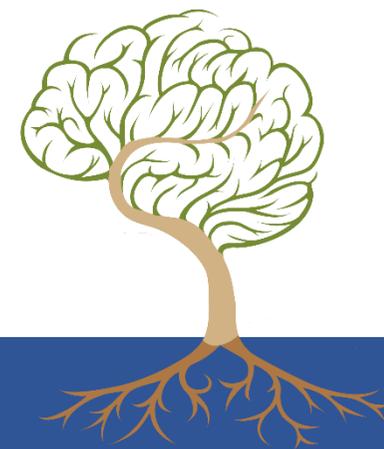


Draft Adult Psychiatry Curriculum

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.

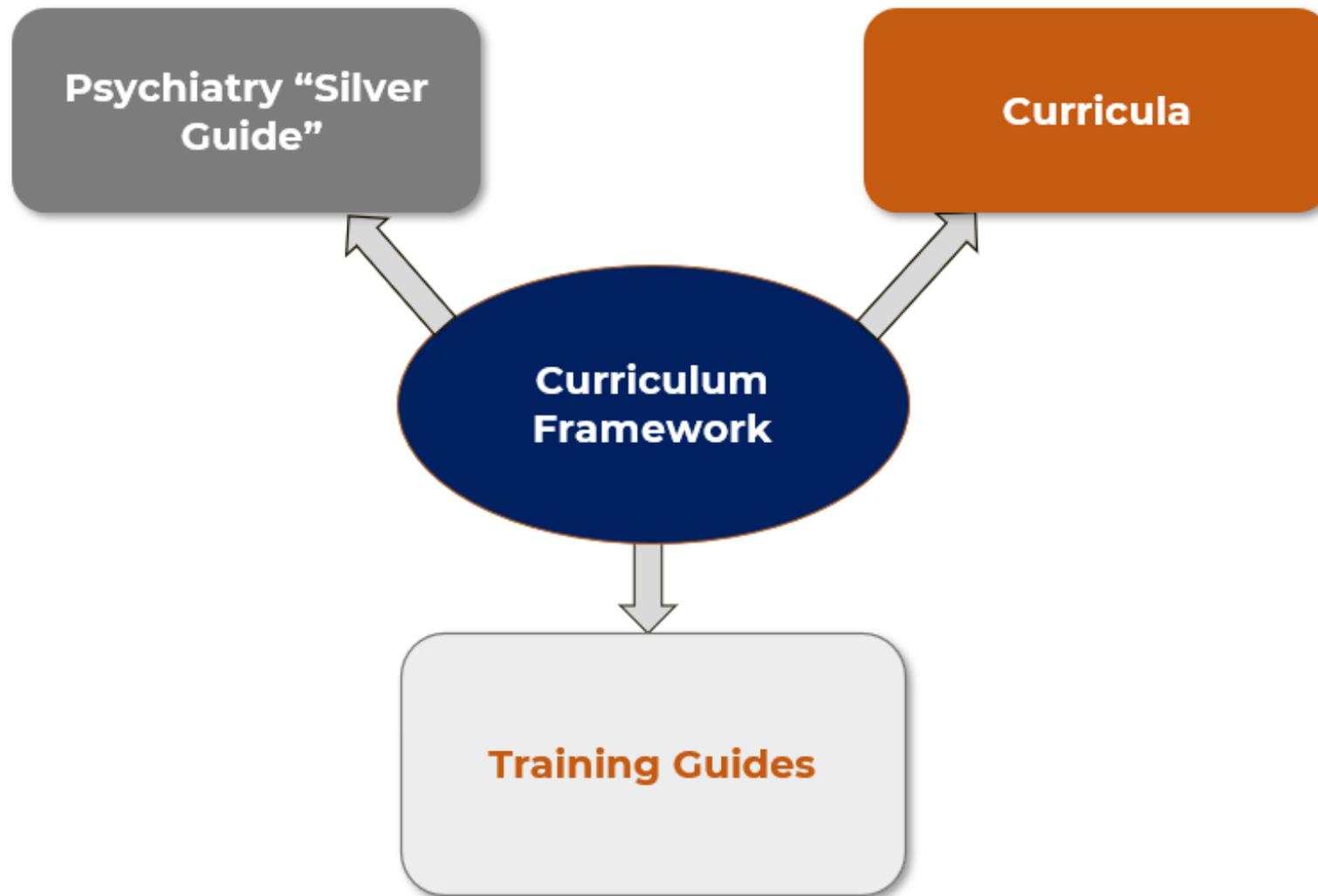
Please provide comments via our [online feedback form](#)

The deadline for comments is **Wednesday 16th September 2020**

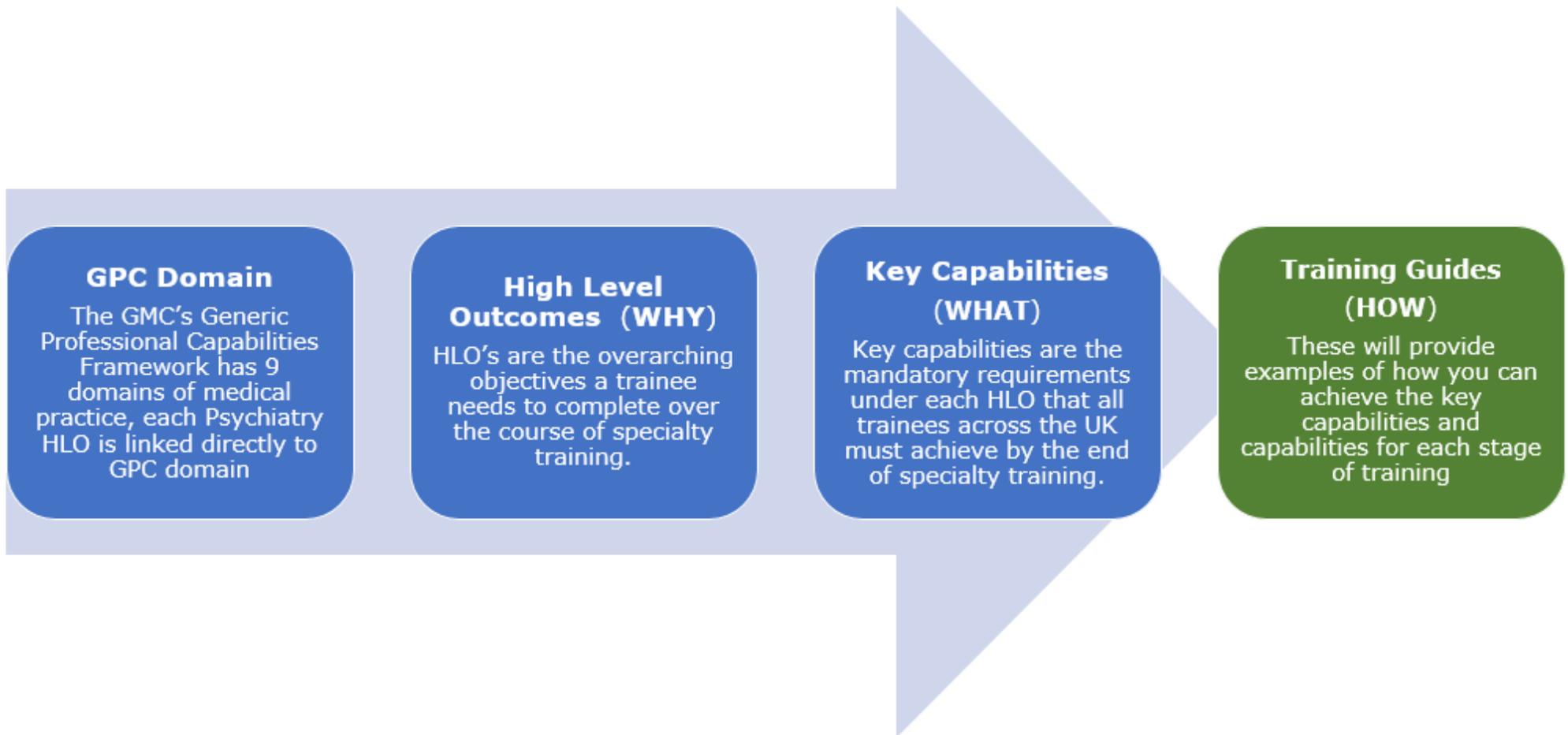
Thank you for taking the time to complete this questionnaire; it is much appreciated.

If you have any additional queries, please contact curricula@rcpsych.ac.uk

Curriculum Framework



How to use this curriculum



Adult Psychiatry Curriculum (Draft)

By the end of ST6, you will be able to:

GPC Domain	No.	High Level Outcome	Key Capabilities
Professional Values & Behaviours	1	<p>Demonstrate the professional values and behaviours required of a medical doctor in Psychiatry, with reference to Good Medical Practice and Core Values for Psychiatrists (CR204)</p>	<p>1.1 Professional relationships</p> <p>Consistently demonstrate a holistic and person-centred clinical approach to adult patients that is honest, empathic, compassionate, and respects their dignity while maintaining therapeutic optimism, while remaining realistically optimistic, honest and maintaining boundaries</p> <p>Work collaboratively with patients, families, carers of all ages and colleagues respecting their autonomy, diversity and valuing their contribution</p> <p>Manage the complexities of diversity</p> <p>Recognise and address systemic and structural inequalities, intersectionality, and their impact on clinical outcomes and on working relationships with colleagues</p> <p>Demonstrate the ability to be flexible, lead, use initiative, be able to prioritise, and be adaptable.</p> <p>1.2 Professional standards</p> <p>Consistently demonstrate a positive and conscientious approach to the completion of your work. Understand the impact of workload, patient and organisational dynamics on your own well-being</p> <p>Develop strategies to take care of your wellbeing, seeking timely support and guidance</p>

			<p>Recognise the importance of reflective practice towards understanding the emotional impact of the work on the individual and team, including the impact of suicide, trauma, and homicide</p> <p>Use supervision and reflection effectively recognising your skills, limitations and your duty of candour</p> <p>Make clear, accurate and contemporaneous records</p> <p>Effectively use available technologies where appropriate and necessary, taking into account knowledge of the complexities, limitations and demands of remote working on adult psychiatric practice. Including establishing and maintaining the appropriate setting and boundaries for the work and managing challenges to this</p> <p>Demonstrate the ability to adapt your practice and the work of your team to the evolution of evidence and services for adults</p> <p>Promote the specialism of adult mental health including acting as an advocate for your patients and their carers</p> <p>Maintain the appropriate professional standards while working clinically, as a leader within healthcare organisations.</p> <p>Demonstrate the ability to work with increasing autonomy within a framework of supervision.</p>
<p>Professional Skills</p>	<p>2</p>	<p>Demonstrate advanced communication and interpersonal skills when engaging with patients, their families, carers of all ages, their wider community, colleagues and other professionals.</p>	<p>2.1 Communication</p> <p>Demonstrate advanced interpersonal communication skills- verbal, non-verbal and therapeutic; in order to appropriately diagnose, formulate a treatment plan and deliver it</p> <p>Be able to communicate effectively in person, virtually (telehealth), or via third parties using both written and verbal communication skills.</p>

	<p>Demonstrate advanced skills in adult psychiatric assessment, formulation and diagnosis, taking into consideration related physical health issues in collaboration with the patient.</p> <p>Establish and deliver psychological, bio-medical and social management plans for a range of mental health disorders in a variety of clinical and non-clinical settings and the provision of care to a diverse adult population.</p> <p>Develop and maintain therapeutic relationships, effectively manage conflict and disagreement, write comprehensive reports and present evidence at hearings.</p> <p>Identify, understand, and negotiate complexity and uncertainty in a wide range of clinical and non-clinical contexts.</p> <p>Promote and lead on person-centred systemic care.</p>	<p>Demonstrate the ability to appropriately and concisely summarise your key findings and communicate these to others</p> <p>Demonstrate the ability to use/adapt new and emerging/changing technologies where appropriate and understand the limitations.</p> <p>Be able to adapt communication formats to the needs of patients, families/ carers and others (including other professionals)</p> <p>Use active listening skills and empathic language which respects the individual, to manage conflict, expectations and emotions, while maintaining boundaries and consistency of care</p> <p>Note limitations of the assessment where language or cultural influences impinge on communication, have a shared understanding, self-reflect and develop the ability to deal with conflict</p> <p>Understand the ways in which you, patients and others communicate verbally and non-verbally, including communication between organisations, and/or individuals</p> <p>Demonstrate the ability to synthesise complex information and communicate this succinctly and coherently in your written and verbal communication</p> <p>Produce reports that are comprehensive, timely, accurate, appropriate and within limits of expertise</p> <p>Demonstrate effective communication and shared decision making with patients, taking into consideration their ideas, values, concerns and expectations. Explain the outcome of assessment, treatment and management to patients, families, and carers of all ages as well as relevant others</p>
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Be adept in communicating potentially distressing diagnostic and prognostic information associated with severe and debilitating mental illnesses with patients, carers and clinicians; develop therapeutic optimism and hope.

2.2 Clinical Knowledge and skills

Demonstrate an advanced level of holistic, biological-psychological-social understanding and approach to mental disorders, including taking into consideration of gene-environmental interaction, developmental, and biological influences on adult mental disorders

Demonstrate detailed knowledge of the biological, psychological, social and cultural factors which influence the presentation, course and treatment of a wide range of adult psychiatric conditions

Demonstrate an advanced level of knowledge of human psychology, including the importance of early relationships, attachment styles, the impact of adverse childhood experiences, traumatic events, and protective factors and their impact on mental disorders in adulthood

Using a detailed knowledge of relationships between physical and mental disorders, and other comorbidities

Demonstrate an appropriate understanding of neurodevelopmental conditions during the life span, and their contribution to mental disorders in adulthood

Be able to understand human behaviour and performance; individual differences in ability, personality, and interests; learning and motivation

Demonstrate an appropriate understanding of social determinants of health including poverty, poor nutrition and the lived environment and the impact these have on the aetiology and presentation of mental disorders in adulthood

Demonstrate advanced knowledge of the pharmacodynamics, pharmacokinetics, efficacy, tolerability, interactions, and short and long-term side effects, of all relevant psychotropic medications

Be able to seek appropriate guidance/seek referral to the appropriate specialist teams if relevant

Be able to take a collateral history from a range of informants involved in patient care in a sensitive way, respecting the patient's wishes and maintaining confidentiality

Demonstrate proficiency in obtaining a full psychiatric history and perform a Mental State Examination (MSE) for patients presenting from the whole spectrum of mental and neurodevelopmental disorders in adults; in routine, urgent and emergency situations and in various different settings (community, inpatient and acute hospitals)

Demonstrate the ability to diagnose physical health issues, consider their impact on mental health, taking into account nutritional, metabolic, reproductive, endocrine factors and substance use and addiction

Demonstrate skills in managing patients with dual diagnoses including addictions

Be proficient in assessing, formulating, and managing the risk to a patient's health, safety and the safety of others in a wide range of psychiatric disorders and in various settings

Use a detailed knowledge of psychopathology and recognised, relevant classification systems to make a differential diagnosis of mental disorders

Be able to conduct relevant physical examinations, investigations and follow them up appropriately including further referrals where necessary

Conceptualise all information available to describe the predisposing, precipitating, presenting, perpetuating and protective factors (or an alternative formulation framework) that underpin the presentation of the patient and their wider system to develop the most suitable treatment approach

Demonstrate ability to safely prescribe evidence-based treatment (where available) considering recognised guidelines and standards, for adult psychiatric illnesses, (including women of childbearing potential or breastfeeding) and involving the patient in the decision making

Ensure that appropriate physical health treatments, including optimal nutrition, lifestyle interventions and social prescribing are appropriately used for improving the outcome of treatment of mental disorders

Be adept at initiating, changing, discontinuing psychotropic medication regimes. Be aware of limitations

Be able to devise safe, effective, collaborative systemic treatment and management plans for a patient; depending upon the differential diagnoses, comorbidities, clinical situation and risks in an emergency, as well as in the short, medium and long term

Be aware of the physical treatments in Psychiatry and relevant guidelines for their use

Apply contemporary knowledge and principles of psychological therapies where appropriate

Demonstrate an understanding of Transference/Countertransference and know how to manage these effectively and safely to help with ongoing management

Demonstrate an ability to work across interfaces, between psychiatric specialties, other medical and non medical specialties and services, demonstrating appropriate liaison and collaboration

Offer psychiatric expertise and guidance to other practitioners (e.g. through consultation or clinical supervision) to provide alternative perspectives for understanding and treatment

Demonstrate involvement and contribution to multi-professional management of patients' needs and risks

One SAPE (Structured Assessment of Psychotherapy Expertise) is now recommended in each training year according to the GAP specialty curriculum (p57)

Demonstrate ability to develop professional alliances with patients over the long term and demonstrate its impact on treatment compliance and engagement.

2.3 Complexity and Uncertainty

Recognise and work with unconscious dynamics between yourself, your patients and other professionals, and be able to manage that within a team

Prioritise information in situations of urgency

Demonstrate an ability to deviate from care pathways/guidelines when clinically indicated

Understand the limits of your clinical capabilities, seeking timely support and consultation when appropriate

Understand one's own limitations and seek support where necessary

			<p>Demonstrate ability to recognise and manage clinical uncertainty, ambiguity, complex co- morbidities of mental illness and disorders including risks associated with various presentations</p> <p>Manage divergent views about patient care or intervention and deliver appropriate interventions</p> <p>Demonstrate ability to manage complexity in challenging and atypical, treatment resistant, and comorbid conditions</p> <p>Demonstrate flexibility in eliciting information salient to a specific model of psychotherapy; consider difficulties experienced by a patient in collaboratively contributing to the process e.g. initial hopelessness, hostility, lack of recognition of psychological contribution to problems, limitations imposed by setting in which interview occurs</p> <p>Demonstrate expertise in applying the principles of crisis intervention in emergency situations; be able to make urgent care plans.</p>
Professional Knowledge	3	Demonstrate an advanced knowledge of, and apply, relevant legislative frameworks across the UK to safeguard patients and safely manage risk.	3.1. Knowledge of legal and organisational frameworks in your UK jurisdiction <p>Demonstrate understanding of and apply the current legislation in your UK jurisdiction governing the care and treatment of people with mental disorder</p> <p>Demonstrate advanced practical knowledge and application of the relevant mental health legislation, including the use of emergency powers and compulsory treatment aspects</p> <p>Demonstrate knowledge of the structure and development of national health and care services and regulatory authorities</p> <p>Balance the duty of care to the patient and the protection of others with the restriction of human rights when considering the use of legal powers</p>

			<p>Demonstrate working knowledge of local health and social care services through your interactions with them</p> <p>Have relevant statutory approval.</p>
Health Promotion & Illness Prevention	4	Demonstrate leadership in mental and physical health promotion and illness prevention for your patients and their wider community	<p>4.1. Health promotion and illness prevention in individuals and community</p> <p>Demonstrate and apply an understanding of the factors contributing to health inequalities, and the social and cultural determinants of adult mental health</p> <p>Identify and address/tackle stigma and discrimination against people with mental disorders</p> <p>Promote mental well-being and prevention of mental illness within the context of societal change and technology</p> <p>Demonstrate understanding of public health issues related to mental and physical health; work collaboratively across agencies to promote mental well-being and quality of life</p> <p>Engage with patients, families and carers of all ages and the wider community around health promotion and illness prevention, and design and delivery of services, to co-produce a safe and effective treatment plan .</p>
Leadership & Teamworking	5	Demonstrate effective leadership and team working skills to work constructively and collaboratively within the complex health and social care systems that support people with mental illness	<p>5.1 Team working</p> <p>Show an awareness of how individual personal qualities, emotions and behaviours of both yourself and your team, impact on teamworking and the quality of patient care</p> <p>Use this awareness to model, educate and adapt the service, including conflict resolution within and between teams</p>

	<p>Supervise and mentor colleagues to enhance performance and development.</p> <p>Recognise the impact of leadership across system and manage partnerships.</p>	<p>Demonstrate a working knowledge of the roles and responsibilities of, and the interface between multidisciplinary team members</p> <p>Understand team dynamics and use effective negotiation skills to resolve conflict and dysfunction</p> <p>Actively participate and contribute to the work and success of a team, including managing change</p> <p>Work collaboratively with colleagues from diverse backgrounds and experiences, and promote inclusivity.</p> <p>5.2. Leadership</p> <p>Recognise and appraise the leadership skills of others in various contexts</p> <p>Demonstrate the development and application of your own leadership skills in a variety of clinical and non-clinical settings</p> <p>Understand how your own leadership style and approach impact on others, and demonstrate an ability to adapt your approach to meet the needs of the team</p> <p>Demonstrate willingness to lead, take charge, and offer opinions and direction</p> <p>Support colleagues to enhance their performance and support their development</p> <p>Display willingness and availability to give clinical supervision to colleagues at all times</p> <p>Demonstrate ability to competently manage and lead a team/service; provide consultation and specialist advice to team members and other agencies.</p>
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Patient Safety & QI	6	<p>Identify, promote and lead activity to improve the safety and quality of patient care and clinical outcomes of a person with mental illness.</p> <p>This will include management of risk, appropriate use of mental health legislation, following ethical and good governance principles and involvement in adverse incident processes (recognition, reporting, and implementation of risk mitigation strategies).</p>	<p>6.1. Patient safety</p> <p>Understand and use the principles and engage with the systems of clinical governance that assure, promote, and improve safety and quality of patient care</p> <p>Participate in activities that promote reflection and learning from critical incidents.</p> <p>6.2. Quality improvement</p> <p>Understand how Quality Improvement can lead to better patient outcomes and system performance</p> <p>Undertake/lead quality improvement activities/initiatives relevant to your clinical practice, including supervising others</p> <p>Disseminate findings/implement relevant changes.</p>
Safeguarding Vulnerable Groups	7	<p>Lead on the provision of psychiatric assessment and treatment of those who are identified as being vulnerable. Initiate and collaborate with appropriate safeguarding procedures.</p> <p>Apply appropriate ethical and legislative frameworks to address vulnerability.</p> <p>Identify those who may be vulnerable (patients, families</p>	<p>7.1 Safeguarding</p> <p>Demonstrate knowledge of the individual and systemic factors contributing to and recognising vulnerabilities and safeguarding concerns in people of all ages</p> <p>Work within legislative frameworks and local processes to raise and report safeguarding concerns in a timely manner and contribute to safeguarding processes</p> <p>Understand the impact of victimisation/exploitation and trauma in vulnerable groups e.g. trafficking.</p>

		and wider community) and work collaboratively in safeguarding their welfare in a timely and appropriate manner.	
Education & Training	8	<p>Promote and lead on the provision of effective psychiatric education and training in clinical, academic and relevant multi-disciplinary settings, use feedback effectively and adopt lifelong learning.</p> <p>Demonstrate effective supervision and mentoring skills as essential aspects of education to promote safe and effective learning environments.</p>	<p>8.1 Education & Training</p> <p>Demonstrate knowledge of principles and methods of learning, education, teaching and training, and apply these principles in a variety of clinical and non-clinical settings</p> <p>Understand your own training needs, and pursue your own continuing professional development</p> <p>Demonstrate an awareness of the principles of feedback, and be able to implement this knowledge in the giving and receiving of feedback related to your teaching and learning activities</p> <p>Demonstrate the professional qualities of an effective trainer; be able to teach and guide individuals and groups; Provide safe and effective clinical supervision in emergency and non-emergency situations or settings</p> <p>Actively take part in clinical, psychiatric and educational supervision; demonstrate effective supervision and mentoring skills, and promote safe and effective learning environment.</p>
Research & Scholarship	9	<p>Maintain knowledge of research methodology, critical appraisal and best practice guidance and apply it to your clinical practice.</p> <p>Disseminate up to date expert knowledge of research</p>	<p>9.1 Conducting research and critical appraisal</p> <p>Critically evaluate data papers, reviews, and meta-analyses; and implement findings in daily clinical practice</p> <p>Translate research into local clinical practice, and disseminate critical appraisal findings to wider communities</p>

	<p>literature to patients and stakeholders in appropriate formats.</p> <p>Proactively contribute to research and innovation following ethical and good governance principles.</p>	<p>Demonstrate awareness and knowledge of ethical frameworks when carrying out or appraising research</p> <p>Understand the differences between research, audit, and quality improvement; and how these approaches can complement each other</p> <p>Demonstrate working knowledge of appropriate statistical methods</p> <p>Understands the principles of using Research Study Protocols. Gain first-hand practical experience in helping to conduct an ethically-approved research study</p> <p>Understand the role of and be able to use objective evidenced based clinical assessment instruments.</p>
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