

In the Name of God

Islamic Republic of Iran Ministry of Health and Medical Education Deputy for Education

Child and Adolescent Psychiatry Degree: Subspecialty

Introduction:

In recent years, the high prevalence of psychiatric disorders in children and adolescents has been well recognized worldwide and local research has also confirmed the high prevalence of these disorders and their worrisome consequences. Given the increasing importance of this branch of psychiatry in timely prevention and treatment of disorders in children and adolescents, it is necessary to develop a curriculum for improving the quality and quantity of the available educational resources in accordance with the latest scientific achievements, applying more effective educational strategies, improving the assessment methods and assessing the curriculum, and reviewing the requirements for the establishment of this field in the universities. We utilized the resources and experiences of the accredited universities in the world and a realistic view on the current situation in Iran in order to introduce a curriculum that aims to train committed, competent, and knowledgeable specialists and that dynamically remains updated to develop this subspecialty. The curriculum compilation committee welcomes the valuable comments of experts and scholars for revising the curriculum.

Definition and Duration of the Training Program:

Child and adolescent psychiatry fellowship is a branch of psychiatry which deals with diagnosis, treatment, and prevention of psychiatric disorders in children and adolescents. The graduates of this course provide the society with their knowledge and skills in the areas of education, research, and health services.

Duration of Child and Adolescent Psychiatry course is 24 months.

Aims:

1-In the next 10 years, we are expected to train enough efficient sub specialists able to design and provide a child and adolescent mental health system and integrate it into the national health system, work more specifically in different areas of child and adolescent psychiatry.

2-The mission of this course is to train the next generation of leaders in child and adolescent mental health system.

Expected Competencies at the End of the Program

General Competencies*

Major diagnostic-therapeutic skills:

Diagnostic skills:

- Graded scales for evaluating the performance of families and parental relationships
- Graded scales in child and adolescent psychiatry, such as Conners, ADHD-RS, CYBOCS, CBCL, SDQ, ...
- Structured and semi-structured interviews, such as K-SADS (independence performance)
- CARS questionnaire (independent performance)
- ADI assessment (independent performance)
- MRS assessment scale (independent performance)
- One of the performance assessment tests, such as Wisconsin, T.O. London, CPT, ...

- Raven Test
- Wechsler test
- Assessment of intelligence and development of infants, such as Denver and Gesell

Therapeutic skills:

1. Non-pharmaceutical treatment

During this two-year course, each student should perform at least four group interventional procedures (two interventions for patients and two for families), provide individual cognitive behavioral therapy for patients (at least twice), and teach social skills in schools (at least once) and different psychological disorders individually (at least four times for patients).

- Providing individual and group education on PMT to parents of children with ADHD
- Providing group psychological education to families on bipolar disorder
- Providing group psychological education to families on autism
- Providing group psychological education to families on learning disability
- Providing group psychological education to families on learning disability
- Providing individual psychological education to families on ADHD and bipolar or psychotic disorders
- Providing group psychological education to families on anxiety disorder, obsessive compulsive disorder, and depression in children and adolescent
- Teaching parents the effective parenting methods in groups for having healthy children and adolescents (in schools or a community)
- Teaching social skills required for children and adolescents (in schools or a community)
- Holding group therapy sessions with cognitive behavioral approach for the treatment of anxiety and mood disorders in children and adolescents
- Holding cognitive behavioral therapy sessions individually for the treatment of anxiety, obsessive compulsive, tic, and mood disorders and PTSD in children and adolescents
- Holding individual behavior modification sessions for specific disorders in children and adolescents, such as nocturia, nail biting, and thumb sucking, etc.
- Performing family therapy interventions
- Providing group consultation for families of children with physical disorders
- Teaching the psychological aspects of medical conditions to the employees working in pediatric wards
- Teaching how to behave children and adolescents to employees working in inpatient and outpatient units of psychiatric and non-psychiatric centers
- Teaching child and adolescent psychiatry topics to the general and specialty groups
- Familiarity with play therapy interventions
- Family counseling in the areas of management of grief, divorce, adoption, etc.

2. Biological treatment:

- Application of different child and adolescent psychiatric drugs tailored to different disorders, either alone or in combination
- Management of drug interactions and complications
- Familiarity with ECT techniques and familiarity with the techniques of other biological interventions, such as TMS, biofeedback, etc.

Educational Strategies, Methods and Techniques*

Student Assessment:

Assessment methods:

- Logbook assessment continuously and every three months by the education authority for fellows
- Assessment of clinical performance of students by the attending professor every three months
- Assessment of students' reports in patients' files every three months
- Assessment of clinical skills through Mini CEX every three months
- Assessment of clinical skills through OSCE and written exams once a year
- Assessment of research responsibilities and matters related to the subspecialty thesis
- Assessment for promotion from the first year to the second year and introducing students to subspecialty board examination in May of the second year

Periods of Assessment:

- Continuously
- Periodically
- Final examination

Ethical Considerations*

*Note: The related document(s) can be found at <http://hcmep.behdasht.gov.ir/>.



The Overall Structure of the Course:

Educational ward, unit, or education setting	Syllabus- Measures	Duration (month)
<p>Child and adolescent psychiatry units at hospitals, including wards, clinics, and Day Center</p>	<p>Familiarity with etiology, symptoms, diagnosis, and different therapeutic approaches Interviewing and taking history of the child and family, Diagnosis and treatment of different disorders Biological treatment (medication, ECT, etc.) Non-pharmaceutical treatments, including Family therapy Family education Cognitive behavioral therapy Play therapy Group therapy Familiarity with psychological assessments child and adolescent forensic psychiatry Principles of research in child and adolescent psychiatry Implementation of theses/research projects</p>	<p>21 months</p>
<p>Pediatric neurology unit</p>	<p>Neurological examination of children Familiarity with etiology, symptoms, diagnosis, and treatment of disorders, such as seizures/metabolic and genetic diseases in children Diagnosis and treatment of psychiatric aspects related to metabolic/genetic diseases in children Familiarity with neurologic assessment methods, such as EEG and Neuro Imaging</p>	<p>2 months (3 days a week for each ward)</p>
<p>Counselling/mediating psychiatric unit at pediatric hospitals</p>	<p>Diagnosis and treatment of psychiatric aspects of physical diseases Teaching psychological aspects of children's physical diseases to parents and employees working in inpatient and outpatient units Performing interventions for preparing patients and families to participate in assessments and therapeutic interventions Consultations with highly specialized pediatric fields</p>	
<p>Society (educational and cultural centers for children and families, houses, and health centers, if needed)</p>	<p>Teaching social and life skills to students, parents, and teachers Parenting education for parents, teachers, and media Teaching teachers and counselors the behavioral and educational interventions appropriate for child psychiatric disorders Teaching how to follow up patients in the community, such as telephone follow-up of patients after inpatient and outpatient visits, visiting patients at home, participating in day centers for psychological rehabilitation and returning patients to a good performance level, etc.</p>	<p>1 month</p>



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