

Capability exemplar statements – Old age psychiatry curriculum

These statements (for each of the HLO themes) reference the behaviours that should be observable in a trainee who is meeting the expected standard at the end of each year of higher training.

| HLO | Themes |
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| 1.1 | <p>Professional relationships and professional standards</p> <p>Demonstrate the professional values and behaviours required of a consultant psychiatrist, with reference to Good Medical Practice, Core Values for Psychiatrists (CR204) and other relevant faculty guidance.</p> |
| Year | Behaviour typical of trainees meeting the expected standard |
| ST4 | <p>The trainee:</p> <ul style="list-style-type: none"> • Manages time and caseload effectively, including responding to urgent matters in a timely manner • Maintains professionalism in challenging situations, uses supervision to reflect on this and any impact on their wellbeing |
| ST5 | <p>The trainee:</p> <ul style="list-style-type: none"> • Manages workload effectively, balancing competing clinical and non-clinical demands, seeking support from others where required; reflects on this in supervision • Identifies service / organisational dynamics impacting on clinical practice and discuss these in supervision • Knows when and how to draw unprofessional behaviour to the attention of appropriate others |
| ST6 | <p>The trainee:</p> <ul style="list-style-type: none"> • Manages a complex caseload alongside a range of non-clinical responsibilities, employing flexibility where needed • Identifies organisational dynamics impacting on the wider service / trust in which they work and collaborates with colleagues to work for change • Uses appropriate strategies to address unprofessional behaviour in others, escalating concerns where necessary in a timely manner |

| HLO | | Themes | | | |
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| 2.1 | Communication Demonstrate advanced communication and interpersonal skills when engaging with patients, their families, carers of all ages, their wider community, colleagues and other professionals. | 2.2 | Clinical skills 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 Old age psychiatry | 2.3 | Complexity and uncertainty Apply advanced management skills within Old age psychiatry in situations of uncertainty, conflict and complexity across a wide range of clinical and non-clinical contexts. |
| Year | Behaviour typical of trainees working towards the expected standard | Year | Behaviour typical of trainees working towards the expected standard | Year | Behaviour typical of trainees working towards the expected standard |
| ST4 | The trainee: <ul style="list-style-type: none"> Communicates effectively with patients and families / carers within a clinical assessment in order to obtain all relevant information Undertakes person-centred conversations with older adult patients and their families / carers in order to agree on any proposed management plan Uses and interprets non-verbal communication in patients with advanced cognitive impairment to further their assessment, e.g. the use of pain scales and other communication tools Can effectively use interpreters to assess patients in whom English is not their first language | ST4 | The trainee: <ul style="list-style-type: none"> Undertakes a thorough assessment of a non-complex clinical case in older adults, including a detailed mental state, cognitive and relevant physical examination Gathers information from relevant others, including family, carers and other involved professionals Formulates this assessment and begins to suggest appropriate management and interventions Suggests pharmacological options in these cases, initiates treatment and follows up appropriately, taking into account concurrent medications and physical health issues | ST4 | The trainee: <ul style="list-style-type: none"> Can describe in supervision the various factors that result in clinical complexity in older adult patients Accurately assess the effect of physical health and co-morbidities on the mental health of their presentations, and vice versa Assesses and implements an immediate management and safety plan for older adult patients presenting in crisis Consistently acts within the limits of their own competence and seeks support in an appropriate and timely way |

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| | | | <ul style="list-style-type: none"> Undertakes an accurate cognitive examination in non-complex memory problems and interprets the results correctly | | |
| ST5 | <p>The trainee:</p> <ul style="list-style-type: none"> Uses and interprets verbal and non-verbal communication to further their overall formulation of patients' difficulties, including therapeutic formulations Demonstrates an ability to flex their communication style to suit the individual, e.g. in the complexity of language used, preferred communication styles | ST5 | <p>The trainee:</p> <ul style="list-style-type: none"> Undertakes a full assessment (as above) of any case, including more complex situations with diagnostic uncertainty Initiates and reviews pharmacological interventions in complex older adult patients, including managing changes in psychiatric medications and de-prescribing where appropriate Undertakes cognitive testing in cases of diagnostic uncertainty and interprets these results correctly | ST5 | <p>The trainee:</p> <ul style="list-style-type: none"> Chairs complex case discussions within the MDT Accurately formulates cases of clinical complexity in older adults and can describe how this impacts the patient and their families |
| ST6 | <p>The trainee:</p> <ul style="list-style-type: none"> Uses advanced communication skills to advocate for their patients and older adult mental health services to others, e.g. commissioners, the public Encourages and models advanced communication skills in others | ST6 | <p>The trainee:</p> <ul style="list-style-type: none"> Manages complex cases with associated risk, such as aggression in the context of dementia, using appropriate pharmacological and non-pharmacological interventions, with minimal supervision | ST6 | <p>The trainee:</p> <ul style="list-style-type: none"> Manages and chairs complex case discussions involving other agencies related to their patients with minimal supervision Manages a caseload of patients including providing support to other professionals, with minimal supervision Assesses and manages issues of conflict arising in both clinical situations and between professionals and teams |

| HLO | | Themes | |
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| 3.1 | Knowledge of legal and organisational frameworks in your UK jurisdiction Apply advanced knowledge of relevant legislative frameworks across the UK to safeguard patients and safely manage risk within all psychiatric specialties. | 3.2 | Working within NHS and organisational structures Work effectively within the structure and organisation of the NHS, and the wider health and social care landscape. |
| Year | Behaviour typical of trainees meeting the expected standard | Year | Behaviour typical of trainees meeting the expected standard |
| ST4 | The trainee: <ul style="list-style-type: none"> Starts to work autonomously within relevant legislative framework in routine clinical practice Completes required paperwork in compliance with expected legal standards | ST4 | The trainee: <ul style="list-style-type: none"> Familiarises self with local structures and networks in health and social care and discusses role of psychiatrist within these Takes steps to build relationships with key stakeholders |
| ST5 | The trainee: <ul style="list-style-type: none"> Determines the appropriate legal framework under supervision and applies it Completes statutory reports accurately and in compliance with expected legal standards | ST5 | The trainee: <ul style="list-style-type: none"> Applies knowledge of NHS and organisation structures to enhance patient care locally Works successfully with key stakeholders across different networks / third sectors Understands their service within a wider context – e.g internal and external organisational drivers / national policies |

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| ST6 | The trainee: <ul style="list-style-type: none"> • Advise others on appropriate use and application of appropriate statutory and legal frameworks • Provides evidence at legal proceedings where required | ST6 | The trainee: <ul style="list-style-type: none"> • Shows understanding of national governance and regulatory structures and how to drive change within those • Begins to use performance / quality indicators / participation in committees to improve organisational effectiveness • Develops an understanding of the role and function of senior leaders in different organisations (e.g. by shadowing) |
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| HLO | Theme |
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| 4.1 | Demonstrate leadership and advocacy in mental and physical health promotion and illness prevention for patients within Old age psychiatry and the wider community |
| Year | Behaviour typical of trainees meeting the expected standard |
| ST4 | The trainee: <ul style="list-style-type: none"> • Describes the range of factors that lead to health inequalities in older adult patients with mental health difficulties, and apply these to the formulation of their own patients • Undertakes conversations with patients and families / carers about secondary prevention of complications in both functional and organic cases, such as relapse prevention, maintaining health and independence in dementia • Encourages self-management in patients and their families / carers, including the importance of carers' needs |
| ST5 | The trainee: <ul style="list-style-type: none"> • Takes a leadership role in their service in relation to health promotion and illness prevention, such as leading on quality improvement activities, chairing patient and carer involvement groups |

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| ST6 | <p>The trainee:</p> <ul style="list-style-type: none"> Acts as an advocate for older adult mental health services, e.g. representing older adults' mental health within their organisation or to relevant external partners, to challenge stigma and promote the needs of this population |
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| HLO | Themes | | |
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| 5.1 | <p>Teamworking</p> <p>Demonstrate effective teamworking skills to work constructively and collaboratively within the complex health and social care systems that support people with mental disorder.</p> | 5.2 | <p>Leadership</p> <p>Demonstrate effective leadership skills to work constructively and collaboratively within the complex health and social care systems that support people with mental disorder.</p> |
| Year | Behaviour typical of trainees meeting the expected standard | Year | Behaviour typical of trainees meeting the expected standard |
| ST4 | <p>The trainee:</p> <ul style="list-style-type: none"> Demonstrates that they value the contributions of other professionals Recognises own team dynamics and reflects on their contribution to those in supervision Works effectively with other agencies in clinical practice | ST4 | <p>The trainee:</p> <ul style="list-style-type: none"> Provides clinical leadership within a shared leadership framework across routine and emergency situations Seeks supervision and support around leadership decisions appropriately Acts as an advocate for their patients. |
| ST5 | <p>The trainee:</p> <ul style="list-style-type: none"> Recognises dynamics between teams in the wider system and reflects on the impact of these on patient care Maintains focus on patient, family and carer needs during complex team interactions | ST5 | <p>The trainee:</p> <ul style="list-style-type: none"> Adapts their leadership approach within different teams and in different contexts Takes opportunities to deputise for a consultant, while still working under supervision Acts as an advocate for their service |

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| ST6 | The trainee: <ul style="list-style-type: none"> • Flexes their contribution and approach within different teams • Works effectively across clinical and non-clinical teams • Assists professionals from different agencies to maintain focus on patient, family and carer needs during complex team interactions | ST6 | The trainee: <ul style="list-style-type: none"> • Demonstrates the readiness to work independently without supervision |
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| HLO Themes | | | |
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| 6.1 | Patient safety Identify, promote and lead activity to improve the safety of patient care and clinical outcomes of a person with mental disorder. | 6.2 | Quality improvement Identify, promote and lead activity to improve the quality of patient care and clinical outcomes of a person with mental disorder. |
| Year | Behaviour typical of trainees meeting the expected standard | Year | Behaviour typical of trainees meeting the expected standard |
| ST4 | The trainee: <ul style="list-style-type: none"> • Shows an understanding of the governance structures behind adverse incidents and patient safety-related complaints • Recognises when to complete an adverse incident report form and is able to do so | ST4 | The trainee: <ul style="list-style-type: none"> • Identifies areas that need improvement within their team and initiates a quality improvement project to address them • Recruits other colleagues as participants in quality improvement projects • Shares recommendations from quality improvement projects with their team, drives change and evaluates outcomes • Publishes their findings more widely, e.g. in a poster presentation |

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| ST5 | The trainee: <ul style="list-style-type: none"> • Participates in training on how to investigate adverse incidents and complaints, for example root cause analysis • Drafts responses to adverse incidents | ST5 | The trainee: <ul style="list-style-type: none"> • Initiates quality improvement projects to address areas of need within their own organisation • Influences relevant quality improvement changes within their organisation • Seeks opportunities to undertake service development evaluations |
| ST6 | The trainee: <ul style="list-style-type: none"> • Promotes lessons learned from adverse incidents to other colleagues • Works with the patient safety-related / complaints department to assist with investigations and audits • Identifies and alerts relevant teams to shortcomings in patient safety and care | ST6 | The trainee: <ul style="list-style-type: none"> • Participates in local, regional and national quality improvement projects to promote patient care • Supervises junior colleagues and MDT in such projects • Embraces the concept and value of quality improvement projects as a means of providing excellent patient care and promotes them where appropriate. |

| HLO | Theme |
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| 7.1 | <p>Safeguarding</p> <p>Lead on the provision of psychiatric assessment and treatment of those who are identified as being vulnerable within Old age Psychiatry.</p> <p>Demonstrate advocacy, leadership and collaborative working around vulnerability and safeguarding in patients, their families and their wider community.</p> |
| Year | Behaviour typical of trainees meeting the expected standard |
| ST4 | <p>The trainee:</p> <ul style="list-style-type: none"> • Describes the range of factors that lead to and perpetuate vulnerability in older adult patients and their carers; applies these to the formulation of their own cases • Raises issues related to vulnerability and safeguarding in their own patients in a relevant and timely way, such as raising safeguarding alerts and discussing with appropriate individuals • Acts in a way that promotes autonomy in older adult patients, taking in to account their various needs and difficulties, e.g. when capacity is lost around safeguarding decisions |
| ST5 | <p>The trainee:</p> <ul style="list-style-type: none"> • Leads other members of the team in terms of recognising and actioning issues related to vulnerability and safeguarding in older adults • Represents the service in case conferences related to safeguarding |
| ST6 | <p>The trainee:</p> <ul style="list-style-type: none"> • Manages and leads on complex cases related to vulnerability and safeguarding, including those requiring multiple agencies and different legislations with minimal supervision • Works effectively with others to provide clinical leadership related to safeguarding, e.g. within the MDT, with service managers and within organisational structures |

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| 8.1 | Education and training Promote and lead on the provision of effective education and training in clinical, academic and relevant multi-disciplinary settings. | 8.2 Supervision Demonstrate effective supervision and mentoring skills as essential aspects of education to promote safe and effective learning environments. | |
| Year | Behaviour typical of trainees meeting the expected standard | Year | Behaviour typical of trainees meeting the expected standard |
| ST4 | The trainee: <ul style="list-style-type: none"> Helps to organise their specialty training programme Proactively provides clinical teaching to junior colleagues and relevant others Takes opportunities to chair teaching sessions | ST4 | The trainee: <ul style="list-style-type: none"> Uses supervision regularly to develop skills in clinical and non-clinical contexts (e.g. ethics, legislation, governance, teamworking) Demonstrates a deeper understanding of adverse events and the learning from them Begins to discuss the intricacies of practicing independently Uses supervision to plan personal development sessions and how to derive most benefit from them |
| ST5 | The trainee: <ul style="list-style-type: none"> Leads on devising, planning, delivering and evaluating educational sessions Contributes to the academic life of the service, e.g. journal clubs / evidence-based medicine Seeks opportunities to develop understanding of learning theory | ST5 | The trainee: <ul style="list-style-type: none"> Shows an understanding of the interrelationships between different teams and systems Uses supervision to reflect on the dynamics and effective functioning of their service / organisation Uses supervision to refine their personal development and identify development priorities for the final year of training |

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| ST6 | The trainee: <ul style="list-style-type: none"> • Acts as assessor for workplace based training and other formative and summative assessments • Shows proficiency in using different methods of training delivery • Demonstrates commitment to lifelong learning for themselves and others | ST6 | The trainee: <ul style="list-style-type: none"> • Uses supervision to complete the transition to an independent practitioner • Appreciates the value of peer support and reflective practice within teams and takes steps to put networks in place for transition to consultant level • Provides feedback on clinical work and training delivered by other junior colleagues and team members • Supports and mentors colleagues, including reflecting on their practice |
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| HLO | Theme |
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| 9.1 | <p>Undertaking research and critical appraisal</p> <p>Apply an up-to-date advanced knowledge of research methodology, critical appraisal and best practice guidance to clinical practice, following ethical and good governance principles.</p> |
| Year | Behaviour typical of trainees meeting the expected standard |
| ST4 | <p>The trainee:</p> <ul style="list-style-type: none"> • Brings evidence-base regularly into clinical decisions in line with best practice • Plans research activity and shows evidence in supervision |
| ST5 | <p>The trainee:</p> <ul style="list-style-type: none"> • Recognises the limit of the evidence base and is able to work safely beyond that • Shows progress being made in the planned research activity and shares outcomes of research |
| ST6 | <p>The trainee:</p> <ul style="list-style-type: none"> • Pursues own areas of academic interests • Disseminates research outcomes in appropriate ways and forums • Uses clinical research to influence MDTs and guide service development • CAP: Shows completion of literature review |