

## Placement-specific personal development plan – Forensic psychiatry exemplar

This exemplar provides suggestions of the ways in which capabilities can be developed and evidenced. It can be used to inform the conversation between trainee and trainer at the start of each placement / training post, in which they should agree activities and evidence as part of setting up a personal development plan.

<b>Post Description</b>	Medium secure male
<b>Post Length</b>	One year
<b>Training Year</b>	ST4
<b>Career Progression Plan</b>	
<b>ST4</b>	Male medium secure care, including male remand prison sessions
<b>ST5</b>	Female low/medium secure; forensic community; YOI prison session; female prison session
<b>ST6</b>	Male medium secure care and high secure attachment
<b>Professional Development Sessions</b>	
<b>ST4</b>	Clinical experience with addictions service
<b>ST5</b>	FCAMHS and clinical experience with secure autism pathway
<b>ST6</b>	Management experience with physical health implementation group

The below table outlines the High Level Outcomes (HLOs) and Key Capabilities (KCs) to be achieved under 16 key themes.

### Specialty HLO statements

HLO1: Demonstrate the professional values and behaviours required of a consultant psychiatrist, with reference to Good Medical Practice, and Core Values for Psychiatrists (CR204) and other relevant faculty guidance.			
High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
<b>1.1 Professional Relationships</b>	Work collaboratively with patients, families and carers of all ages and colleagues while managing complex risk and victim dynamics.	•	
	Recognise, validate and actively address systemic and structural inequalities, intersectionality, and their impact on clinical outcomes for patients and their carers of all ages and on working relationships with colleagues	•	
	Consistently demonstrate and promote in others a holistic approach to patient care that is empathic, compassionate and respectful, while remaining realistically optimistic, honest, mindful of human rights and maintaining boundaries.	•	
	Demonstrate flexibility, leadership, use of initiative, prioritisation, and adaptability, effectively managing your time and resources and using new technologies as appropriate.	•	

	Set and maintain proper professional boundaries with legal professionals, the justice system and other agencies.	<ul style="list-style-type: none"> <li>• Liaise with a solicitor and/or court about a patient's case progression</li> <li>• Later in the placement, consider accepting instructions to prepare the report for sentencing</li> </ul>	<p>CBD</p> <p>Supervisor's report</p> <p>Mini-ACE</p>
<b>1.2 Professional Standards</b>	Understand the impact of workload, patient and organisational dynamics on your own and others' well-being.	<ul style="list-style-type: none"> <li>•</li> </ul>	
	Use reflective practice in supervision effectively yourself, and while promoting and facilitating it for all clinical staff.	<ul style="list-style-type: none"> <li>• Attend and actively contribute to group reflective practice sessions</li> </ul>	CbDGA
	Develop strategies to take care of your wellbeing, seeking timely support and guidance, including acknowledging if you have a protected characteristic which might impact on your training or if you are having difficulties adapting to working in the UK.	<ul style="list-style-type: none"> <li>•</li> </ul>	
	Use the method of receiving, reflecting and responding to understand and manage the emotional impact and public perception of the work on the individual and the team, and the importance of reflective practice in managing this.	<ul style="list-style-type: none"> <li>•</li> </ul>	
	Consistently demonstrate a positive and conscientious approach to the completion of your work.	<ul style="list-style-type: none"> <li>•</li> </ul>	
	Maintain the appropriate professional standards while working clinically, as a leader	<ul style="list-style-type: none"> <li>•</li> </ul>	

	within healthcare organisations, with justice system partners, and in courts.		
	Demonstrate an understanding of the principles of sustainability and how they underpin sustainable psychiatric practice.	•	
<b>HLO 2.1: Demonstrate advanced communication and interpersonal skills when engaging with patients, their families, carers of all ages, their wider community, colleagues and other professionals.</b>			
High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
<b>2.1 Communication</b>	Consistently demonstrate effective communication approaches with patients and relevant others, including those with neurodevelopmental disorders making reasonable adjustments and adaptations where appropriate, including the use of new technologies.	•	
	Adapt your style while remaining authentic, to take account of individual communication sensory and cognitive needs, as well as the ethnic, social cultural, spiritual and religious context, and ensure consistently that communication has been effective.	•	
	Demonstrate skills in supporting those in whom English is not their first language, including the use of interpreters, and providing information in other languages.	•	

Use active listening skills and empathic and respectful language in the context of your own self-awareness to manage conflict, expectations and emotions, while maintaining boundaries and consistency of care and ensuring partnership and shared decision making.	<ul style="list-style-type: none"> <li>Discuss repeated boundary violations with a patient and explain impact on progression of care</li> </ul>	Mini ACE ACE Mini-PAT
Demonstrate a high level of clear and salient written and oral communication in clinical and medico-legal settings.	<ul style="list-style-type: none"> <li></li> </ul>	
Consistently demonstrate unambiguous and courteous communication with patients, their families, carers of all ages, colleagues and others, including in the justice system, recognising problematic communication and being able to mediate.	<ul style="list-style-type: none"> <li></li> </ul>	
Understand the ways in which you, patients and others communicate verbally and non-verbally, including communication between organisations or between organisations and individuals.	<ul style="list-style-type: none"> <li></li> </ul>	

**HLO 2.2: Demonstrate advanced skills in the psychiatric assessment, formulation, diagnosis and person-centred holistic management of an appropriate range of presentations in a variety of clinical and non-clinical settings within Forensic psychiatry.**

High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
<b>2.2 Clinical Skills</b>	Consistently take a person-centred holistic approach to the clinical assessment and management of people with mental	<ul style="list-style-type: none"> <li></li> </ul>	

	disorders who show risk of harm to self or others, whether in hospital, custodial or community settings.		
	Demonstrate an appropriate understanding of learning and behavioural stages of human development through the lifespan including awareness of normative as well as variations in presentations, for example with neurodevelopmental conditions and across cultures.	•	
	Understand the ways in which mental disorders or symptoms of mental disorder may be associated with risk or problematic behaviours.	•	
	Demonstrate an understanding of the importance of relational security in providing safe and effective treatment, and its relationship to physical and procedural security.	•	
	Understand the relationships between addiction or problematic substance use, mental disorders, and offending.	•	
	Demonstrate a detailed knowledge of the assessment of risk of harm to others in the context of mental disorder.	•	
	Understand the role of different levels of physical and procedural security in providing safe and effective treatment for mental disorder and apply this knowledge to optimise the care of your patients.	•	

Understand developmental pathways to criminal behaviour and to mental disorders, including risk factors, protective factors and the importance of adverse childhood events.	•	
Apply criminological theories to your clinical practice.	•	
Undertake comprehensive assessments of adults who show risk of harm to self or others and may have a mental disorder, in a range of settings, including secure and non-secure inpatient services, custodial settings and in the community.	<ul style="list-style-type: none"> <li>• Carry out a comprehensive clinical assessment of a remand prisoner who has been referred for transfer to hospital; discuss with MDT and agree plan for clinical care</li> <li>• Later in placement, if the clinical assessment has been carried out well, continue to develop experience of this task, particularly in cases where there are multiple sources of information that need to be considered</li> </ul>	ACE
Undertake comprehensive assessments of patients presenting with mental disorder or problematic trait.	•	
Assess patients from a range of different cultural, spiritual, and religious backgrounds, including asylum seekers and refugees, and demonstrate an understanding of how protected characteristics may impact on clinical presentation.	•	
Assess and manage the general physical health of your patients, taking into	•	

consideration of nutritional, metabolic, endocrine and reproductive factors and disorders, and the physical and mental impact of substance use and addiction and restricted freedom on clinical presentation.		
Use a detailed knowledge of psychopathology and the classification of mental disorders to make a differential diagnosis of mental disorders.	•	
Assimilate and synthesise person-centred holistic information into a coherent and structured case formulation.	•	
Use formulation to devise a safe, effective, collaborative and co-productive management plan to ensure continuity of care in the immediate, short and longer term.	•	
Use restrictive practices appropriately when they are necessary to provide safe and effective treatment for your patients.	•	
Recognise and work with unconscious dynamics between yourself, your patients and other professionals.	•	
Develop, and lead the delivery of, a comprehensive treatment plan which includes person-centre holistic interventions delivered by a multidisciplinary team, through the acute, rehabilitation and maintenance phases of recovery from mental disorder.	•	



Develop, and lead the delivery of, a comprehensive risk management plan, which encompasses health professionals and non-health agencies appropriately.	•	
Safely prescribe medication and other physical treatments for mental disorder, reviewing and adjusting according to response, in line with the best applicable evidence base.	•	
Develop and lead the delivery of a comprehensive treatment plan which includes evidence-based psychological therapies for mental disorder and for problematic substance use.	•	
Lead a clinical multi-disciplinary team in assessing and managing patients who have been charged with serious violent offences from arrest by the police through to final disposal by the court.	•	
Lead a clinical multi-disciplinary team in managing restricted patients from final disposal by the court towards conditional discharge.	•	
Practice psychiatry in a prison, taking into account the nature of the prison environment, adapting skills accordingly, and recognising what can and can't be achieved.	•	

**HLO 2.3: Apply advanced management skills within Forensic psychiatry in situations of uncertainty, conflict and complexity across a wide range of clinical and non-clinical contexts.**

High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
<b>2.3 Complexity &amp; Uncertainty</b>	Demonstrate an understanding of unconscious processes, including transference, countertransference, projection and splitting and the impact of these on yourself and others.	•	
	Recognise and acknowledge uncertainty, conflicting information and complex co-morbidities and work with others to develop safe management plans to reduce the risk of harm.	•	
	Demonstrate an understanding of individual variation and the impact of social, cultural spiritual and religious factors, including effects of deprivation, discrimination and racism.	•	
	Apply knowledge of ethical theory consistently in clinical practice.	•	
	Manage the complexities of diversity in restrictive settings and forensic psychiatric practice.	•	
	Work effectively across custodial, inpatient and community settings and the justice system, understanding the impact of setting on the presentation and treatment of patients, and managing the interfaces.	•	

	Address complex clinical or non-clinical situations so as to provide a balanced response and contain the anxieties of others.	<ul style="list-style-type: none"> <li>Support the core trainee in discussing a challenging patient with nursing colleagues, and collaboratively developing a short term management plan which includes criteria for review</li> </ul>	CbD Mini-PAT
<b>HLO 3.1: Apply advanced knowledge of relevant legislative frameworks across the UK to safeguard patients and safely manage risk within Forensic psychiatry.</b>			
High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
<b>3.1 Knowledge of legal and organisational frameworks in your UK jurisdiction</b>	Demonstrate a general knowledge of relevant criminal law, and a comprehensive knowledge of those aspects relevant to mental disorder as applied in your UK jurisdiction.	<ul style="list-style-type: none"> <li></li> </ul>	
	Demonstrate advanced knowledge of how clinical services and individual patient care pathways are organised and funded across the healthcare sector.	<ul style="list-style-type: none"> <li></li> </ul>	
	Apply current legislation, case law and procedural rules in your UK jurisdiction governing the care and treatment of people with mental disorders.	<ul style="list-style-type: none"> <li></li> </ul>	
	Apply the standards and requirements governing the provision of evidence in medico-legal settings as applied in your UK jurisdiction.	<ul style="list-style-type: none"> <li></li> </ul>	

	Apply clinical descriptions to specific legal definitions and tests.	<ul style="list-style-type: none"> <li>Provide evidence to the Crown Court on fitness to plead of a patient, including consideration of measures that a court might take to enable a mentally ill defendant to participate effectively in their trial</li> </ul>	CbD DONCS
	Recognise the potential for misuse of clinical concepts in a legal context, particularly including the use of classification systems of mental disorder and the communication of risk.	<ul style="list-style-type: none"> <li></li> </ul>	
	Meet the requirements to apply for relevant statutory approval where appropriate.	<ul style="list-style-type: none"> <li></li> </ul>	

**HLO 3.2: Work effectively within the structure and organisation of the NHS, and the wider health and social care landscape.**

High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
<b>3.2 Working within NHS and organisational structures</b>	Demonstrate an advanced knowledge of the structure of the prison estate, other custodial environments, and the wider criminal justice system.	<ul style="list-style-type: none"> <li>Read text on criminal justice, and research current provision of custody in prisons, in preparation for discussion in supervision.</li> </ul>	Supervisor's report Reflective notes
	Demonstrate an advanced awareness of the impact of political and social factors on patient care.	<ul style="list-style-type: none"> <li></li> </ul>	

**HLO 4: Demonstrate leadership and advocacy in mental and physical health promotion and illness prevention for patients within Forensic psychiatry and the wider community.**

High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
<b>4.1 Health promotion and illness prevention in community settings</b>	Apply advanced understanding of the range of factors that contribute towards the development of, and protect against, offending behaviours and mental disorders, including understanding the role of trauma, in clinical practice.	<ul style="list-style-type: none"> <li>Attend training event on trauma informed care in secure services</li> </ul>	<p>CPD log</p> <p>Reflective notes</p>
	Identify and challenge stigma and discrimination against people with mental disorders and offending.	<ul style="list-style-type: none"> <li></li> </ul>	
	Understand the impact of secure care and non-health custodial settings on health promotion and illness prevention.	<ul style="list-style-type: none"> <li></li> </ul>	
	Act as a leader, advocate and educator for health and non-health professionals in promotion and illness prevention.	<ul style="list-style-type: none"> <li></li> </ul>	

**HLO 5: Demonstrate effective teamworking and leadership skills to work constructively and collaboratively within the complex health and social care systems that support people with mental disorder.**

High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs

<b>5.1 Teamworking</b>	Apply an advanced understanding of how teams develop and work effectively, including the role of the forensic psychiatrist in the team, while recognising divergent views and resolving conflict.	•	
	Motivate patients and the team to follow treatment plans and maintain realistic therapeutic optimism.	<ul style="list-style-type: none"> <li>• Contribute to MDT discussions about patients who are progressing slowly.</li> <li>• Communicate clinical aims effectively to nursing colleagues.</li> </ul>	Supervisor's report Mini-PAT
	Work with team feedback to recognise excellence and promote improvement.	•	
<b>5.2 Leadership</b>	Provide effective leadership when working with a multidisciplinary clinical team, valuing the leadership of others in the team according to the task in hand.	•	
	Lead, support and supervise others in research and service development	•	
	Demonstrate inclusive leadership style and awareness of the impact of hierarchy and power within relationships with patients and colleagues.	<ul style="list-style-type: none"> <li>• Chair MDT meetings and reflect on experience</li> <li>• Read about different leadership structures, and consider how to develop a shared leadership environment within a clinical team</li> </ul>	DONCs Mini-PAT Reflective notes
	Provide clinical supervision and mentor colleagues.	•	

	Provide effective clinical leadership and represent a therapeutic perspective when working in prisons and with other non-healthcare agencies.	•	
	Support colleagues, patients, and others following traumatic incidents.	•	
<b>HLO 6: Identify, promote and lead activity to improve the safety and quality of patient care and clinical outcomes of a person with mental disorder.</b>			
<b>High Level Outcomes (HLOs) and Themes</b>	<b>Key Capabilities (KCs): By the end of this training year, you will be able to:</b>	<b>Planned activities</b>	<b>Evidence including WPBAs</b>
<b>6.1 Patient safety</b>	Lead effective clinical governance within a clinical team and within the wider service.	•	
	Promote a therapeutic and open culture in secure environments for the benefit and safety of patients and staff.	•	
	Apply the principles of investigating adverse clinical events.	<ul style="list-style-type: none"> <li>Shadow lead investigator undertaking a clinical investigation.</li> <li>Reflect on experience.</li> </ul>	Reflective notes
<b>6.2 Quality improvement</b>	Use accepted quality improvement methodologies to identify and implement improvements within your service, including supervising others, and involving patients and other stakeholders.	<ul style="list-style-type: none"> <li>Lead an audit or service development project, co-produced with patients</li> <li>Lead on dissemination of project and outcomes</li> </ul>	Project report Supervisor's report Reflective notes

**HLO 7: Lead on the provision of psychiatric assessment and treatment of those who are identified as being vulnerable within Forensic psychiatry.**

**Demonstrate advocacy, leadership and collaborative working around vulnerability and safeguarding in patients, their families and their wider community.**

High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
<b>7.1 Safeguarding</b>	Demonstrate specialist knowledge and understanding of factors that may lead to increased vulnerability to harm from others in healthcare, custodial and community settings.	<ul style="list-style-type: none"> <li>•</li> </ul>	
	Work within legislative frameworks and local processes to anticipate and report safeguarding concerns, providing leadership when necessary.	<ul style="list-style-type: none"> <li>• Working with the MDT, contribute to the development of a clinical response to concerns about a wellbeing issue</li> <li>• Later in the placement, complete employer training on adult safeguarding and develop understanding of the role of non-NHS agencies in responding to safeguarding alerts.</li> </ul>	Supervisor report Mini PAT
	Demonstrate an advanced understanding of the impact of victimisation and trauma in vulnerable groups.	<ul style="list-style-type: none"> <li>•</li> </ul>	
	Work with others to proactively protect vulnerable people from harm.	<ul style="list-style-type: none"> <li>•</li> </ul>	



HLO 8.1: Promote and lead on the provision of effective education and training in clinical, academic and relevant multi-disciplinary settings.			
High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
<b>8.1 Education &amp; Training</b>	Plan, organise and deliver educational and training activities using a range of learning methods for medical, other healthcare or justice system colleagues, or for patients and carers.	<ul style="list-style-type: none"> <li>Deliver planned teaching sessions for medical students on clinical attachments; collect and reflect on feedback</li> </ul>	AoT Teaching feedback Reflective notes
	Consistently and proactively work to maintain an effective learning environment in the workplace.	<ul style="list-style-type: none"> <li></li> </ul>	
HLO 8.2: Demonstrate effective supervision and mentoring skills as essential aspects of education to promote safe and effective learning environments.			
High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
<b>8.2 Supervision</b>	Provide safe clinical supervision and developmental feedback to medical and non-medical colleagues.	<ul style="list-style-type: none"> <li>Take on role as mentor for undergraduate medical student</li> </ul>	Mini PAT Supervisor's report Reflective notes
HLO 9: Apply an up-to-date knowledge of research methodology, critical appraisal and best practice guidance to clinical practice, following ethical and good governance principles.			
High Level Outcomes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs

(HLOs) and Themes			
<b>9.1 Undertaking research and critical appraisal</b>	Critically evaluate data, papers, reviews, and meta-analyses and implement findings in daily clinical practice.	<ul style="list-style-type: none"> <li>•</li> </ul>	
	Translate research into local clinical practice and disseminate critical appraisal findings to wider communities.	<ul style="list-style-type: none"> <li>• Present research paper evaluating physical health huddles at local journal club.</li> <li>• Consider developing this into a service development proposal for the local clinical governance committee</li> </ul>	Journal club entry
	Apply knowledge of up to date appropriate statistical methods.	<ul style="list-style-type: none"> <li>•</li> </ul>	
	Demonstrate proficiency in the use of objective evidence-based clinical assessment instruments.	<ul style="list-style-type: none"> <li>•</li> </ul>	
	Work within ethical frameworks when carrying out or appraising research.	<ul style="list-style-type: none"> <li>•</li> </ul>	
	Apply the principles of Research Study Protocols where available.	<ul style="list-style-type: none"> <li>•</li> </ul>	
	Demonstrate practical contribution to an ethically approved research study.	<ul style="list-style-type: none"> <li>•</li> </ul>	