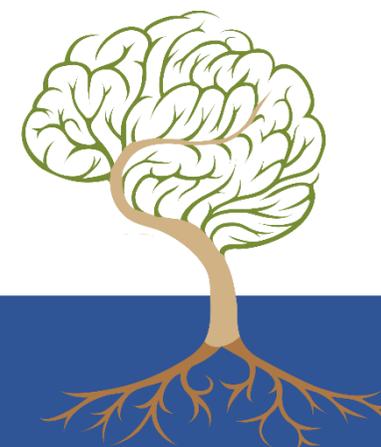


# Draft Addiction Psychiatry Curriculum

**August 2021** (to be approved)

Draft date: 07.08.2020



**Royal College of Psychiatrists 2021**

Royal College of Psychiatrists registered office: 21 Prescott Street, London E1 8BB, UK  
NO HEALTH WITHOUT MENTAL HEALTH

## Notes for Stakeholder Consultation

The curriculum outlined below is a proposed **draft** for review as part of our stakeholder consultation.

The proposed curricula will have 9 High Level Outcomes (HLOs) and 14 Key Capability domains, as well as a range of capabilities under each domain.

While the curricula are undergoing consultation we will continue to work on the alignment and educational wording of them.

In particular we would like feedback on whether there are any key additional capabilities to consider, as well as whether the curriculum is achievable and deliverable.

We also welcome additional comments and have provided comments sections within our feedback form.

We would also be grateful if you could complete the equality and diversity section as well.

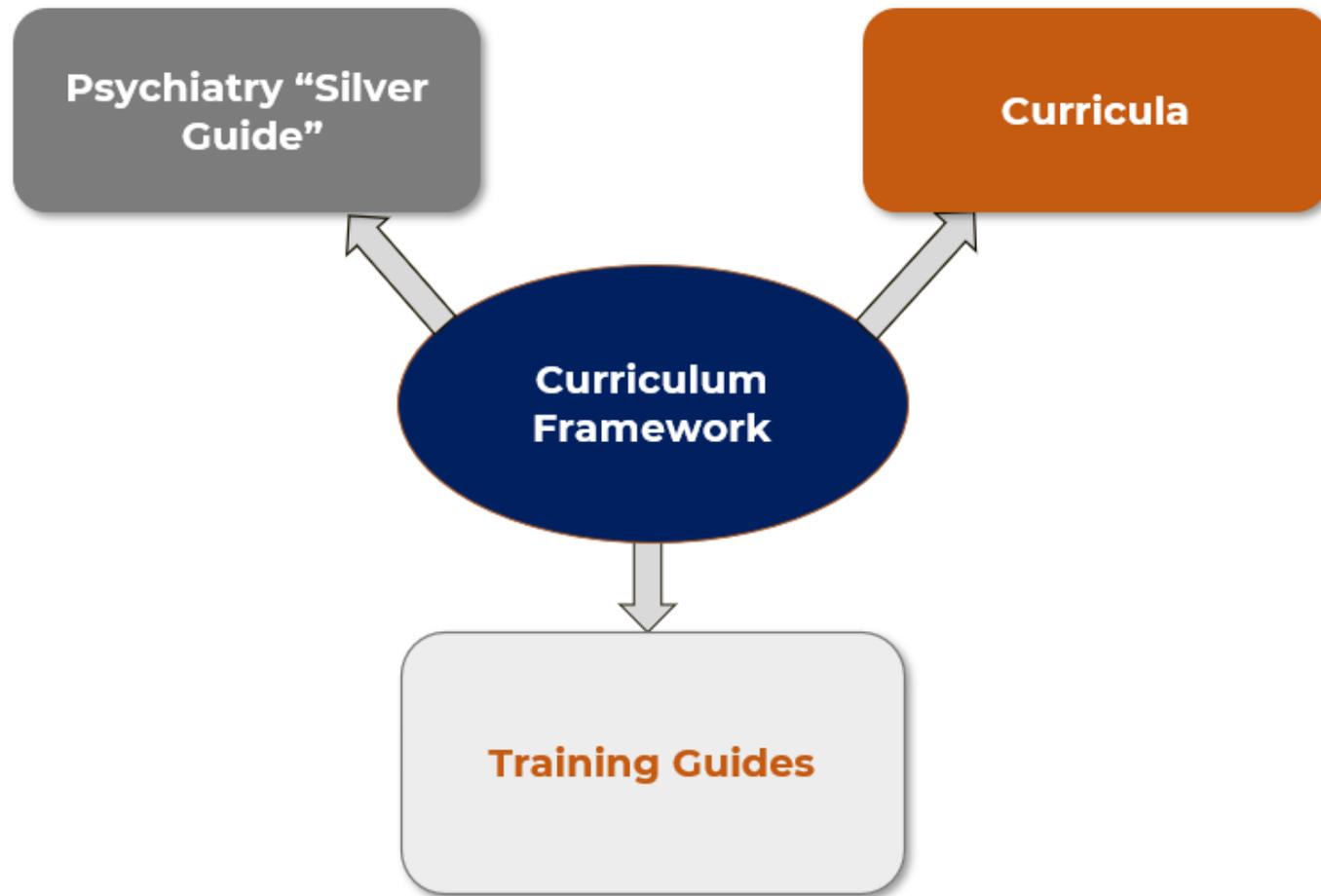
Please provide comments via our [online feedback form](#)

The deadline for comments is **Wednesday 16<sup>th</sup> September 2020**

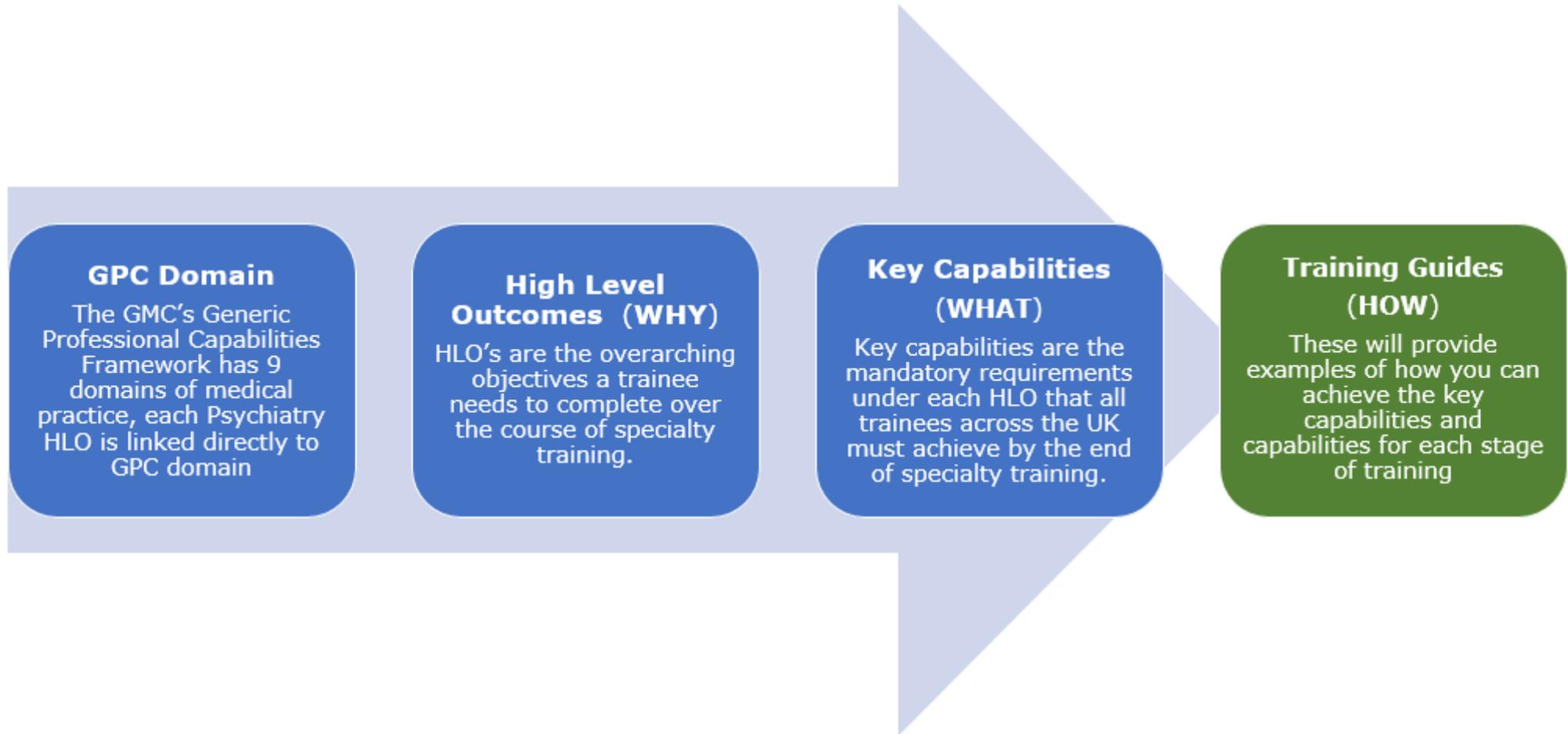
Thank you for taking the time to complete this questionnaire; it is much appreciated.

If you have any additional queries, please contact [curricula@rcpsych.ac.uk](mailto:curricula@rcpsych.ac.uk)

# Curriculum Framework



## How to use this curriculum



## Addiction Psychiatry Curriculum (Draft)

On completion of the endorsement in Addiction Psychiatry, you will be able to:

GPC Domain	No.	High Level Outcome	Key Capabilities
Professional Values & Behaviours	1	<p><b>Demonstrate the professional values and behaviours required of a Consultant medical doctor in Addictions Psychiatry, with reference to Good Medical Practice, Core Values for Psychiatrists (CR204).</b></p>	<p><b>1.1 Professional Relationships</b></p> <p>Work collaboratively with patients, families, carers of all ages and colleagues respecting their autonomy, diversity and valuing their contribution</p> <p>Work in a supportive, empathic, and non-judgemental manner without collusion</p> <p>Demonstrate understanding of maintaining therapeutic optimism</p> <p>Demonstrate flexibility in working with a range of statutory and non-statutory providers and public health.</p> <p><b>1.2 Professional Standards</b></p> <p>Demonstrate understanding of the role of personal and professional boundaries in the management of patients with Substance Use Disorder (SUD) and Non-drug Addiction (NDA)</p> <p>Demonstrate an understanding of the need for equality and diversity in addiction treatment</p> <p>Act appropriately on any concerns about own or colleagues SUD or NDA</p>

			Maintain appropriate professional standards whilst working clinically across organisations.
<b>Professional Skills</b>	<b>2</b>	<p><b>Demonstrate advanced communication and interpersonal skills when interacting with patients, their families, carers of all ages, their wider community, colleagues and other stakeholders.</b></p> <p><b>Develop and maintain therapeutic relationships, effectively manage conflict and disagreement, write comprehensive reports and present evidence within formal settings.</b></p> <p><b>Demonstrate advanced skills in the psychiatric assessment, formulation, diagnosis and psychological, bio-medical and social management of a range of Addiction Psychiatry presentations in a variety of clinical and non-clinical</b></p>	<p><b>2.1 Communication</b></p> <p>Demonstrate the ability to establish and maintain working relationships and understand the needs of patients, families and carers of all ages          Demonstrate an understanding the principles of involving families, carers and social networks in the management of SUD and NDA</p> <p>Apply communication skills in challenging circumstances</p> <p>Advocate on behalf of patients and carers</p> <p>Effectively communicate across a range of professional bodies and organisations, policy, public awareness, and civil society</p> <p>Effectively communicate to advocate for patients needs about stigma, and public awareness.</p> <p><b>2.2 Clinical Knowledge and Skills</b></p> <p>Make an assessment of the impact of substances and NDA across a variety of clinical populations</p> <p>Make an assessment of the impact of substances and NDA in a wide range of settings</p> <p>Undertake a comprehensive risk assessment, putting in place an appropriate plan</p>

	<p><b>settings and provide care to diverse populations.</b></p> <p><b>Demonstrate clinical capability in a full range of skills including physical examination, prescribing, psychosocial interventions, and administering treatments relevant within Addiction Psychiatry.</b></p> <p><b>Recommend relevant investigations and instigate appropriate treatment for both the addiction and associated mental and physical health co-morbidities in collaboration with the patient.</b></p> <p><b>Identify, understand, and negotiate complexity and uncertainty in a wide range of clinical and non-clinical contexts. Promote and lead on person-centred care.</b></p>	<p>Demonstrate an understanding of the principles of harm minimisation and apply these in practice</p> <p>Demonstrate an understanding of the principles and availability of mutual aid and peer support for addiction</p> <p>Demonstrate knowledge and practical application of evidence based behavioural change techniques</p> <p>Demonstrate the ability to conduct motivational interviewing</p> <p>Demonstrate an understanding of the principles of group therapies for addiction</p> <p>Demonstrate knowledge of the systemic complications of substance use, NDAs and its treatments</p> <p>Demonstrate an awareness of substance use and NDA trends</p> <p>Demonstrate in-depth knowledge of psychosocial and pharmacological management of mental disorder and co-occurring SUD and NDA</p> <p>Demonstrate in-depth knowledge of integrated psychological, biological, social and pharmacological management of alcohol, illicit and prescribed substances and NDAs</p> <p>Encourage and empower patients in the management of their condition</p> <p>Demonstrate competence in the acute medical management of in-patients</p>
--	---	--

			<p>Initiate and maintain a comprehensive care plan, potentially involving a broad range of agencies</p> <p>Management of intoxication in emergency settings</p> <p>Demonstrate proficiency in the use of relevant screening tools and rating scales and their relevance to diagnosis and management.</p> <p><b>2.3 Complexity and Uncertainty</b></p> <p>Demonstrate competence in managing patients across a spectrum of physical and psychiatric and social co-morbid complexity</p> <p>Demonstrate an understanding of the place of highly specialised treatments for complex patients</p> <p>Demonstrate the ability to undertake appropriate risk assessments in patients who present with SUD/NDA.</p>
<p><b>Professional Knowledge</b></p>	<p><b>3</b></p>	<p><b>Demonstrate an advanced knowledge of, and apply, relevant mental health and criminal justice legislation across the UK to safeguard patients and safely manage risk.</b></p>	<p><b>3.1 Knowledge of legal and organisational frameworks in your UK jurisdiction</b></p> <p>Demonstrate an understanding of the application of appropriate legislation in the management of patients with SUD and NDA</p> <p>Demonstrate a working knowledge of the relationships between relevant regulatory bodies including the criminal justice system in service provision for patients with SUD and NDA</p>

			<p>Demonstrate a working knowledge of the structure of national health, local authority and third sector services in the management of patients through your interaction with them</p> <p>Demonstrate an understanding of the differences in governance frameworks across organisations.</p>
<b>Health promotion &amp; illness prevention</b>	<b>4</b>	<p><b>Demonstrate leadership and advocacy in mental and physical health promotion and illness prevention for patients with addictions, and their wider community.</b></p> <p><b>Demonstrate knowledge of the increased prevalence of mental and physical health co-morbidities and health inequalities experienced by people with addictions.</b></p>	<p><b>4.1 Health Promotion and Illness Prevention in Individuals and Community</b></p> <p>Engage with patients, families, and carers of all ages around health promotion and illness prevention</p> <p>Apply your understanding of the factors affecting health inequalities and social determinants of mental and physical health to improve your patient's health</p> <p>Demonstrate the ability to undertake opportunistic brief interventions</p> <p>Engage with your wider community around health promotion and illness prevention</p> <p>Identify and challenge stigma and discrimination against people with addictions both amongst professionals and with the public</p> <p>Demonstrate an understanding of, and implement, principles of harm minimisation and other public health measures.</p>
<b>Leadership &amp; Teamworking</b>	<b>5</b>	<b>Demonstrate effective leadership and team working skills to work constructively</b>	<b>5.1 Teamworking</b>

		<p><b>and collaboratively within the complex health and social care systems and with other stakeholders including criminal justice, commissioning bodies and non-statutory organisations.</b></p> <p><b>Supervise and mentor colleagues to enhance their performance and development.</b></p> <p><b>Recognise the impact of leadership across systems and manage partnerships.</b></p>	<p>Demonstrate the ability to work across a full range of service providers and understand their role within local and national treatment systems</p> <p>Demonstrate the ability to work closely with colleagues in the Multi-Disciplinary Team (MDT) and external statutory/non-statutory agencies</p> <p>Review and supervise the implementation of care plans with colleagues in the MDT</p> <p>Apply an understanding of relationship between SUD, NDA and mental health and social factors in service design.</p> <p><b>5.2 Leadership</b></p> <p>Demonstrate appropriate assumption, sharing and delegation of responsibility in patients' best interests</p> <p>Promote the effective implementation of national clinical guidelines</p> <p>Demonstrate the ability to recognise and appraise the clinical and leadership skills of others in a range of contexts</p> <p>Develop supervision and mentorship skills to enhance the management of patients with SUD and NDA</p> <p>Recognise the impact of leadership across systems and manage partnerships.</p>
<p><b>Patient Safety &amp; Quality Improvement</b></p>	<p><b>6</b></p>	<p><b>Identify, promote and lead activity to improve the safety and quality of patient care and clinical outcomes of a</b></p>	<p><b>6.1 Patient safety</b></p> <p>Engage with the systems of clinical governance that assure safety and quality of care for patients with SUD and NDA.</p>

		<p><b>person with an addiction, within the context of their higher risks and safety concerns.</b></p>	<p><b>6.2 Quality improvement</b></p> <p>Demonstrate the importance of quality improvement to improve patient safety and outcomes of patient care as applied to people with SUD and NDA</p> <p>Undertake quality improvement activities relevant to your clinical practice</p> <p>Demonstrate an awareness of national statistics to inform service development and practice as applied to populations with SUD and NDA.</p>
<p><b>Safeguarding Vulnerable Groups</b></p>	<p><b>7</b></p>	<p><b>Identify and lead on the provision of psychiatric assessment and treatment of those who are vulnerable and apply appropriate ethical and legislative frameworks to address vulnerability.</b></p> <p><b>Demonstrate advocacy, leadership and collaborative working around vulnerability of and safeguarding procedures for, patients with addictions, their families and their wider community.</b></p>	<p><b>7.1 Safeguarding</b></p> <p>Demonstrate specialist knowledge of the individual and systemic factors contributing to the vulnerabilities and safeguarding concerns in people of all ages with SUD and NDA</p> <p>Demonstrate knowledge of the individual and systemic factors contributing to vulnerabilities and safeguarding concerns of the families and carers of people with SUD and NDA</p> <p>Work within legislative frameworks and local process to raise and report safeguarding concerns in a timely manner and contribute to safeguarding processes.</p>
<p><b>Education &amp; Training</b></p>	<p><b>8</b></p>	<p><b>Promote and lead on the provision of effective education and training across</b></p>	<p><b>8.1 Education and Training</b></p>

		<p><b>a diverse range of settings including clinical, academic, public health, criminal justice and other stakeholder organisations in collaboration with patients and their wider community.</b></p> <p><b>Use feedback effectively and adopt lifelong learning. Demonstrate effective supervision and mentoring skills as essential aspects of education to promote safe and effective learning environments.</b></p>	<p>Demonstrate the ability to communicate the current best practice around SUD and NDA evidence to professionals, patients, families and carers of all ages in appropriate formats</p> <p>Promote and lead on the provision of effective education and training in Addiction Psychiatry across a wide range of settings.</p>
<p><b>Research &amp; Scholarship</b></p>	<p><b>9</b></p>	<p><b>Maintain and apply knowledge of research methods, critical appraisal and best practice guidance and apply it to clinical practice.</b></p> <p><b>Disseminate up to date expert knowledge of research literature to patients and stakeholders in appropriate formats.</b></p>	<p><b>9.1 Conducting research and critical appraisal</b></p> <p>Describe a range of appropriate research methods for the investigation of SUD and NDA</p> <p>Understand the specific research ethics relating to people with SUD and NDA          Demonstrate the ability to critically appraise research of the evidence base in addiction psychiatry and apply it to your clinical practice.</p>

		<b>Proactively contribute to research and innovation in Addiction Psychiatry following ethical and good governance principles.</b>	
--	--	--	--