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# Medical Psychotherapy

Royal College of Psychiatrists Higher Specialty  
Curriculum (ST4 – ST6)

Version 1.0

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August 2022

# Purpose Statement

Specialists in Medical Psychotherapy are experts in integrating psychiatric, medical and psychological understanding of patients presenting to mental health services.<sup>1</sup>

Medical Psychotherapy is deeply committed to a person-centred holistic (which includes biological, psychological, and social) approach to psychiatry and it provides expertise in the psychological and developmental aspects of mental illness/disorder. The majority of mental disorders presenting in adults are associated with adverse childhood experiences and a developmental holistic approach forms the bedrock of psychotherapeutically informed psychiatry.<sup>2,3,4</sup>

Medical Psychotherapists take a lead on the provision of comprehensive evidence-based psychotherapeutic interventions to those with complex and severe mental disorder and emotional distress, including personality disorder,<sup>5</sup> complex trauma and psychosomatic disorders. This need has been identified in NHS Long term plan<sup>6</sup> and psychotherapeutic interventions have shown to be effective in the treatment of mental disorders.<sup>7</sup>

Psychotherapeutic medicine and psychotherapeutic psychiatry are central to person-centred compassionate good medical practice.<sup>8</sup> Specialists in Medical Psychotherapy are essential for the leadership, practice, development, and delivery of psychotherapeutic psychiatry through a range of clinical and training activities. These include playing a key role in the training of all psychiatrists through the provision of supervision, psychotherapy cases, and reflective practice, and in leading in these aspects of training as psychotherapy tutors<sup>9</sup>.

In addition, they play a key role within the wider organisation in developing reflective practice, contributing to complex case discussions, providing supervision to colleagues and advising on service changes that impact on training and clinical care. In these ways, medical psychotherapists apply psychotherapeutic expertise in psychiatric practice.<sup>9</sup> They are trained in the leadership of multi-disciplinary psychotherapeutic teams working across a range

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<sup>1</sup> [The Role of the Consultant Psychiatrist in Psychotherapy](#), RCPsych, CR139, 2006

<sup>2</sup> [The effect of multiple adverse childhood experiences on health: a systematic review and meta-analysis](#). *The Lancet Public Health*, 2017

<sup>3</sup> [Adverse childhood experiences and mental health in young adults: a longitudinal survey](#) *BMC Public Health*, 2007

<sup>4</sup> [Childhood Determinants of Adult Psychiatric Disorder](#) Tom fryers, Traolach Brugha, 2013

<sup>5</sup> [Learning from the Cradle to the Grave: the psychotherapeutic development of doctors from beginning to end of a career in medicine and psychiatry](#) RCPsych

<sup>6</sup> [The Five Year Forward View](#), NHS, 2016

<sup>7</sup> [Psychotherapy for mental illness in Europe](#) Eva Woelbert, JRC Science and Policy Reports, 2015

<sup>8</sup> [The Place of Psychotherapy in Contemporary Psychiatry](#) Saman Tavakoli, 2014

<sup>9</sup> [The Place of Psychotherapy in Contemporary Psychiatry](#) Saman Tavakoli, 2014

of settings; managing and understanding complexity and risk; promoting a culture of enquiry, and facilitating enabling environments for patients and staff.<sup>10</sup>

Exposure and engagement to psychotherapeutic practice and training within psychiatry fosters recruitment to psychiatry,<sup>11</sup> mitigates burn out, facilitates retention and supports the aims of 'Stepping forward to 2020/21: The mental health workforce plan for England'.<sup>12,13</sup>

The Welsh Government's ten-year strategy to improve mental health and well-being has identified a range of areas that require attention.<sup>14</sup> This includes providing better perinatal mental health care and addressing the mental health needs of frequent attenders of emergency departments.<sup>15</sup> The strategy emphasises the importance of widening access to medical psychological therapies that tailor care to the individual.<sup>16</sup>

The Scottish Mental Health Strategy has identified the need to shift the balance of care towards mental health.<sup>17</sup> The Scottish Mental Health Strategy 2017-2027 has an aim of achieving parity of esteem between mental and physical health. There is a particular focus on the prevention of mental illness and early intervention, improving access to treatment and improving the physical wellbeing of people with mental disorders. The Scottish Government plans to invest in the transformation of Primary and Urgent Care as well as in further development of Child and Adolescent Mental Health Services.

The Scottish Mental Health Strategy emphasises the importance of understanding and addressing Adverse Childhood Experiences as an integral aspect of early intervention and prevention of mental illness. Commissioned by the Scottish Government, NHS Education for Scotland has developed the National Trauma Skills and Knowledge Framework as well as the national training plan for practitioners.

Northern Ireland has higher levels of mental ill-health than any other region in the UK.<sup>18</sup> It has been identified that specialist services that address the underlying causes of mental disorders are required to meet need and holistic psychological medical assessment is crucial to proactively respond to mental health population trends.<sup>19,20</sup>

Exposure to medical psychotherapy starts at the outset of core training in order

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<sup>10</sup> [The Role of the Consultant Psychiatrist in Psychotherapy](#), RCPsych, CR139, 2006

<sup>11</sup> [Quality assurance report for medical psychotherapy](#), GMC, 2012

<sup>12</sup> [Stepping forward to 2020/21: The mental health workforce plan for England](#) NHS, 2017

<sup>13</sup> [The State of Medical Education and Practice In the UK](#) GMC, 2018

<sup>14</sup> [Together for Mental Health](#), Welsh Government, 2012

<sup>15</sup> [Together for Mental Health](#), Welsh Government, 2012

<sup>16</sup> [Together for Mental Health](#), Welsh Government, 2012 p.9

<sup>17</sup> [Mental Health Strategy 2017-2027](#), Scottish Government, 2017

<sup>18</sup> [Making Life Better](#), Northern Ireland Assembly, 2014

<sup>19</sup> [Service Framework for Mental Health and Wellbeing 2018-2021](#) Department of Health, 2018

<sup>20</sup> [Evaluation of the 2009-2011 Bamford Action Plan](#), Dept. of Health , Social Services and Public Safety, 2012

to ensure all trainees develop their skills as psychologically informed psychiatrists. Higher training in Medical Psychotherapy begins with recruitment to specialist Medical Psychotherapy training, after successful completion of Core Psychiatry Training and the RCPsych examinations. Successful completion of the programme leads to a CCT in Medical Psychotherapy with entry on the specialist medical register.

Medical Psychotherapy specialty training can be a single CCT training that is recommended to take place over 36 months (Whole Time Equivalent) in order to achieve the required capabilities and gain the necessary experience. This can also be undertaken as a dual training alongside specialty training in General Adult Psychiatry, Forensic Psychiatry, and Child and Adolescent Psychiatry. Dual training is recommended to take place over 60 months, with a recommended 36 months equivalent time spent training and working in Medical Psychotherapy.

The purpose of Medical Psychotherapy curriculum is to provide training in a range of psychotherapeutic treatments applicable to different mental disorders. The objective of this training is to enable those working towards a CCT in Medical Psychotherapy to gain expertise to mastery level in one evidence-based treatment modality of psychotherapy, and additional capabilities in at least two further psychotherapeutic modalities to ensure that they have the skills to meet the needs of a diverse patient population.

The CCT holder will have the skills to draw on a wide range of psychotherapeutic frameworks including psychodynamic, cognitive, behavioural, and systemic alongside their psychiatry training.

The training equips the CCT holder to specialise in the development, delivery and leadership of services focusing on assessment, diagnosis, treatment, management and prevention of mental disorders in adults, bringing together psychotherapeutic, psychological, social and biological perspectives.

The curriculum enables the Medical Psychotherapy consultant to lead on psychotherapeutic education and training for psychiatrists, allowing them to take up the GMC designated role of psychotherapy tutor.

The training allows the CCT holder to gain expertise to mastery level in reflective practice, supervision and education skills, being a resource for the rest of the medical workforce and other members of the multidisciplinary team to enhance and continue the development of psychotherapeutic skills within their psychiatric practice. The Medical Psychotherapy CCT holder can also lead on multidisciplinary team working, through their integration of psychotherapeutic, psychiatric and medical perspectives in the understanding of individuals, groups and organisations recognising how working with complex clinical presentations may create strain within teams.

The training builds on psychotherapy and psychiatry training in the core curriculum, including the development of advanced communication and interpersonal skills, examination skills, diagnosis and treatment to a mastery level. It also involves the further development of capabilities in leadership and management, research and quality improvement.

This curriculum provides a framework for this training enabling the achievement of essential Medical Psychotherapy specific clinical and generic professional capabilities through development of the professional values, behaviours, knowledge and skills required in order to provide high-quality, evidence-based care for a diverse patient population.

A consultant Medical Psychotherapist will be able to work with and treat mental disorders for the whole range of patients including acute and long-term disorders, in settings such as psychological therapy services, specialist units such as personality disorder services, psychiatric inpatient units, physical health settings and community and primary care mental health teams.

Further curricula are available for the following other established psychiatry specialties:

- Child & Adolescent Psychiatry
- Forensic Psychiatry
- Intellectual (Learning) Disability Psychiatry
- General Adult Psychiatry
- Old Age Psychiatry

Medical Psychotherapy has limited interdependencies with the training with other specialties. During training in Medical Psychotherapy, a trainee develops the knowledge and skills needed to have overall clinical responsibility, lead a team, understand governance, and health care structures.

The recommended three years spent in training will provide appropriate development of transferable skills and experience (e.g. advanced leadership, emergency psychiatry, reflective practice and complex decision making) as well as specialised skills and experience in Medical Psychotherapy.

The skills and knowledge trainees develop and demonstrate in their training have not changed in this new curriculum.

The Medical Psychotherapy learning outcomes are mapped to the Generic Professional Capabilities Framework (GPCs) ensuring ease of transfer between medical specialties. Through attainment of the High-Level Learning Outcomes (HLOs), this curriculum will enable trainees to lead and work in multidisciplinary and multi-professional teams; provide leadership and participate in research, teaching and training in a variety of clinical settings. It will also enable trainees to gain experience in formulating person-centred holistic care and treatment.

It provides opportunities to develop expertise to work with a wide range of patients and understand the need to signpost to other relevant specialties where appropriate.

***This purpose statement has been endorsed by the GMC's Curriculum Oversight Group and confirmed as meeting the needs of the health services of the countries of the UK.***

# Medical Psychotherapy Curriculum

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

By the end of ST6 you will:

GPC	High Level Outcomes (HLOs)	Themes	Key Capabilities (KCs)
1	<p><b>Demonstrate the professional values and behaviours required of a Consultant Psychiatrist with reference to Good Medical Practice, <a href="#">Core Values for Psychiatrists</a> (CR204) and other relevant faculty guidance.</b></p>	<p><b>1a) 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 systemically with complex relationships and family dynamics which impact on mental health.</p> <p>Apply an understanding of organisational dynamics to enhance the capacity of the organisation to contain anxiety and manage risk and clinical complexity.</p> <p>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.</p> <p>Demonstrate a working knowledge of the specific ethical and legal principles which apply particularly to psychotherapeutic relationships.</p> <p>Consistently demonstrate a holistic and person-centred (which includes biological, psychological and social) clinical approach to patients that is honest, empathic, and respects their dignity while maintaining a hopeful, realistic, helpful and compassionate approach, which maintains appropriate boundaries.</p> <p>Appreciate and take into account different sensitivities of patients to a range of information held about them, and how they are recorded and shared, particularly in relation to psychological material.</p>

			<p>Demonstrate when working with others, the ability to be flexible, lead, use initiative, be able to prioritise, and be adaptable, taking time to think and reflect in complex situations and tolerate uncertainty.</p>
		<p><b>1b) Professional Standards</b></p>	<p>Understand the impact of workload, patient and organisational dynamics and projective processes on your own well-being.</p> <p>Implement strategies to take care of your wellbeing, seeking timely support and guidance, including your personal psychotherapy.</p> <p>Understand the central importance of individual and group reflective practice activities towards understanding the emotional impact of the work, including countertransference responses, on the individual and team, including the impact of trauma, suicide and homicide.</p> <p>Make clear, accurate and contemporaneous records.</p> <p>Produce reports that are comprehensive, timely, accurate, appropriate, and within limits of expertise.</p> <p>Effectively use available technologies where appropriate and necessary, taking into account knowledge of the complexities, limitations and demands of remote working on psychotherapeutic practice, including establishing and maintaining the appropriate setting and boundaries for the work and managing challenges to these.</p> <p>Use emerging scientific knowledge and developments of clinical models to make adaptations to existing approaches to improve patient care.</p> <p>Demonstrate proficiency in the use of technologies where appropriate in psychiatric practice.</p> <p>Demonstrate continued personal, professional and psychological development through participation in appropriate personal psychotherapy.</p>

Consistently demonstrate a positive and conscientious approach to the completion of your work.

Demonstrate active contribution to the emotional wellbeing of colleagues through a range of activities and containing structures.

Use supervision and reflection effectively developing therapeutic and reflective skills and technique within the modality, recognising your limitations.

Adapt to different sensitivities of patients and the need for therapeutic confidentiality and balancing this against risk and the need to share and record information where appropriate, and your duty of candour.

Undertake opportunities for, and necessity of, continuing professional development as a doctor, psychiatrist and psychotherapist.

Practice and develop a range of psychotherapeutic treatment skills.

Maintain professional standards and help colleagues and teams maintain their standards by promoting structures to understand the underlying relational dynamics which may contribute to the difficulties maintaining professional ethics and standards, leading to enactments and boundary violations, and learn from these events.

Develop safe, confidential and containing settings as a secure base for psychotherapeutic work ensuring that the central privacy of psychotherapy is maintained.

Identify and address organisational dynamics that destabilise the patient and increases risk, with specific attention to points of transition and discontinuity of care, which may be detrimental to psychological health.

Maintain a supportive professional and clinical network to enable you to work autonomously and collaboratively.

			<p>Monitor the quality of psychotherapeutic service provision within your organisation.</p>
<p><b>2</b></p>	<p><b>Demonstrate advanced communication and interpersonal skills when engaging with patients, their families, carers of all ages, their wider community, colleagues and other professionals.</b></p>	<p><b>2a) Communication</b></p>	<p>Demonstrate highly developed listening skills, with attention to the meaning of verbal, non-verbal and bodily aspects of communication.</p> <p>Synthesise complex information and communicate it in a timely and effective way using understandable language to convey complex psychological understanding with colleagues, patients, families, and carers of all ages.</p> <p>Understand and effectively manage situations involving complex dynamics using advanced communication and interpersonal skills.</p> <p>Communicate effectively ensuring shared, informed decision making with patients, taking into consideration their ideas, values, concerns and expectations.</p> <p>Use advanced understanding of how unconscious processes affect communication, especially projective processes, e.g., spitting and how aspects of the patient's background are repeated within the therapeutic relationship and how these may also impact on professional relationships and within teams.</p> <p>Demonstrate sensitivity to the ethnic, social and cultural diversity of patients, their families and carers of all ages in all your communication with them.</p> <p>Demonstrate skills in supporting those in whom English is not their first language, including the use of interpreters, and providing information in other languages.</p> <p>Adapt your approach, considering communication and sensory needs, making reasonable adjustments when required.</p> <p>Establish authentic therapeutic relationships with patients while maintaining professional boundaries and consistency of care, to facilitate communication and help patients feel understood.</p>

			<p>Explain the outcome of assessment, treatment and management to patients, and their families, carers of all ages as well as relevant others.</p> <p>Demonstrate a high level of sensitivity in communicating with, and responding to patients, giving careful consideration to timing and choice of words.</p> <p>Demonstrate timely, effective communication and liaison with colleagues including other members of the multidisciplinary team, the patient's GP, and other primary/secondary/tertiary and third sector colleagues.</p> <p>Act as an external consultant to a staff team.</p>
	<p><b>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 Medical Psychotherapy.</b></p>	<p><b>2b) Clinical Skills</b></p>	<p>Demonstrate advanced knowledge of the theoretical underpinnings of the major psychotherapeutic treatment modalities and the psychological understanding of mental disorder and the development of the mind.</p> <p>Demonstrate an advanced understanding of mental disorders and how cognitive-behavioural, psychodynamic, systemic and other psychotherapeutic approaches may be applied in clinical practice across the full range of these disorders.</p> <p>Demonstrate an advanced understanding of the psychological effects of acute and chronic physical illness on emotional life and interpersonal relationships.</p> <p>Demonstrate a specialist understanding of the relative contributions of the factors below in formulation and differential diagnosis:</p> <ul style="list-style-type: none"> <li>○ emotional, cognitive, and behavioural developmental processes and transitions across the lifespan</li> <li>○ the integration of biological vulnerability with attachment relationships, adverse childhood experiences, the impact of loss, and trauma,</li> <li>○ understand developmental pathways of personality disorder</li> </ul>

Demonstrate mastery of the theory, technique and application of a recognised major modality (cognitive behavioural, psychodynamic, systemic) of psychotherapy.

Demonstrate capability in the theory and technique of the two other major modalities of psychotherapy.

Demonstrate psychotherapeutic mastery across a broad range of clinical conditions, within a range of clinical settings.

Establish a comprehensive psychotherapeutic assessment, taking into account the biological factors and social situation of the patient, clarifying the key issues, appropriately prioritising treatment needs, including referrals to other services.

Comprehensively assess patients presenting with personality disorder or problematic personality traits.

Assess the general health of patients, taking into account the impact of their physical health on their mental health needs and vice versa. This assessment should include where relevant consideration of nutritional, metabolic, and endocrine factors and disorders, and the physical and mental impact of substance use and addiction on clinical presentation.

Assess and evaluate the impact of the following:

- The current social situation
- Motivation and readiness to use psychological treatments
- Psychological defenses
- Response to previous psychological treatments
- Balance of benefits and potential harms of psychological treatments
- Factors affecting the appropriate choice of psychotherapy and psychotherapist
- And thereby ensure realistic recommendations and make best use of available resources

			<p>Establish a person-centred holistic (which includes biological, psychological and social) formulation which is well-evidenced, coherent and person-centered, and use this as the basis for appropriate recommendation for treatment in each of the major psychotherapeutic modalities or other appropriate interventions.</p> <p>Conduct a range of individual, group and family therapies using standard accepted models.</p> <p>Assess those from a range of different cultural, spiritual, and religious backgrounds and demonstrate an understanding of how <a href="#">protected characteristics</a> may impact on clinical presentation.</p> <p>Lead the triage and discussion of referrals for psychotherapeutic and psychological treatments, taking into account the clinical complexity and the organisational context in which you are working.</p> <p>Use formulation to devise a safe, effective, collaborative and co-productive management plans to ensure continuity of care in the immediate, short and longer term.</p> <p>Lead on the delivery of a comprehensive psychological treatment plan including evidence-based psychological therapies for personality disorder.</p> <p>Offer psychiatric and psychotherapeutic expertise to other practitioners, in order to enhance the clinical understanding, management of complex presentations, under the care of a range of health and social care teams.</p>
	<p><b>Apply advanced management skills within Medical Psychotherapy in situations of uncertainty, conflict and complexity across a wide range of clinical and non-clinical contexts.</b></p>	<p><b>2c) Complexity &amp; Uncertainty</b></p>	<p>Demonstrate advanced psychotherapeutic assessment and treatment skills in working with complex and multiply comorbid presentations.</p> <p>Provide psychotherapeutic understanding, strategies and support for the impact of suicide and anxiety about risk, the impact of this on teams, and all those around the patient, and how it affects clinical management.</p>

			<p>Demonstrate expertise in understanding the underlying factors in crisis presentations, taking into account the patient's developmental history and individual vulnerabilities, to formulate urgent care plans.</p> <p>Demonstrate an understanding of individual variation and the impact of social and cultural, factors, including effects of deprivation, discrimination and racism.</p> <p>Elicit information required for each component of a psychiatric history and psychological formulation and be able to gather this information in difficult or complex situations, identifying and seeking to understand the underlying psychopathology.</p> <p>Assess, liaise, and provide psychotherapeutic advice on the clinical management of patients with mental disorders, including personality disorder, in high risk situations.</p> <p>Provide a psychotherapeutic perspective on risk encompassing unconscious projective processes and splitting and use specialist psychotherapeutic knowledge and skills to inform assessment of risk to self and others for patients, their families and carers of all ages, in a range of settings.</p> <p>Consider, and where appropriate, provide psychotherapeutic intervention in the aftermath of an emergency.</p>
3	<p><b>Apply advanced knowledge of relevant legislative frameworks across the UK to safeguard patients and safely manage risk within Medical Psychotherapy.</b></p>	<p><b><i>3a) Knowledge of legal and organisational frameworks in your UK jurisdiction.</i></b></p>	<p>Demonstrate advanced awareness of specialist aspects of the law as applied to psychotherapy, and legal and ethical limits to confidentiality including the situations, principles and frameworks for disclosure of confidential information.</p> <p>Apply an advanced understanding of the structures of the NHS and social care organisations and regulatory authorities and ability to work within their requirements.</p>

Apply knowledge of how clinical services, psychological therapy services and individual patient care pathways are organised and funded across the healthcare sector.

Apply an advanced understanding of organisational policy, dynamics and practice at a national and local level in the wider health and social care system.

Apply national and local guidance and developments in relation to the provision of psychological therapy services.

Apply knowledge of how healthcare governance and policy influences patient care, research and educational activities at a local, regional and national level.

Demonstrate an advanced understanding of the impact of political and social factors on patient care, organisational dynamics and anxiety.

Apply the legal and ethical requirements and duties in providing psychotherapy and in relation to psychotherapeutic relationships.

Use the relevant mental health legislation, including the use of emergency powers and compulsory treatment where appropriate.

Apply safeguarding frameworks within which identified risks can be managed, and legal considerations for taking appropriate actions when children or vulnerable adults may be at risk.

Balance the duty of care to the patient and the protection of others taking into consideration human rights legislation, the patients' self-empowerment, and potential impact on patients' commitment to therapeutic relationships when considering the use of legal powers.

Develop and adopt clinical guidelines and integrated care pathways.

Assess patients for the purposes of preparing and delivering medico-legal reports.

	<b>Work effectively within the structure and organisation of the NHS, and the wider health and social care landscape.</b>	<b><i>3b) Working within NHS and organisational structures</i></b>	Demonstrate an advanced understanding of the requirements of outside agencies for reports that are timely, accurate and appropriate
<b>4</b>	<b>Demonstrate leadership and advocacy in mental and physical health promotion and illness prevention for patients within Medical Psychotherapy and the wider community.</b>	<b><i>4a) Health promotion and illness prevention in community settings</i></b>	<p>Demonstrate an understanding of individual, group and societal processes that influence equality and discrimination. Identify and challenge stigma and discrimination against people with mental disorders.</p> <p>Promote a psychological understanding of well-being, and how this can contribute to the prevention of mental illness.</p> <p>Promote an understanding of the interrelationship between the body and the mind.</p> <p>Engage with patients, families, and carers of all ages to develop collaborative working relationships.</p> <p>Engage with your wider community around health promotion and illness prevention, addressing health inequalities, and the social and cultural determinants of health.</p> <p>Lead, advocate and educate health and non-health professionals in health promotion and illness prevention.</p>
<b>5</b>	<b>Demonstrate effective team working and leadership skills to work constructively and collaboratively within the complex health and social care systems that support people with mental disorder.</b>	<b><i>5a) Teamworking</i></b>	<p>Demonstrate an advanced understanding of how individual personal qualities, emotions, and behaviours of both yourself and colleagues, as well as organisational and contextual factors, impact on teamworking and the quality of patient care.</p> <p>Apply an advanced working knowledge of the roles and responsibilities of, and the interface between, multidisciplinary team members.</p>

			<p>Demonstrate an advanced understanding of group and interpersonal dynamics, and use these, as well as the diversity of perspectives and experiences that team members bring, to formulate unconscious, conscious and systemic contributors to interactions within and between teams.</p> <p>Demonstrate how these skills have been gained through training in organisational and interpersonal dynamics, as well as through your own therapy.</p> <p>Work in collaboration with patients, families and carers of all ages, and the multi-disciplinary team to enable safe and positive decision-making.</p> <p>Demonstrate open mindedness and encourage dialogue, recognising the importance of different/divergent perspectives and utilise team feedback.</p>
		<p><b>5b) Leadership</b></p>	<p>Recognise and appraise the leadership skills of yourself and others in various contexts.</p> <p>Apply an understanding of the roles and responsibilities of the leader in terms of systemic, interpersonal and organisational dynamics.</p> <p>Apply an understanding of the value of diversity in styles of leadership, and the capability to be perceptive to the leadership needs of the team and the ability to be adaptable.</p> <p>Apply an understanding of the role of the consultant psychiatrist in medical psychotherapy in the context of the multidisciplinary team and in multiagency working.</p> <p>Lead in developing training activities that promote the specialty of medical psychotherapy and its contribution to psychiatry.</p> <p>Promote psychological and psychotherapeutic understanding of mental disorder; complex psychiatric presentations; and factors that predispose to</p>

			<p>and maintain psychiatric breakdown including the impact upon staff, towards improving case formulation and patient care.</p> <p>Undertake a leadership role in the context in which you are working. Show willingness and ability to hold the role of the leader, and self-awareness about your position in the system.</p> <p>Provide comprehensive consultations to a staff team, recognising team dynamics, and the role of conflict splits, and issues about authority in request for staff consultations.</p> <p>Provide clinical supervision and participate in specialist clinical forums, to colleagues as appropriate, and be able to undertake reviews of a critical incident with sensitivity to the needs and standpoints of all participants.</p> <p>Provide mentorship and support to colleagues to enhance their performance and support their development.</p> <p>Demonstrate inclusive leadership style and awareness of the impact of hierarchy and power within relationships with patients and colleagues.</p> <p>Critically appraise the performance of colleagues and to escalate concerns.</p>
6	<p><b>Identify, promote and lead activity to improve the safety and quality of patient care and clinical outcomes of a person with mental disorder.</b></p>	<p><b>6a) Patient safety</b></p>	<p>Demonstrate a comprehensive psychotherapeutic understanding and perspective on risk.</p> <p>Demonstrate an advanced knowledge of <i>methods</i> to obtain feedback from patients, the public, staff and other interested groups.</p> <p>Identify psychopathology in all clinical situations, including those that are urgent and/or complex.</p> <p>Undertake reviews of a critical incident with sensitivity to the needs and standpoints of all participants.</p>

			Apply the principles of empathic understanding and a psychologically minded approach to risk assessment and management.
		<b>6b) Quality improvement</b>	<p>Demonstrate an understanding of the principles of change management.</p> <p>Demonstrate ability to design and implement programmes for change, including service innovation.</p> <p>Effectively apply audit principles to your own work, to team practice and in a service wide context, including to relevant organisational and management systems.</p> <p>Apply continuous improvement and audit principles to own work and practice.</p> <p>Support and encourage others to apply audit principles.</p> <p>Demonstrate active involvement in service design and development.</p>
<b>7</b>	<p><b>Lead on the provision of psychiatric assessment and treatment of those who are identified as being vulnerable within Medical Psychotherapy.</b></p> <p><b>Demonstrate advocacy, leadership and collaborative working around vulnerability and safeguarding in patients, their families and their wider community.</b></p>	<b>7a) Safeguarding</b>	<p>Demonstrate the development of a good understanding of the need for information of a range of agencies involved in safeguarding.</p> <p>Manage risk to patients, families, carers of all ages, staff and members of the public.</p>
<b>8</b>	<b>Promote and lead on the provision of effective education and training in clinical, academic</b>	<b>8a) Education &amp; Training</b>	Understand the principles of lifelong learning.

**and relevant multi-disciplinary settings.**

Demonstrate and maintain familiarity with clinical literature relevant to specialist's field of psychotherapeutic practice and psychotherapy generally.

Identify learning styles and facilitate the learning process and assess performance.

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 and settings.

Plan, organise and deliver educational and training activities and events, using a range of learning methods for medical, other healthcare colleagues, or for patients and carers.

Demonstrate a professional attitude to teaching.

Apply different teaching techniques and demonstrate how these can be used effectively in different teaching settings relevant to Medical Psychotherapy.

Adapt teaching or training to the needs of particular learners e.g. medical students, colleagues from other professions and specialties, including primary care

Use of appropriate, approved assessment methods.

Apply the principles of feedback and implement this knowledge in the giving and receiving of feedback related to your teaching and learning activities.

Give feedback in a timely and constructive manner.

Conduct appraisal effectively and at the appropriate time.

	<p><b>Demonstrate effective supervision and mentoring skills as essential aspects of education to promote safe and effective learning environments.</b></p>	<p><b>8b) Supervision</b></p>	<p>Actively take part in clinical, psychiatric and educational supervision; demonstrate effective supervision and mentoring skills and promote safe and effective learning environments.</p> <p>Demonstrate experience and expertise in providing psychotherapy clinical supervision.</p>
<p><b>9</b></p>	<p><b>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.</b></p>	<p><b>9a) Undertaking research and critical appraisal</b></p>	<p>Translate research findings to everyday clinical practice.</p> <p>Demonstrate an advanced understanding of the work of research ethics committees and be aware of any ethical implications of a proposed research study.</p> <p>Apply an understanding of the research governance framework including the implications for the local employer (NHS Trust or equivalent) of research.</p> <p>Apply an understanding of the factors affecting the appropriate choice of therapist for a patient including the capability to combine published evidence with personal experience in making reasoned choices.</p> <p>Prepare research for written publication and follow submission instructions for most appropriate journal.</p> <p>Apply knowledge of current evidence-based psychotherapeutic treatment guidelines and their range of applications.</p> <p>Apply the principles of critical appraisal.</p> <p>Apply the principles of evidence-based medicine, including the use of educational prescriptions.</p> <p>Apply research methodology including both quantitative and qualitative techniques.</p> <p>Undertake a research study, applying appropriate statistical methods.</p>

Assess the importance of findings, using appropriate statistical analysis.

Communicate clearly and concisely with non-medical professionals, i.e., other members of the multidisciplinary team, and staff from other agencies, regarding the importance of applying research findings in everyday practice.

Appreciate the limitations and controversies within the relevant areas of scientific literature.

Present own research at meetings and conferences.

Demonstrate a critical spirit of enquiry.

Work collaboratively in research supervision.

Demonstrate consistent compliance with the highest standards of ethical behaviour in research practice.

Translate psychiatric and psychotherapeutic research findings to everyday clinical practice.

