

Module Title	Mental Health in Primary Care				
Module Code	FMED-534				
Module Type	Required				
Level	2 <sup>nd</sup> Cycle				
Year / Semester	1 / 2				
Teacher's Name	Prof. Eleni Palazidou				
ECTS Credits	7.5	Lectures	24	Interactive learning activities	16
Module Purpose and Objectives	<p>The main objectives of the module are to:</p> <ul style="list-style-type: none"> <li>• Recognise and treat effectively the common mental conditions, which doctors in Family Medicine face in their day-to-day clinical practice.</li> <li>• Use a holistic approach in making a diagnosis and in the management of common mental disorders. Mental health problems very often co-exist and interact with physical ill health and psychosocial problems and all these factors need to be explored and managed in order to offer optimum care.</li> <li>• Have good communications and work collaboratively with patients and their families for better outcomes in the short and long term.</li> <li>• Work effectively and collaboratively with other relevant professionals and as much as possible in a multidisciplinary setting, with the common aim to optimize patient outcomes.</li> <li>• Assist students to acquire adequate knowledge and skills, put these in practice and encourage them to maintain and continue to develop and update their knowledge and skills during and beyond this module.</li> </ul> <p><b>Depression</b></p> <ul style="list-style-type: none"> <li>• Effectively recognise/elicit signs of depression.</li> <li>• Distinguish between depressive illness and existential unhappiness.</li> <li>• Consider the role of stress.</li> <li>• Familiarise students with the common comorbidities (physical and mental) and useful investigations.</li> <li>• Consider and assess the possibility of bipolar depression.</li> <li>• Assess the severity of depression and consider appropriate management options.</li> <li>• Assess suicide risk.</li> <li>• Learn when to refer to specialist care.</li> <li>• Familiarise students with the use of standardised screening/assessment instruments.</li> <li>• Learn the importance of working collaboratively with other relevant agencies.</li> </ul> <p><b>Bipolar disorder</b></p> <ul style="list-style-type: none"> <li>• Recognise and elicit signs of mania.</li> <li>• Differentiate from drug-induced states or organic brain pathology.</li> <li>• Make a diagnosis of mania and bipolar disorder.</li> <li>• Assess suicide risk.</li> </ul>				



- Know when to refer to specialist care.

### ***Psychoses & Schizophrenia***

- Recognize and elicit signs of psychosis.
- Acquire a working knowledge of conditions associated with psychotic states – schizophrenia, mania, psychotic depression, epilepsy, drugs etc.
- Know when to refer and working with specialist care.
- Consider the effects of schizophrenia on physical morbidity and mortality.

### ***Perinatal disorders***

- Familiarise students with mental disorders associated with/ likely to recur in the perinatal period (bipolar disorder, depression, schizophrenia).
- Learn how to recognize perinatal disorders.
- Learn how to manage perinatal disorders.
- Consider risk to mother and baby associated with abnormal mental states.
- Know when to refer to specialist care (psychiatric, social).

### ***Delirium & Dementia***

- Distinguish between acute confusional states and dementia.
- Introduce students to working knowledge of causes of delirium and how to investigate.
- Introduce students to working knowledge of vascular and Alzheimer's dementia.
- Familiarise students with screening tests such as Mini Mental State, GP-COG.
- Learn how to make appropriate referral and shared care arrangements for patients with dementia.
- Learn how to work with/support the family of patients with dementia.

### ***Anxiety disorders***

- Familiarise students with clinical presentation of generalised anxiety, phobic disorders and panic attacks.
- Consider physical conditions presenting with symptoms of anxiety or anxiety-like symptoms (hyperthyroidism, alcohol or drug withdrawal, other).
- Analyse how to distinguish from depression and consider the common comorbidity between depression and anxiety disorders.
- Familiarise students with effective psychological approaches.
- Familiarise students with drug treatments and the risks of prescribing benzodiazepines.
- Recognise obsessive compulsive behaviour and assess its impact on patient's/family's life.

### ***Pharmacological and Psychological Treatments***

- Develop an overall understanding of the range of psychological therapies (key characteristics of each therapy).
- Distinguish between 'offering psychotherapy' (that is done by properly trained practitioners) and 'being therapeutic', i.e. using principles of these



psychotherapeutic modalities in the context of primary care.

- Develop a working familiarisation with the basic principles of Cognitive Behaviour Therapy in practice.

#### ***Patient assessment***

- Explain how to effectively engage a patient with mental health problems and establish rapport.
- Explain how to guide the interview in a way that achieves optimum gathering of information.
- Introduce students to the Mental state assessment - reliably eliciting signs of mental disorder.
- Consider the role of culture/religion.
- Consider differential diagnosis including physical conditions.
- Structure an effective management plan including investigations, medications and psychosocial interventions.
- Explain the role of the family/environment/culture.
- Enable students to work effectively in a multidisciplinary setting.

#### ***General principles of drug prescribing***

- Appreciate the importance of patient concordance with treatment.
- Familiarise students with safe prescribing in pregnancy, children, old age.
- Acquire a working knowledge of pharmacokinetic and pharmacodynamics interactions.

#### ***Legal and ethical considerations in prescribing***

- Importance of patient concordance with treatment.
- Patient confidentiality and sharing information with others (family, professionals).
- Mental capacity to give informed consent to treatment.
- Compulsory treatment and the principles of the Mental Health Act.

#### ***Prescribing Antidepressant drugs***

- Acquire a good working knowledge of commonly used antidepressant drugs (mainly SSRIs), indications for use, their side effects, discontinuation syndrome, duration of treatment.

#### ***Prescribing Antipsychotic drugs***

- Acquire a working knowledge of commonly used antipsychotic drugs, the indications for use and their side effects.

#### ***Prescribing for bipolar Disorder***

- Acquire a working knowledge of mood stabilisers – (lithium, anticonvulsants, antipsychotics), indications for use, adverse effects, monitoring of treatment.

#### ***Prescribing for anxiety, OCD and insomnia***

- Prescribing hypnotics and benzodiazepines (BDZ): familiarise students with the high risk of tolerance and dependence, when and how long to prescribe, familiarise with BDZ withdrawal syndrome and how to manage



BDZ dependence.

- Learn how to manage insomnia with non-pharmacological methods.

***Bodily Distress Syndrome/Medically Unexplained Symptoms (MUS)***

- Recognise the psychological component of MUS and avoid over investigation.
- Learn to engage patient in understanding the pathogenesis of their condition and cooperating with appropriate management.

***Substance misuse*** (alcohol and or drugs)

- Provide an overview of addictions and proceed with alcohol dependence.
- Recognise and assess the extent of alcohol misuse.
- Recognise the presence of psychological and physical dependence.
- Recognise and manage acute alcohol withdrawal states.
- Introduce students to alcohol related brain damage (Wernicke-Korsakov Syndrome, other) and gastrointestinal, liver damage.
- Introduce students to the assessment of illicit drug use and psychological/physical dependence and risks associated with drug use on physical health (HIV, hepatitis other) and personal and family life.
- Familiarise students with standardised screening/assessment instruments.
- Learn when to refer to specialist services.

***Eating disorders***

- Recognise and assess anorexia nervosa.
- Recognise and assess bulimia nervosa and binge eating disorder.
- Distinguish from depression, physical conditions.
- Understand the importance of the family in the management of these conditions.
- Introduce students to the psychotherapeutic approaches and explain when to consider drug treatment.
- Know when to refer to specialist care.

***Personality disorders***

- Acquire a working knowledge of the characteristics of the common types of personality disorders and how these may affect the management of physical or mental conditions (borderline personality disorder other).
- Learn how to manage people with personality disorders and be conversant with effective psychotherapeutic approaches.

***Neurodevelopmental disorders***

- Recognize the key signs of autism and ADHD in children and adults.
- Know how to ensure specialist assessment.
- Consider family support and psychosocial interventions.

***Mental health problems in Children and Adolescents***

- Familiarise students with common emotional and behavioural problems in adolescents.
- Consider family dynamics.



	<ul style="list-style-type: none"> <li>• Consider the school influences (bullying, other).</li> <li>• Recognise the onset of any mental disorders – anxiety, depression, bipolar, schizophrenia.</li> <li>• Be conversant with appropriate psychotherapeutic approaches.</li> </ul> <p><b>Challenges in delivering mental health are in primary care setting</b></p> <ul style="list-style-type: none"> <li>• Analyse how to deliver a safe and effective care.</li> <li>• Know when to refer to specialist care.</li> <li>• Understand how to ensure effective and safe shared care.</li> </ul> <p><b>Risk assessment</b></p> <ul style="list-style-type: none"> <li>• Familiarise students with the risk factors of suicide.</li> <li>• Explain how to elicit suicidal ideation.</li> <li>• Consider/assess risk of harm to others including children and elderly.</li> <li>• Consider risk of neglect of self or others including children.</li> </ul> <p><b>Physical and Mental Disorders link and long-term conditions</b></p> <ul style="list-style-type: none"> <li>• Recognise the influence of chronic physical illness on mental health – chronic pain, diabetes etc.</li> <li>• Familiarise students with the impact of mental illness on physical health.</li> </ul>		
Learning Outcomes	<p>After completion of the module students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate good understanding in the recognition, assessment and management the main psychiatric conditions including depression, bipolar disorder, psychosis and schizophrenia, mental health problems in the perinatal period, anxiety disorders, acute confusional states (delirium) and dementia.</li> <li>• Recognize and assess suicide risk.</li> <li>• Understand when to refer to specialist care.</li> <li>• Use standardised screening/assessment instruments.</li> <li>• Understand how to work collaboratively with other relevant agencies.</li> <li>• Demonstrate deep understanding of the range of psychological therapies (key characteristics of each therapy).</li> <li>• Manage to distinguish between ‘offering psychotherapy’ (that is done by properly trained practitioners) and ‘being therapeutic’.</li> <li>• Understand the basic principles of Cognitive Behaviour Therapy in practice.</li> <li>• Understand the psychological component of MUS.</li> <li>• Assess and manage alcohol misuse.</li> <li>• Assess and manage eating disorders.</li> <li>• Assess and manage personality disorders.</li> <li>• Assess and manage neurodevelopmental disorders.</li> <li>• Assess and manage mental health problems in children and adolescents.</li> <li>• Understand how to deliver a safe and effective care in primary care.</li> <li>• Define risk assessment.</li> <li>• Understand the link between physical and mental disorders and their common comorbidity on long term conditions.</li> </ul>		
Prerequisites	None	Required	None

Module Content	<ul style="list-style-type: none"> <li>• Examination of the clinical aspects of the main Psychiatric Conditions</li> <li>• Overview of pharmacological and psychological treatments for Primary Care</li> <li>• Recognition and Management of Other Mental Conditions</li> </ul>																									
Teaching Methodology	This programme is delivered via distance learning (online) and includes recorded lectures, interactive online tutorials (Webinars) and discussion forums, as well as online exercises and other activities.																									
Bibliography	<p><b>Required Textbooks / Reading:</b></p> <p>PowerPoint presentations with relevant references and articles will be provided each week. There is no pre-required bibliography.</p> <p><b>Recommended Textbooks / Reading:</b></p> <table border="1" data-bbox="472 680 1450 1591"> <thead> <tr> <th>Title</th> <th>Author(s)</th> <th>Publisher</th> <th>Year</th> <th>ISBN</th> </tr> </thead> <tbody> <tr> <td>Companion to Primary Care Mental Health</td> <td>Gabriel Ivbijaro</td> <td>London, Wonca and Radcliffe Publishing</td> <td>2012</td> <td>-</td> </tr> <tr> <td>Essential Psychiatry in General Practice</td> <td>Afia Khanom Ian Hall Andrew Dicker</td> <td>Quay Books, a division of Mark Allen Publishing Ltd</td> <td>2010</td> <td>978-1856423878</td> </tr> <tr> <td>The ICD-10 Classification of Mental and Behavioural Disorders: Clinical descriptions and diagnostic guidelines</td> <td>World Health Organization</td> <td>World Health Organization</td> <td>2002</td> <td>978-8174731555</td> </tr> <tr> <td>Diagnostic and Statistical Manual of Mental Disorders (DSM-5)</td> <td>American Psychiatric Association</td> <td>American Psychiatric Publishing; 5 edition</td> <td>2013</td> <td>978-0890425558</td> </tr> </tbody> </table>	Title	Author(s)	Publisher	Year	ISBN	Companion to Primary Care Mental Health	Gabriel Ivbijaro	London, Wonca and Radcliffe Publishing	2012	-	Essential Psychiatry in General Practice	Afia Khanom Ian Hall Andrew Dicker	Quay Books, a division of Mark Allen Publishing Ltd	2010	978-1856423878	The ICD-10 Classification of Mental and Behavioural Disorders: Clinical descriptions and diagnostic guidelines	World Health Organization	World Health Organization	2002	978-8174731555	Diagnostic and Statistical Manual of Mental Disorders (DSM-5)	American Psychiatric Association	American Psychiatric Publishing; 5 edition	2013	978-0890425558
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Assessment	<ul style="list-style-type: none"> <li>• WPBA Components <ul style="list-style-type: none"> <li>- Formative CBD (CBD 3)</li> <li>- Summative CBD (CBD 6)</li> <li>- Summative CEPS (CEPS 5)</li> </ul> </li> <li>• Exams <ul style="list-style-type: none"> <li>- Summative AKT Exam</li> </ul> </li> </ul>																									
Language	English																									