

Infant, Child & Adolescent Mental Health

Postgraduate Handbook 2019



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

**MEDICAL AND
HEALTH SCIENCES**
SCHOOL OF MEDICINE

Infant, Child and Adolescent Mental Health

Courses outlined in this Handbook are usually done by graduates in medicine, nursing, occupational therapy, social work or psychology working 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 or adolescence. 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.

Our department has 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 the courses described in this handbook as part of the teaching arm of the Werry Centre.

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 Reena D'costa at r.dcosta@auckland.ac.nz

Other Courses: Funding for two of the Diploma courses is also available: CBT and Youth Forensic Psychiatry. Again, contact Reena D'costa at r.dcosta@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 Matataini. 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

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.

See below link for more information:

www.auckland.ac.nz/academic-integrity-course



Study at The University of Auckland

Apply for your programme of study

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

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

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:

Reena D'costa

Group Services Administrator

Email: 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

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

Phone: +64 9 923 3767

Fax: +64 9 373 7013

Email: v.ajello@auckland.ac.nz

Queries about the application process contact:

Reena D'costa

Group Services Administrator

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: r.dcosta@auckland.ac.nz

Accommodation/travel

You are responsible for getting to and from Auckland and for arranging your own accommodation for the Teaching Blocks.

You can search the web for accommodation and parking options near to Grafton Campus.



Programme outlines

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 3 of this handbook, check the eligibility criteria of the Skills Matter website, then request an application form from:

Reena D'costa

Group Services Administrator

Email: 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)

PSYCHIAT 740 15 points	Child & Adolescent Psychopathology	Entirely by distance/online
PSYCHIAT 747 15 points	Child & Adolescent Development	Two teaching days and a group seminar Semester One: 25 & 26 February 2019
PSYCHIAT 768 A/B 30 points	Assessment, Formulation and Treatment Planning in Infant, Child and Adolescent Mental Health	Four 2-day teaching blocks: Semester One: 27 & 28 February 27 & 28 May Semester Two: 5 & 6 August 4 & 5 November
PSYCHIAT 769 15 points	CBT with Children, Adolescents and their Families 1	Two 2-day teaching blocks Semester One: 14 & 15 March 16 & 17 May
PSYCHIAT 770 15 points	CBT with Children, Adolescents and their Families 2	Two 2-day teaching blocks Semester Two: 8 & 9 August 26 & 27 September

Regulations

60 points required for the PG Certificate from:

PSYCHIAT 740	15 pts
PSYCHIAT 747	15 pts
PSYCHIAT 768	30 pts

Or, at least 45 points from:

PSYCHIAT 740	15 pts
PSYCHIAT 747	15 pts
PSYCHIAT 768	30 pts
PSYCHIAT 769	15 pts
PSYCHIAT 770	15 pts

and

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

The CBT courses are usually done as part of the Diploma but applications to do the CBT courses (30 points) instead of PSYCHIAT 747 & 740 (30 points together) or PSYCHIAT 768 (30 points) will be considered upon proof of completing their equivalent (courses or work experience).

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 during semester time.

Programme outlines

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.

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:

Reena D'costa

Email: r.dcosta@auckland.ac.nz

Regulations

Our 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).

- 30 points from PSYCHIAT 740, 747, 768
- 15 points from PSYCHIAT 741
- 15 points from POPLHLTH 701, 704, 705, 708, 767

AND

- A further 60 points from PSYCHIAT 730, 740, 747, 766, 768-770, 773

OR

- A further minimum of 30 points from PSYCHIAT 740, 747, 768-770, 773 and up to 30 points from other courses approved by the Head of School of Medicine.

Postgraduate Diploma

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

PSYCHIAT 730 30 points	Early Childhood Mental Health	Semester One: lecture dates: 5 March, 19 March, 2 April, 30 April, 14 May, 28 May, 11 June Semester Two: lecture dates: 23 July , 6 August, 20 August, 17 September, 1 October, 15 October, 29 October
PSYCHIAT 741 15 points	Therapy in Child and Adolescent Mental Health – Theory	Two 2-day teaching blocks Semester One: 12 & 13 March 14 & 15 May
PSYCHIAT 766 15 Points	Youth Addiction and Co-existing Problems	2-day teaching block Semester Two: 6 & 7 August
PSYCHIAT 769 15 points	CBT with Children, Adolescents and their Families 1	Two 2-day teaching blocks Semester One: 14 & 15 March 16 & 17 May
PSYCHIAT 770 15 points	CBT with Children, Adolescents and their Families 2	Two 2-day teaching blocks Semester Two: 8 & 9 August 26 & 27 September
PSYCHIAT 773 30 points	Youth Forensic Psychiatry	Four 2-day teaching blocks: Semester One: 25 & 26 March 8 & 9 April Semester Two: 17 & 18 June 8 & 9 August

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 during course semester time.

Programme outlines

Masters and PhD programmes

Studies in infant child and adolescent mental health can be continued with enrolment in a Masters of Health Practice or a 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

Certificate Courses	60 points
Diploma Courses	Another 60 points
Master of Health Practice (in ICAMH) OR Master of Health Science (in ICAMH)	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).



Course outlines

PSYCHIAT 730

30 pts

Early Childhood Mental Health (0-5) (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 use 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

Coordinator: 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 adolescence.

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

Coordinators: Vas Ajello & Sarah Hetrick

There is a 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 with 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 developmental processes and explain these 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 particular 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 an awareness of developmental and cultural considerations.
7. Experience specific aspects of addiction treatment less commonly seen in ICAMH 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

Coordinators: 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 an Infant, Child and Adolescent Mental Health (ICAMH) 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 an applied course and 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

- Assessment, formulation and treatment planning for different kinds of disorders
- 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 gender diverse youth, consumer perspectives
- Taking account of Māori and other cultures

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. Use the key principles of CBT when working with kids/teens and whānau.
2. Understand key cognitive and behavioural interventions for anxiety and depression with kids/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 Part 1 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 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 on Grafton Campus.

Learning Objectives:

1. Describe the legislative framework, and demonstrate understanding the effect of these laws on personal clinical practice.
2. Describe the range of pathways and processes for a young person entering the Youth Forensic system in both criminal and civil jurisdictions.
3. Analyse own practice with reference to ethical issues 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 practice, when completing evaluations of juveniles.
8. Demonstrate the ability to succinctly present a complex case in writing and while giving evidence, at the level expected in the Courts.



Department of Psychological Medicine/Werry Centre staff

Head of Department



Prof Sally Merry

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 anxiety disorders, teenage depression and early intervention. 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 community mental health workers at the University of Auckland. Sally teaches medical students and registrars and supervises doctoral students. She chairs the New Zealand Branch of the Faculty of Child and Adolescent Psychiatry. Sally has been involved developing an integrated plan for services from health promotion to specialist care for infants in South Auckland.

Kaumātua



Rawiri Wharemate

Ngāpuhi, Ngāti Porou,
Tainui, Ngāti Pūkenga

Rāwiri Wharemate is of Ngāpuhi, Ngāti Porou, Tainui, Ngāti Pūkenga descent. Rawiri has been the Kaumātua for Werry Centre for Teaching and Research in ICAMH since its inception in 2003 and is a member of the PG ICAMH Advisory group. Matua Rawiri has extensive experience in the Child and Youth Mental Health field. Under the guidance of our Kaumātua the Teaching Team strives to embrace the principles and values of the Tiriti ō Waitangi and Whānau Ora and to maintain strong alignment with Māori Models of Care.

ICAMH Teaching Staff



Vas Ajello

MSc, Clinical Psychology,
PG Certificate in
Academic Practice

Email: v.ajello@auckland.ac.nz

Mr Vas Ajello is a clinical psychologist and a Professional Teaching Fellow in the Department. He has with particular training and experience in working with children and adolescents, and their families. Vas has been involved in teaching the Postgraduate Certificate in Infant, Child & Adolescent Mental Health for several years and is the Certificate coordinator.



Tania Cargo

PHDipClinPsych, MEd
Ngāpuhi, Ngāti Manu
me Ngāti Maru

E-mail: t.cargo@auckland.ac.nz

Tania Cargo is a Clinical Psychologist and a senior lecturer in the Department. Being Maori, Tania is also involved in working with colleague Rawiri Wharemate on issues that affect Maori working in the area of child and adolescent mental health. Tania's clinical work has been with both adults and children in hospital, community and educational settings.



Grant Christie

MChB, FRANZCP, FACHM, MD

Email: g.christie@auckland.ac.nz

Dr Grant Christie is a Child and Adolescent and Addiction Psychiatrist and a senior lecturer in the Department. Grant has been working in youth addiction services in NZ and Australia for over 15 years. He is Lead Clinician at CADS Youth Service and 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. Grant is involved in developing youth addiction treatment via internet and app based modalities.



Sarah Hetrick

MA, DClinPsych, PGCertHealSc

Email: s.hetrick@auckland.ac.nz

Dr Sarah Hetrick is a clinical psychologist and Associate Professor of Youth Mental Health in the Department 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 is now leading work on digital interventions to assist young people to manage intense emotions, including suicidal ideation and to prevent self-harm.



Hiran Thabrew

BM, BSc, FRANZCP, FRACP

Email: h.thabrew@auckland.ac.nz

Dr Hiran Thabrew is a dual trained Child and Adolescent Psychiatrist and Paediatrician and a senior lecturer in the Department. Hiran has a keen interest in promoting integrated and evidence-based approaches to sustaining and improving the mental health of children, young people and their families. Hiran is a senior lecturer in the Department and also enjoys being part of the Paediatric Consultation Liaison Service at Starship Hospital.



Trecia Wouldes

PhD

Email: t.wouldes@auckland.ac.nz

Dr Trecia Wouldes is a developmental psychologist and an Associate Professor in the Department, and Associate Dean (Equity) for the Faculty of Medical and Health Sciences. The focus of Trecia's teaching and research is the health, mental health and development of children exposed to biological and/or psychological insults 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 ('P') during their pregnancy. Through her research, Trecia has developed a special interest in the provision of evidence-based interventions for infants, toddlers and pre-school children.



ICAMH 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 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 developments needs and challenges.
3. Advise on programme and curriculum changes and improvements

Teaching staff and student representatives attend the meetings. Service leaders of funded students are invited to attend (teleconferencing available). Listed below are regular members of the Advisory Group:

Rawiri Wharemate

Kaumataua, 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

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

Amanda Barnes

Clinical Coordinator, Marinoto North CAMHS

Email: Amanda.Barnes@waitematadhb.govt.nz

James Boyd

Youth Consumer Adviser, Werry Workforce Whāraurau

Email: j.boyd@auckland.ac.nz

Tania Wilson

Primary Care Strategy Co-ordinator

Email: Tania.Wilson@waitematadhb.govt.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

