

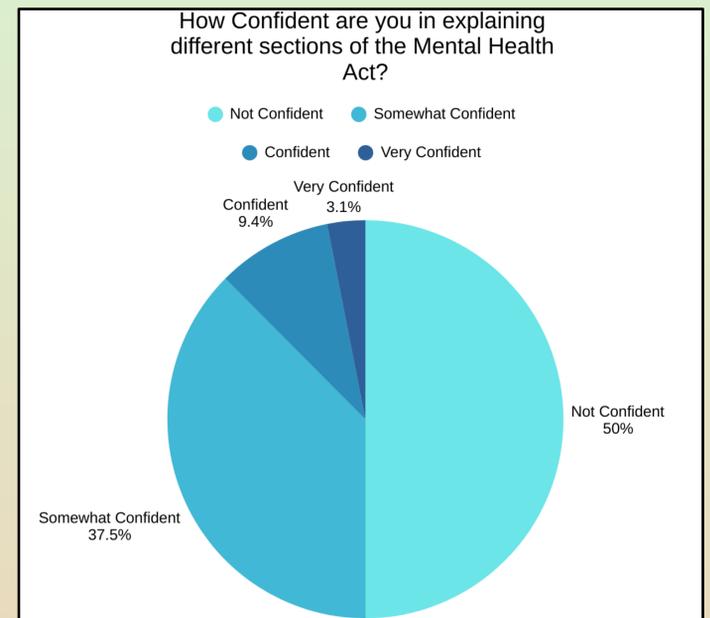
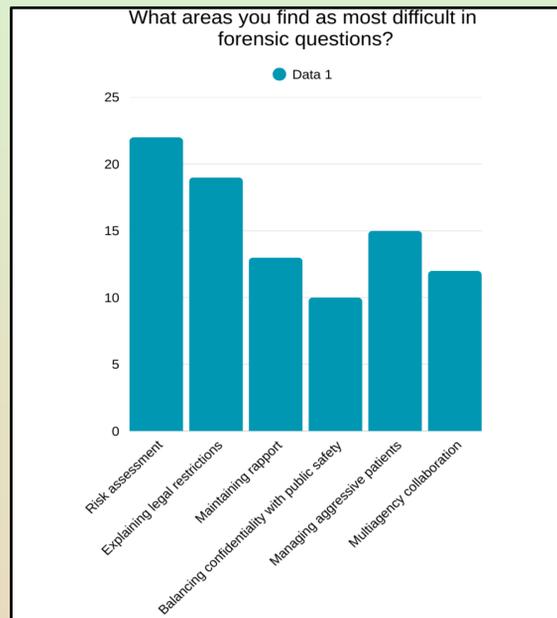
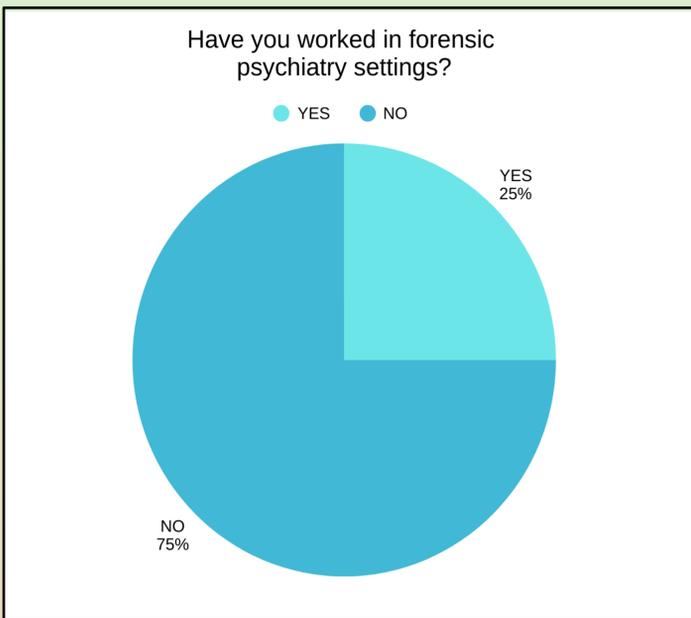
Aim:

The ‘TresMentis’ teaching initiative aims to explore the communication challenges experienced by Specialty and Associate Specialist (SAS) and resident doctors who are International Medical Graduates (IMGs) working within forensic psychiatric settings.

We hypothesised that IMGs encounter distinct linguistic, cultural, and contextual barriers that can affect therapeutic relationships, multidisciplinary collaboration, and professional development within secure environments.

Background:

Effective communication underpins safe and therapeutic practice in forensic psychiatry, where clinicians engage with complex patient presentations, multidisciplinary teams, and legal frameworks. IMGs make up a substantial proportion of this workforce but may face barriers related to language, cultural adjustment, and limited familiarity with UK forensic systems. Structured educational interventions focusing on communication in forensic settings can enhance clinical effectiveness and promote integration within teams.



Data collection

Demographic data were collected with participant consent. Prior to the session, participants completed a survey collecting quantitative and qualitative data on:

- Country of origin and current workplace
- Previous experience in forensic psychiatry
- Self-reported communication challenges
- Familiarity with forensic sections of the Mental Health Act

Data were analysed descriptively, with thematic analysis applied to qualitative responses to identify challenges and training needs. 8 out of 32 respondents did not give consent for using their data, these responses were excluded.

Methods:

A two-hour online teaching session was delivered through the TresMentis initiative by two MRCPsych-qualified psychiatrists to IMGs working or training in psychiatry.

The interactive session focused on four key communication domains: risk assessment, mental state examination, history taking, and formulation. Role-play exercises modelled on the MRCPsych Clinical Assessment of Skills and Competencies (CASC) format were used to simulate realistic forensic scenarios.

Results

Participants represented 19 countries of primary medical qualification, most commonly India, Pakistan, and Egypt.

Seventy-five percent reported no prior experience in forensic psychiatry.

Half (50%) indicated low confidence in formulating management plans, and most expressed uncertainty regarding forensic sections of the Mental Health Act.

Risk assessment was the most frequently reported area of difficulty, cited by 22 participants.

Country of Primary Medical Qualification	Count (n=24)
India	5
Pakistan	4
Egypt	4
Sudan	4
Malaysia	2
Nigeria	2
Palestine	1
UK	1
EU (Romania)	1
Other/ Not disclosed	0

Conclusion

The findings highlight a significant need for focused educational interventions to support IMGs in developing communication and assessment skills specific to forensic psychiatry. The CASC-style teaching format proved valuable in identifying and addressing these challenges.

A **second teaching session** is planned, followed by a **post-intervention survey** to evaluate the perceived impact and inform the creation of a structured, sustainable communication training programme for IMGs in forensic psychiatry.

