

THE TAMIL NADU Dr. M.G.R. MEDICAL UNIVERSITY
No. 69, ANNA SALAI, GUINDY, CHENNAI – 600 032.

M.D. / M.S.

POST GRADUATE DEGREE COURSES



SYLLABUS AND CURRICULUM

2021 - 2022

M.D. PSYCHIATRY

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1. GOAL

A person who has obtained the qualification of a Doctor of Medicine (MD) degree in Psychiatry should be well-versed in / should have skills and expertise in

1. Basic concepts and recent advances in the subject
2. Recognizing mental health, distress, illness and disease
3. To evaluate individuals with mental and behavioral issues and manage them through appropriate pharmacotherapy or psychotherapy
4. Training should empower her/him to lead a multidisciplinary team to manage mental disorders
5. Training during the course should equip her/him with skills to become an effective teacher with skills to plan and implement teaching programmes for students in medical and allied health science courses
6. Understand basic research methodology, study design and statistics to be able to assess new information and research
7. Understand the principles of ethical medical and professional clinical practice and employ it in their work

Rationale

The purpose of this curriculum is to outline the competencies the trainee must demonstrate and the learning and assessment processes that must be undertaken. The curriculum is outcome- based allowing the trainee to explore the field while being encouraged and supported by clinical supervisors.

2. SPECIFIC LEARNING OBJECTIVES

At the end of the MD training program in Psychiatry, the trainee should have acquired /achieved the following objectives. These are linked to the competencies listed above.

- 1. Knowledge and understanding of the psychosocial and biological basis of mental health and illness**
The trainee should understand basics of genetics, biology, psychology, sociology and anthropology in order to be able to comprehend mental health, distress, illness and disease and provide holistic care.
- 2. Elicit details of psychiatric history and perform mental state and physical examinations to assess psychiatric disorders**
The trainee should have the theoretical knowledge related to symptoms and signs of mental illness and possess the skills to elicit psychiatric history and perform comprehensive mental state and physical examinations.
- 3. Able to master detailed psychiatric presentations, summary, diagnostic formulation and differential diagnosis for patients with different mental disorders**
The trainee should possess knowledge, skill and confidence in reaching appropriate conclusions about different clinical presentations of mental disorders.

4. Able to recommend appropriate investigations including psychological assessment, laboratory tests and radiological investigations and suggest a management plan

The trainee should be able to document a detailed investigation and management plan for treating mental disorders.

5. Able to communicate effectively with patients, their families, colleagues, members of the multidisciplinary team and with other health care staff

The trainee should have the necessary communication skills to establish rapport, provide education about mental disorders and their treatment and communicate effectively.

6. Able to assess and manage psychiatric emergencies, and evaluate and manage the risk of harm to self and to others in patients with mental disorders

The trainee should have the necessary knowledge and skill in evaluating risk and managing people who present with psychiatric emergencies.

7. Able to assess the need for psychotropic medication and employ it appropriately in managing mental disorders

The trainee should have the necessary knowledge about the mechanisms of action, pharmacodynamic and pharmacokinetic properties, adverse effects, drug interaction, dosing schedules and cost of psychotropic medication.

8. Able to assess the need for and deliver psychotherapeutic and psychosocial interventions for mental disorders.

The trainee should be able to employ relevant psychotherapy techniques, employ psychosocial intervention in individual, family, and group settings.

9. Able to teach students in medicine and allied health sciences about mental disorders, their recognition and management

The trainee should be competent in teaching methods like lectures, case discussions, case conferences and seminars to teach students about mental illness and their management.

10. Able to understand research methodology and critical appraisal of psychiatric literature

The trainee should be familiar with common study designs, methodology, analysis and interpretation. She/he should be able to also do audits of clinical practice.

11. Able to understand the principles of ethical medical practice and employ it in day- to- day health care.

The trainee should be well versed in the principles of bioethics and know the common situations and the applications of these principles.

12. Able to understand the importance of documentation in medical practice

The trainee should be able to document clinical details, diagnostic evaluations, treatment and interventions, maintain progress notes, write discharge summaries and maintain legal documents.

13. Able to develop leadership skills

The trainee should learn leadership skills in order to be able to work effectively with other colleagues in the multidisciplinary team and in general hospital settings.

14. The trainee should be familiar with all aspects associated with the administration of Electro Convulsive Therapy including pre treatment evaluation, consent and fitness.
15. The trainee should have adequate knowledge, skill and confidence in the evaluation of children with developmental, psychological and behavioral issues and be able to arrive at a diagnosis and formulate a treatment plan. The trainee should also be skilled in the clinical evaluation of intelligence and learning disorder.
16. The trainee should be able to suggest appropriate psycho diagnostic tests, familiar with the administration and conduct of common tests and be skilled in their interpretation

3. COMPONENTS OF THE POSTGRADUATE CURRICULUM

The components include

- (i) Theoretical knowledge,
- (ii) Practical and clinical skills,
- (iii) Thesis and research,
- (iv) Professional attitudes including Ethics and communication skills
- (v) Training in research methodology, bioethics and medicolegal aspects of care

Students should compulsorily attend the research Methodology workshop conducted by the University within first six months of the M.D course.

Students are encouraged to attend workshops/CME's on Bioethics conducted by the University and other reputed Institutions.

Medical ethics/Bioethics, moral and legal issues, medical audit are part and parcel of the curriculum and syllabus.

Competencies to be achieved

At the end of the 3 years of training, the trainee should achieve the competencies listed below. S/he should

1. Acquire knowledge and understanding of the biopsychosocial models and approach to mental health, distress, illness and disease
2. Be able to use such knowledge and understanding to effectively manage people with mental distress, illness and disease
3. Be able to manage a clinical unit/service in psychiatry, ensuring good quality psychiatric care and to interact with clinicians from other disciplines to contribute to holistic management of patients
4. Be able to teach students in medical and allied health science courses about the importance of mental health and illness and their impact on mental disorders and physical disease
5. Have adequate knowledge of and competence in basic research methodology and biostatistics to carry out simple research projects and clinical audits and be able to publish the results in regional, national and international journals
6. Have a good knowledge of principles of bioethics and their application in day-to-day clinical practice.
7. Develop the potential and enthusiasm to pursue life-long learning to keep up with developments in the field, and to constantly work to improve skills and expertise, in order to develop as a professional who will become a clinician, teacher, mentor and guide for future trainees.

4. THEORY SYLLABUS

The syllabus should be comprehensive covering important aspects of the etiology, psychopathology, diagnosis, differential diagnosis, psychological assessments, laboratory and radiological investigations, treatment and management plans, and rehabilitation of mental and behavioral disorders in children and adults.

The syllabus consists of:

Paper –I : Basic sciences as related to psychiatry:

Basic aspects of biological sciences and their relation/application/ association with mental health, illness and disease:

1. Structural and functional neuroanatomy
2. Neurodevelopment and neurogenesis
3. Neurophysiology
4. Receptors, neurotransmitter, neuropeptides and neurotrophic factors
5. Basic and applied electrophysiology
6. Basic science of sleep
7. Psycho neuro endocrinology
8. Chronobiology
9. Genetics
10. Brain imaging in psychiatry

Behavioral Sciences as applied to Psychiatry:

Basic aspects of psychological and social sciences and their relation/application/association with mental health, illness and disease:

1. Growth and developmental process in childhood and adolescence
2. Sensation, perception and cognition
3. Consciousness
4. Intelligence and aptitude
5. Motivation
6. Feelings and emotions
7. Learning and memory
8. Information processing
9. Personality
10. Communication
11. Abnormal psychology and psychopathology
12. Sociology and psychosocial work
13. Anthropology and culture
14. Public opinion, consumer- survivor movement, antipsychiatry movement
15. Research methodology, epidemiology and statistics
16. Evidence based medicine and psychiatry
17. Principles of Bioethics

Paper- II : Clinical Psychiatry

Etiology, pathology, clinical features, diagnosis, differential diagnosis, treatment and management of psychiatric disorders including:

1. Historical of psychiatry
2. Signs and symptoms of psychiatric illnesses: psychiatric interview, history and mental status examination
3. Diagnosis in psychiatry, classificatory systems, psychiatric rating scales, medical assessment and laboratory testing in psychiatry, clinical neuropsychology, psychiatry report
4. Delirium, dementia and neurocognitive disorders
5. Psychiatric disorders secondary to medical disease
6. Substance related disorders
7. Schizophrenia and other psychotic disorders
8. Mood disorders
9. Anxiety disorders
10. Somatoform disorders
11. Chronic fatigue syndrome
12. Factitious disorder
13. Dissociative disorders
14. Eating disorders
15. Sleep and sleep disorder
16. Impulse control disorders
17. Sexual disorders
18. Adjustment disorders
19. Personality disorders
20. Psychiatry and reproductive medicine
21. Relational problems
22. Problems related to abuse and neglect
23. Emergency psychiatric medicine
24. Aggression and violence
25. Suicide and deliberate self -harm
26. Death, dying, grief and bereavement
27. Culture bound syndromes
28. Psychotherapies: Psychoanalytical/dynamic, cognitive behavioral, interpersonal, family, group therapy, etc
29. Biological therapies: psychotropic medication, ECT and other brain stimulation techniques, psychosurgery, etc
30. Complementary and alternative medicine in psychiatry
31. Ethics in psychiatry

Paper- III : Psychiatric Specialties

Etiology, pathology, clinical features, diagnosis, differential diagnosis, treatment and management of psychiatric disorders including:

1. Child and adolescent psychiatry including intellectual disability, learning disorders, developmental and communication disorders, attention deficit disorders, disruptive behavior, eating, feeding and elimination disorders, movement and tic disorders, attachment disorders, anxiety and mood disorder, suicide, psychosis and substance abuse, legal aspects
2. Consultation-Liaison Psychiatry
3. Forensic psychiatry and legal aspects
4. Community mental health, district, state and national programs
5. Psychosocial rehabilitation
6. Prevention of mental distress, illness and disease
7. Forensic Psychiatry
8. Community Psychiatry
9. Psychiatry in Special Populations – Elderly, Women

Paper IV : Recent Advances in Psychiatry

1. Recent advances related to psychiatric disorders and their management
2. Psychiatric aspects of neurological diseases
3. Psychiatric aspects of medical disease

5. TEACHING LEARNING METHODS (including clinical study)

The learning/teaching methods will include:

- i. Bedside clinics
- ii. Case demonstration
- iii. Didactic lectures
- iv. Seminars
- v. Case conference
- vi. Journal Club
- vii. Research Forum
- viii. Case presentations
- ix. Ward and Grand rounds
- x. Attendance in special clinics/units
- xi. Training in ECT administration
- xii. Research methodology course
- xiii. Library and resources on the internet
- xiv. Psychosomatic rounds
- xv. Conferences, CME Programs
- xvi. Supervised Psychotherapy Training / Tutorials
- xvii. Psycho-Diagnostic Assessment
- xviii. Community Program Participation
- xix. Log Book writing and Feedback
- xx. UG and Paramedical Teaching

6. STRUCTURED TRAINING PROGRAM

The three-year course should provide the trainee adequate opportunity to be exposed to the different aspects of psychiatric practice; general and adult psychiatry, child and adolescent psychiatry, psychiatry of old age, forensic psychiatry, substance misuse, neuropsychiatry, consultation-liaison psychiatry, community and rehabilitation psychiatry and Psychopharmacology and Psychotherapy and psychotherapy.

The course should provide adequate exposure and learning opportunities for supervised out-patient and in-patient work, and in managing emergencies and “on- call” duties. Training placements should be in psychiatric facilities, general medical settings and in the community.

The curriculum should be delivered through workplace learning with appropriate clinical supervision. The learning methods and components will also include:

1. Clinical supervision
2. Interview skills
3. Diagnostic and psychological assessment experience and supervision
4. Management experience and supervision
5. Psychotherapy experience and supervision
6. Emergency psychiatry experience and supervision
7. Training in Electroconvulsive Therapy (ECT)
8. Basic research methodology teaching and Child Psychiatry exposure and supervision

The training should be rotated through the different departments to include the following schedule:

- Clinical Psychology – 1 month
- Neurology - 2 months
- Child and Adolescent – 3 months
- Institution and Forensic – 1 month
- Emergency Medicine / Internal Medicine – 1 month
- Addiction Psychiatry – 3 months
- Consultation Liaison – 3 months
- Community Psychiatry – Integrated Posting
- Elective Posting – 2 months
- Adult Psychiatry OPD and Ward – 18 months

The trainees will have weekly lectures / seminars in general, abnormal and social psychology and psycho diagnostics during the first year of training. Lectures and seminars will also be arranged in neuro anatomy and neurophysiology.

During IInd year, the Students are encouraged to undergo special postings for learning new advanced techniques / procedure / skills in institutions of higher repute where the requisite facilities are available without affecting the duties of the parent department.

7. Evaluation of the candidates in both theory and practical aspects will help the candidate in improvement of his/her knowledge, skills and attitude.

8. COMPETENCY ASSESSMENT:

OVERALL:

a) Communication / commitment / Contribution / Compassion towards patients and Innovation	-	5 Marks
 b) Implementation of newly learnt techniques/skills		
• Number of cases presented in Clinical Meetings/ Journal clubs/seminars	-	5 marks
• Number of Posters/Papers presented in Conferences/ Publications and Research Projects	-	5 marks
• No. of Medals / Certificates won in the conference /Quiz competitions and other academic meetings with details.	-	5 marks
Total		20 Marks -----

PG CLINICAL COURSES

VIVA including Competency Assessment	-	80 Marks (60 + 20)
Log Book	-	20 marks

ASSESSMENT SCHEDULE IS AS FOLLOWS

Year of Study	Period				Total Max.20 marks
I year	Upto Dec	10 marks	Upto June	10 marks	20 Marks
II year	Upto Dec	10 marks	Upto June	10 marks	20 Marks
III year	Upto Oct	10 marks	Upto Feb	10 marks	20 Marks
	AVERAGE				20 Marks

11. PRACTICAL EXAMINATION:

The clinical examination will be at the end of the 3 year training period and will consist of the following:

CLINICAL	
Clinical cases One Long case(Psychiatry) (1 x 80 marks) (45 minutes)	80 marks
a) Two Short cases (2 x 50 marks) (20 minutes) i. Neurology/general medicine ii. Psychiatry	100 marks
Spotters (5 x 10)	50 marks
OSCE (5 x 10)	50 marks
Dissertation / Thesis	20 marks
CLINICAL TOTAL (Including Dissertation / Thesis)	300 marks (A)
Viva voce (VIVA – 60 marks Competency Assessment – 20 marks)	80 marks
Logbook	20 marks
VIVA TOTAL	100 marks (B)
Total	400 marks (A+B)
Minimum for pass	200 marks

12. LOG BOOK

The post graduate students shall maintain a record(log)book of the work carried out by them and the training program undergone during the period of training. The clinical postings including OPD, ward rounds, academic sessions (case seminars, journal clubs, symposia) Psychotherapy Sessions, Psycho Diagnostic Assessment records are written in the logbook on a day- to- day basis for the entire 36 months of training. The Assistant Professor of Psychiatry who supervises the resident and the Consultant under whom he/she is posted will sign the logbook. The record or log book shall be checked and assessed periodically and feedback to be given by the faculty members imparting the training

Periodic review of Log book and Dissertation have to be done in the Department by guide/HOD once in every 6 months.

13. VIVA

VIVA including Competency Assessment

- 80 Marks (60 + 20)

14. OSCE/OSPE

There are five stations and the following topics have to be elicited by the trainee:

- i. Mental Status examination
- ii. Eliciting symptoms like delusion, hallucination, obsessions etc
- iii. Bedside lobe function tests
- iv. Assessing motivation for abstinence in people with substance use
- v. Assessment of suicide risk
- vi. Assessment of mood
- vii. Assessment of cognitive function like memory, orientation, attention and concentration
- viii. Psychoeducation for different mental disorders
- ix. Psychoeducation for different drug therapies like lithium, clozapine etc
- x. Side effects of medication

15. RECOMMENDED REFERENCE BOOKS:

Authors	Name of Book	Year	Publisher
Femi Oyeboode	Sims' Symptoms in the Mind: Textbook of Descriptive Psychopathology, 5 th edition	2015	Elsevier Ltd, Edinburgh
Brendan Kelly and Patricia R. Casey	Fish's Clinical Psychopathology: Signs and Symptoms in Psychiatry, 4 th edition	2020	Cambridge University Press
Christoday RJ Khess, Jayati Simlai	Textbook of Descriptive Psychopathology	2018	Paras Medical Publisher
American Psychiatric Association	Diagnostic and Statistical Manual of Mental Disorders 5th edition	2013	American Psychiatric Association: Arlington, VA
Benjamin J Sadock and Virginia A Sadock	Kaplan And Sadock's Comprehensive Textbook of Psychiatry 10 th Edition	2017	Lippincott, William Wilkins, Philadelphia
Benjamin J Sadock and Virginia A Sadock	Kaplan And Sadock's Synopsis of Psychiatry 12th Edition	2021	Lippincott, William Wilkins, Philadelphia
John Geddes, Nancy Andreasen, Guy M Goodwin	New Oxford Textbook of Psychiatry 3rd Edition	2020	Oxford University Press, Oxford
Anthony S David, Simon Fleminger, Michael Kopelman, Simon Lovestone, John Mellors	Lishman's Organic Psychiatry: A Textbook of Neuropsychiatry, 4th Edition	2009	Wiley-Blackwell, Chichester

Authors	Name of Book	Year	Publisher
David M. Taylor, Thomas R. E. Barnes, Allan H. Young	The Maudsley Prescribing Guidelines in Psychiatry, 13th Edition	2018	Wiley-Blackwell, Chichester
World Health Organization	The International Classification of Diseases 10: mental and behavioral disorders (clinical descriptions and diagnostic guidelines)	1992	World Health organization, Geneva
Stephen M Stahl	Stahl's Essential Psychopharmacology: Neuroscientific Basis and Practical Applications 4 th edition	2013	Cambridge University Press, Cambridge
James L Levenson	Textbook of Psychosomatic Medicine and Consultation-Liaison Psychiatry, 3 rd edition	2018	The American Psychiatric Association Publishing
J.N. Vyas , Niraj Ahuja	Textbook of Postgraduate Psychiatry 3 rd edition	2016	Jaypee Publishers, New Delhi
Michael J. Rutter, Dorothy Bishop, Daniel Pine, Stephen Scott, Jim S. Stevenson, Eric A. Taylor, Anita Thapar	Rutter's Child and Adolescent Psychiatry, 6th Edition	2017	John Wiley, Chichester
Andrés Martin, Fred R. Volkmar, Melvin Lewis	Lewis's Child and Adolescent Psychiatry: A Comprehensive Textbook, 5 th edition	2017	Lippincott, Williams, Wilkins, Philadelphia
Wen-Shing Tseng	Handbook of Cultural Psychiatry	2001	Academic Press, San Diego
Shannon C. Miller, David A. Fiellin, Richard N. Rosenthal, Richard Saitz	The ASAM Principles of Addiction Medicine, 6 th Edition	2019	Lippincott, William Wilkins, Philadelphia
Theodore Stern, Oliver Freudenreich, Felicia Smith, Gregory Fricchione, Jerrold Rosenbaum	Massachussets General Hospital Handbook of General Hospital Psychiatry, 7 th Edition	2017	Elsevier
Jiloha R C, Perna Kukreti, Dinesh Kataria	Forensic Psychiatry an Indian Perspective, 1 st Edition	2019	Jaypee
Allan Ropper, Martin Samuels, Joshua Klein, Sashank Prasad	Adams and Victor's Principles of Neurology 11th Edition	2019	McGraw Hill, Toronto
Dennis L. Kasper, Anthony S. Fauci, Stephen Hauser, Dan Longo, J. Larry Jameson	Harrison's Principles of Internal Medicine 20 th Edition	2018	McGraw Hill, Toronto
Wayne Weiten	Psychology: Themes and Variation, 11 th Edition	2021	Wadsworth Publishing Co Inc

Clifford Morgan, Richard King, John Weisz , John Schopler	Introduction to Psychology, 7 th Edition	2017	McGraw Hill Education
R. Brascombe Nyla, A. Baron Robert, Kapur Preeti	Social Psychology, 14 th Edition	2017	Pearson Education
Seligman & Reichenberg	Theories of Counselling And Psychotherapy, 4 th Edition	2015	Pearson Education India
Gerald Corey	Theory and Practice of Counseling and Psychotherapy, 10 th Edition	2019	Cengage India
Judith S Beck	Cognitive Behavior Therapy: Basics and Beyond, 2 nd Edition	2011	Guilford Press
Helen Kennerly, Joan Kirk, David Westbrook	An Introduction to Cognitive Behaviour Therapy: Skills and Applications, 3 rd Edition	2016	Sage Publishing
Glen O. Gabbard	Psychodynamic Psychiatry in Clinical Practice, 5 th Edition	2014	American Psychiatric Publishing
Ryan Splittgerber	Snell's Clinical Neuroanatomy, 8 th Edition	2018	Wolters Kluwer
Kim E Barrett, Susan M. Barman, Jason Yuan, Heddwen L. Brooks	Ganong's Review of Medical Physiology, 26 th Edition	2019	Tata McGraw Hill
Kevin R. Murphy, Charles O. Davidshofer	Psychological Testing: Pearson International Edition, 6 th Edition	2013	Pearson
Ronald Jay Cohen, Mark E. Swerdlik	Psychological Testing and Assessment, 9 th Edition	2018	McGraw Hill Publishing
Kurt F. Geisinger	APA Handbook of Testing and Assessment in Psychology	2013	American Psychological Association
Graham Thornicroft, George Szukler, Kim T. Mueser, Robert E. Drake	Oxford Textbook of Community Mental Health	2011	Oxford University Press

**** Note : The editions are as applicable and the latest editions shall be the part of the syllabi.**

16. RECOMMENDED JOURNALS:

- i. Indian Journal of Psychiatry
- ii. Indian Journal of Psychological Medicine
- iii. Indian Journal of Clinical Psychology
- iv. Annals of Indian Academy of Neurology
- v. British Journal of Psychiatry
- vi. Advances in Psychiatric Treatment
- vii. American Journal of Psychiatry
- viii. JAMA Psychiatry
- ix. Journal of Clinical Psychiatry
- x. Psychiatric Clinics of North America

- xi. Acta Psychiatrica Scandinavia
- xii. Psychosomatic Medicine
- xiii. Schizophrenia Bulletin
- xiv. Lancet Psychiatry
- xv. Child and Adolescent Psychiatric Clinics of North America
- xvi. Journal of the American Academy of Child and Adolescent Psychiatry
- xvii. Journal of the American Academy of Child Psychiatry
- xviii. Schizophrenia Research
- xix. Addiction
- xx. Asian Journal of Psychiatry
