

UCSF Psychiatry HEAL Fellowship in Global Mental Health

Overview: The competencies listed below were developed by a working group that used Kern’s six-step process in curriculum development¹ to identify global mental health (GMH) competencies needed to become system-leaders, clinicians, and advocates in GMH. The working group* identified the needs of our partner sites and the needs of US General Psychiatry Residency graduates by interviewing 19 stakeholders (generalist and mental health clinicians at international and local sites, residents with expressed interest in joining the fellowship, global mental health experts at several institutions, and several other global mental health practitioners).

The fellowship integrates GMH with the broader discipline of global health. It has partnered with the HEAL Initiative (<https://healinitiative.org>), which has identified competencies in global health across all clinical specialties (tagged as “GH” below). Competencies developed for the Global Mental Health Fellowship are tagged as “GMH”.

TABLE 1. Integrated competencies for global mental health fellowship

Domain	Competencies
1. Structural Determinants of Mental Health	<p><i>Goal: Describe the impact of structural determinants on health</i></p> <p>A. Define structural competence and describe its key components^{GMH}</p> <p>B. Describe common social, historical, structural, political, and economic determinants of mental health^{GMH}</p> <p>C. Describe and compare key social, historical, structural, political, and economic determinants of mental health within different local contexts^{GMH}</p> <p>D. Explain the historical and current role of global health actors, including types of global health partnerships and programs^{GH}</p> <p>E. Demonstrate in-depth knowledge of diseases that disproportionately affect the poor^{GH}</p>
2. Cultural Aspects of Mental Health	<p><i>Goal: Deliver mental healthcare in cross-cultural settings with cultural humility</i></p> <p>A. Describe and critique traditional models of cultural competency in mental health^{GMH}</p> <p>B. Develop and utilize strategies to appreciate and continually refine an understanding of cultural influences on mental health and illness^{GMH}</p> <p>C. Describe and compare locally-specific traditional healing practices^{GMH}</p> <p>D. Understand how to incorporate traditional healing practices into clinical care^{GMH}</p>
3. Understanding the Health System & Resources in Mental Health	<p><i>Goal: Gain fluency in systems-level approach to improving access to mental health services</i></p> <p>A. Explain the importance of health systems strengthening and health systems redesign to improving health outcomes^{GH}</p> <p>B. Illustrate and contrast the roles of health systems design in either reinforcing health inequities or helping overcome them^{GH}</p> <p>C. Analyze the impact of several common approaches to health care financing on health care access, health outcomes, and health equity^{GH}</p> <p>D. Analyze the health system of domestic and international sites to determine: leadership, chain of command for decision making, funding streams, supply chain, interaction with local community, and players in the health system^{GH}</p> <p>E. Describe and compare mental health and related resources available within specific countries and regions^{GMH}</p> <p>F. Analyze and compare mental health and related resources available in local communities^{GMH}</p> <p>G. Analyze and compare mental health and related resources available at local</p>

	<p>clinical sites^{GMH}</p> <p>H. Describe factors that affect access to mental health and related resources at the aforementioned levels^{GMH}</p>
4. Engagement in the Health System	<p><i>Goal: Gain experiential knowledge in strengthening health care delivery systems</i></p> <p>A. Develop skills to design, implement, monitor and/or evaluate health programs and health systems, including their inputs, outputs, effectiveness, cost-effectiveness, and financial management^{GH}</p> <p>B. Elicit the goals of the local health system in choosing and implementing your projects^{GH}</p> <p>C. Engage with local leaders/civic society groups targeting other social determinants of health including access to clean water, housing, food security, and economic opportunities^{GH}</p> <p>D. Develop a project/intervention in partnership with local partners at your site(s) that aims to improve measurable disease-specific outcomes through health-systems level change^{GH}</p>
5. General Provision of Care	<p><i>Goal: Gain experiential knowledge in delivering health care in a low-resource settings</i></p> <p>A. Determine the local burden of communicable and non-communicable diseases within your setting^{GH}</p> <p>B. Apply the evidence-based international standards of care for the diseases affecting your population^{GH}</p> <p>C. Demonstrate skills in adapting to a resource-limited setting while maintaining a high quality standard^{GH}</p> <p>D. Target interventions to address both prevention and management of the most common disease in the local context^{GH}</p> <p>E. Demonstrate competency in basic medical procedures, including bedside ultrasound, phlebotomy, and selected lab medicine techniques if relevant to your profession^{GH}</p> <p>F. Demonstrate strong, culturally appropriate communication skills in interprofessional and patient interactions^{GH}</p>
6. Emergency Psychiatry and Inpatient Care	<p><i>Goal: Gain clinical competence in delivering care for severe and emergent mental health problems</i></p> <p>A. Describe the most common causes of acute psychiatric presentation in different locales and formulate differential diagnoses that are site- and culture-specific^{GMH}</p> <p>B. Formulate risk assessments that take into account local medical and cultural factors^{GMH}</p> <p>C. Identify local laws and practices that apply in psychiatric emergencies and inpatient care^{GMH}</p> <p>D. Describe systemic challenges specific to delivery of emergency and inpatient psychiatric care in low resource settings^{GMH}</p> <p>E. Describe the local availability, indications, contraindications, and goals for inpatient psychiatric hospitalization^{GMH}</p> <p>F. Identify the local availability and forms of medication used in different clinical settings and know how to use and monitor them appropriately in each setting^{GMH}</p>
7. Adult Community Psychiatry	<p><i>Goal: Gain clinical competency in delivering care for common mental illnesses for adults by utilizing and improving local resources.</i></p> <p>A. Describe common presentations, differential diagnoses, and appropriate interventions for each major mental illness in local community settings^{GMH}</p> <p>B. Identify the availability of psychotropic medications of each major class in different community settings, and know how to use and monitor them appropriately in each^{GMH}</p> <p>C. Describe systemic challenges specific to delivery of outpatient and</p>

	<p>community mental health care in different low resource settings^{GMH}</p> <p>D. Identify key non-professional providers of mental health care and psychosocial support and demonstrate locally-appropriate task sharing^{GMH}</p>
8. Child and Adolescent Psychiatry	<p><i>Goal: Recognize signs of pathology, avoid harm, and deliver basic care based on specialist recommendation to assist children</i></p> <p>A. Make comparisons between cultural perspectives on child development^{GMH}</p> <p>B. Describe local and culturally-specific parenting strategies to promote positive child behavior^{GMH}</p> <p>C. Describe local and culturally-specific attributions of child mental health^{GMH}</p> <p>D. Develop and apply culturally-appropriate behavioral plans that encourage healthy behaviors^{GMH}</p> <p>E. Identify local and culturally-specific risk assessments and interventions for suicide and self-harm in children and adolescents^{GMH}</p> <p>F. Describe site- and culture-specific common presentations, differential diagnoses, and prognoses of psychiatric disorders that first present in childhood^{GMH}</p> <p>G. Describe site- and culture-specific common presentations, differential diagnoses, and prognoses of children and adolescents with early onset of adult psychiatric disorders^{GMH}</p> <p>H. Identify the availability and demonstrate locally-appropriate use of both pharmacologic and non-pharmacologic treatments for psychiatric disorders in children and adolescents^{GMH}</p> <p>I. Describe local considerations for safe prescribing of medication to children and adolescents^{GMH}</p>
9. Geriatric Psychiatry	<p><i>Goal: Recognize signs of pathology, avoid harm, and deliver basic care based on specialist recommendation to assist children</i></p> <p>A. Describe site- and culture-specific common presentations, differential diagnoses, and management of common mental illnesses such as depression and anxiety within geriatric populations^{GMH}</p> <p>B. Describe the local and culturally-specific impact of geriatric depression and other mental illness on family structure and function^{GMH}</p> <p>C. Describe local and culturally--specific conceptualizations of dementia and cognitive impairment^{GMH}</p> <p>D. Describe the local and culturally-specific impact of dementia and cognitive impairment on family structure and function^{GMH}</p> <p>E. Demonstrate how to measure cognition in a locally appropriate and acceptable way^{GMH}</p> <p>F. Identify and utilize locally available and appropriate pharmacologic and non-pharmacologic interventions for cognitive impairment and dementia^{GMH}</p> <p>G. Identify locally-specific risks for delirium and describe how to best address it with the resources available^{GMH}</p> <p>H. Demonstrate the ability to talk to patients and families about cognitive impairment, dementia, and delirium in a culturally-appropriate manner^{GMH}</p>
10. HIV Psychiatry	<p><i>Goal: Deliver mental health care for people with HIV with critical awareness of specific issues in this population</i></p> <p>A. Identify the local breadth and prevalence of neuropsychiatric disorders amongst people living with HIV^{GMH}</p> <p>B. Describe neuropsychiatric symptoms associated with HIV infection and understand common site- and culture-specific presentations and differential diagnoses^{GMH}</p> <p>C. Explain evidence-based harm-reduction strategies to address substance use and reduce transmission among people with HIV, and identify locally appropriate utilization of such strategies^{GMH}</p> <p>D. Describe common interactions between HIV and psychiatric medications and develop a rational, site- and culture-specific approach to prescribing psychiatric medications for people living with HIV^{GMH}</p> <p>E. Identify common psychiatric side effects of locally-available HIV</p>

	<p>medications^{GMH}</p> <p>F. Describe the site- and culture-specific impact of seroconversion, stigma, and discrimination for those living with HIV^{GMH}</p>
11. Psychotherapy	<p><i>Goal: Strengthen local capacity to deliver evidence-based psychotherapies</i></p> <p>A. Describe the key components of and indications for evidence-based psychotherapies, including major cross-cultural evidence and adaptations^{GMH}</p> <p>B. Identify locally-available resources for psychotherapy^{GMH}</p> <p>C. Develop locally specific thresholds for therapy referrals^{GMH}</p> <p>D. Provide locally-appropriate guidance and supervision for other health workers implementing psychotherapy for patients^{GMH}</p>
12. Substance Use	<p><i>Goal: Recognize and address common sources of substance use</i></p> <p>A. List locally-common substances of abuse^{GMH}</p> <p>B. Describe local demographic patterns associated with high-burden substances^{GMH}</p> <p>C. Describe locally-specific societal impacts of substance abuse^{GMH}</p> <p>D. List locally-available treatments, both in the community and the hospital, for acute and chronic substance use problems^{GMH}</p> <p>E. Provide other health workers with locally-appropriate training and supervision in recognizing and addressing common substance use problems^{GMH}</p>
13. Training and Education	<p><i>Goal: Utilize training and education to enhance local capacity in improving mental health care</i></p> <p>A. Recognize the importance of learning climate, goal setting, knowledge retention, evaluation and feedback in effective teaching^{GH}</p> <p>B. Describe techniques for effective cross-cultural teaching^{GH}</p> <p>C. Gain comfort in multiple arenas of teaching, including one-on-one teaching, small and large group settings^{GH}.</p> <p>D. Describe and apply strategies of evaluation for your trainees, peers, and mentors^{GH}</p> <p>E. Develop independent goals and objectives tailored to your personal strengths and weaknesses^{GH}</p> <p>F. Develop effective strategies to be both a mentee and a mentor^{GH}</p>
14. Clinical Supervision	<p><i>Goal: Strengthen systems to provide ongoing supervision for non-specialists in delivering high-quality mental health care.</i></p> <p>A. Describe the collaborative care model and describe efforts to adapt it to different cultures and settings^{GMH}</p> <p>B. Develop a clinical registry to review all patients receiving mental health services^{GMH}</p> <p>C. Develop a locally-appropriate structure to meet with generalist clinicians to review difficult cases and provide clinical support^{GMH}</p> <p>D. Develop a locally-appropriate structure to provide urgent or emergent support for generalist clinicians^{GMH}</p> <p>E. Develop a locally-appropriate evaluation plan to assess the effectiveness of clinical supervision for clinicians and patient outcomes^{GMH}</p> <p>F. Identify common and serious clinical issues presented during registry review and supervision and provide related training for all clinicians^{GMH}</p>
15. Interprofessionalism and Leadership	<p><i>Goal: Enhance your own leadership and collaborative skills.</i></p> <p>A. Recognize your leadership style and that of your colleagues^{GH}</p> <p>B. Apply skills of management, including delegation, moderation, supervision, and evaluation within your project teams^{GH}</p> <p>C. Be able to articulate a vision to others in the field^{GH}</p> <p>D. Describe conflict resolution styles^{GH}</p> <p>E. Develop and apply the communication skills to advance and disseminate your work in a public arena^{GH}</p> <p>F. Describe and practice applying strategies of leading without authority^{GH}</p>

	<p>G. Describe the model of clinical accompaniment and use this model in your clinical setting^{GH}</p> <p>H. Model professionalism in your role as a healthcare provider, colleague, and patient advocate^{GH}</p> <p>I. Create an interprofessional collaborative environment among local and international nurses, physicians, and other health care professionals^{GH}</p>
16. Advocacy	<p><i>Goal: Enhance your own skills in advocating for people living with and at risk for mental illness</i></p> <p>A. Identify types of advocacy and the methods that they employ to advance a particular cause^{GH}</p> <p>B. Identify key actors, audiences, policies, and policy makers within your area of advocacy^{GH}</p> <p>C. Raise awareness among local population and healthcare professionals on specific disease conditions or prevention efforts^{GH}</p> <p>D. Create written or media advocacy pieces with local partners^{GH}</p> <p>E. Disseminate your work in scientific and academic circles^{GH}</p> <p>F. Write 1 blog post each quarter to advocate for specific areas of interest^{GH}</p>
17. Health Equity & Ethics	<p><i>Goal: Gain theoretical and experiential knowledge in ethical practice of global health to address inequity.</i></p> <p>A. Analyze your health system from an equity perspective^{GH}</p> <p>B. Integrate principles of social medicine into your approach to global health delivery^{GH}</p> <p>C. Demonstrate increased recognition of ethical issues involved in global health work^{GH}</p> <p>D. Identify strategies for dealing with these ethical issues as they arise^{GH}</p> <p>E. Ensure the ethical and responsible conduct in the design, implementation and dissemination of global health research or quality improvement^{GH}</p> <p>F. Involve your local colleagues in every aspect of program or project development, including any publications or presentations^{GH}</p> <p>G. Describe the responsibilities of academic centers and US based clinicians in adequately preparing for global health work in communities that are not their own^{GH}</p> <p>H. Establish regular and transparent communication with your colleagues, in which partners are encouraged to voice their own objectives, challenges, and feedback^{GH}</p>
18. Self-Reflection and Self-Care	<p><i>Goal: Utilize skills in self-reflection and self-care to maintain long-term engagement in global mental health</i></p> <p>A. Describe countertransference and common challenges to countertransference caused by relocation as well as differences in culture and language^{GMH}</p> <p>B. Be capable of recognizing signs of burnout and its impact on personal health and clinical care^{GMH}</p> <p>C. Utilize supervision structures to pro-actively identify and discuss emotional reactions to patient care and fellowship responsibilities^{GMH}</p> <p>D. Utilize supervision structures to pro-actively identify challenges to one's personal health and ways to maintain physical and mental health^{GMH}</p>
19. Quality Improvement	<p><i>Goal: Gain experiential knowledge in conducting a quality improvement project</i></p> <p>A. Describe the core elements of quality improvement and apply them in the field^{GH}</p> <p>B. Identify the quality improvement team within your institution. If one does not exist, identify stakeholders in quality improvement^{GH}</p> <p>C. Partner with the QI team and key stakeholders to choose priorities for quality improvement interventions^{GH}</p>

20. Research in Global Mental Health (Optional)	<p><i>Goal: Gain basic competence in developing a research protocol in GMH.</i></p> <p>A. Identify a small, feasible research question relevant to your site^{GMH}</p> <p>B. Conduct a literature review relevant to your research question^{GMH}</p> <p>C. Describe types of study design, data analysis and management, sample size calculations, and power calculations^{GMH}</p> <p>D. Identify the inferences that may be drawn from findings of clinical research studies, including any limitations more common within global mental health research^{GMH}</p> <p>E. Draft a clinical research protocol for use in the proposed research project^{GMH}</p> <p>F. Provide peer review and be able to critique research protocols^{GMH}</p> <p>G. Recognize and address ethical concerns in global mental health research^{GMH}</p>
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1. Kern, D. E., Thomas, P. A. & Hughes, M. T. *Curriculum development for medical education: a six-step approach*. (Johns Hopkins University Press, 2009).

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