics and 2 months pediatric emergencies)

***NB: The details and requirements of the training program are illustrated in separate document***

### **Master Thesis**

All master-degree students should prepare a thesis in child and/or adolescent psychiatry unless exempted as specified under program structure. The department and the ethical committees must approve the protocol of the research. The thesis should include a review part and a research part. The thesis is supervised by one or more senior staff members and may include other specialties according to the nature of the research. The thesis should be evaluated and approved by a committee of three professors including one of the supervisors and an external professor.

### **Scientific Activities:**

The students should actively participate in the scientific activities of the department such as:

- *Journal club (presenting scientific articles) once every one- two weeks.*
- *Seminars (including recent topics and controversial issues) once weekly. Students are expected to participate in the discussions.*
- *Scientific meetings arranged/approved by the department*
- *Attendance of Thesis discussions*
- *Psychotherapy and senior & peer supervision*

Each activity will be monitored and given credit points registered in a Resident logbook. The student should collect the required points before being allowed to sit for final exam

## **V. Regulations for progression and program completion**

After finishing the advanced residency training (in child and adolescent psychiatry), attending the specified courses and collecting the required credit points, the student should pass the child and adolescent masters exams. The student may submit a protocol for master thesis at the beginning of registration unless exempted as specified under program structure. **Before submitting to the final exam, candidate should have finished the thesis and get approval, and collect the required credit points. Master degree should be obtained within a maximum of 6 years after registration date.**

## **VI. Evaluation**

According to the bylaws of the residency, professors carry continuous assessment during the program. A residency-training program logbook will be kept for each student to document all his/her clinical, laboratory and/or operative/procedural activities as well as his/her participation in different scientific

activities. The head of the department should allow the students to undergo the final examination when they complete their training program and collect the credit points needed.

## Final Exam

**Psychiatry:** Four written exams (Three-hours each) including short essay questions, problem solving, and case scenarios + oral exam + clinical exam

*Written exam will be held on four days:*

*Day one covering: Social and Psychological Aspects of Child & adolescent Development*

*Days two and three cover Child and Adolescent Psychiatry*

*Day two: Short questions*

*Day three: Clinical cases and problem solving*

*Day four: Pediatrics, Pediatric Neurology and Emergencies*

*This will be followed by the clinical and oral exams on separate days*

**Marks allocated to courses (each credit point 50 marks)**

Course	Written	Oral	Clinical/practical	Total
<b>Second part</b>				<b>1050</b>
<i>Social &amp; Psychological Aspects of Child &amp; adolescent Development</i>	60	40		100
Child and Adolescent psychiatry	400	200	200	800
Pediatrics, Pediatric neurology & emergencies	80	35	35	150

Remarks

- Passing mark in a written exam is  $\geq 60\%$

## VII. Evaluation of program intended learning outcomes:

Evaluator	Tool	Sample
1. Senior Students	Questionnaire at the end of the program	All the PG students
2. Alumni	The faculty is currently developing an Alumni office for postgraduates	Not yet determined
3. Stakeholders	A meeting will be arranged during the annual conference of the department	Available representatives from: <ul style="list-style-type: none"> <li>• Army hospitals</li> <li>• National medical insurance</li> <li>• Medical syndicate</li> <li>• Ministry of health</li> <li>• WHO</li> </ul>
4. External Evaluators	Review the program and courses Attending the final exam.	Once before implementation Bi-annual report
5. College Quality Assurance committee	Annual program review	

**Date of approval by department council**

**Signatures**

*Program Coordinator*

*Head of Department*