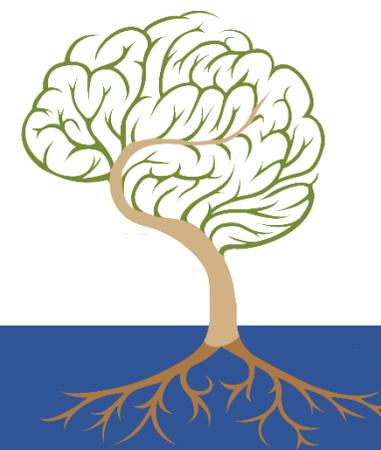


# Draft Forensic Psychiatry Curriculum

**August 2021** (to be approved)

Draft date: 07.08.2020



**Royal College of Psychiatrists 2021**

Royal College of Psychiatrists Registered office: 21 Prescot 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.

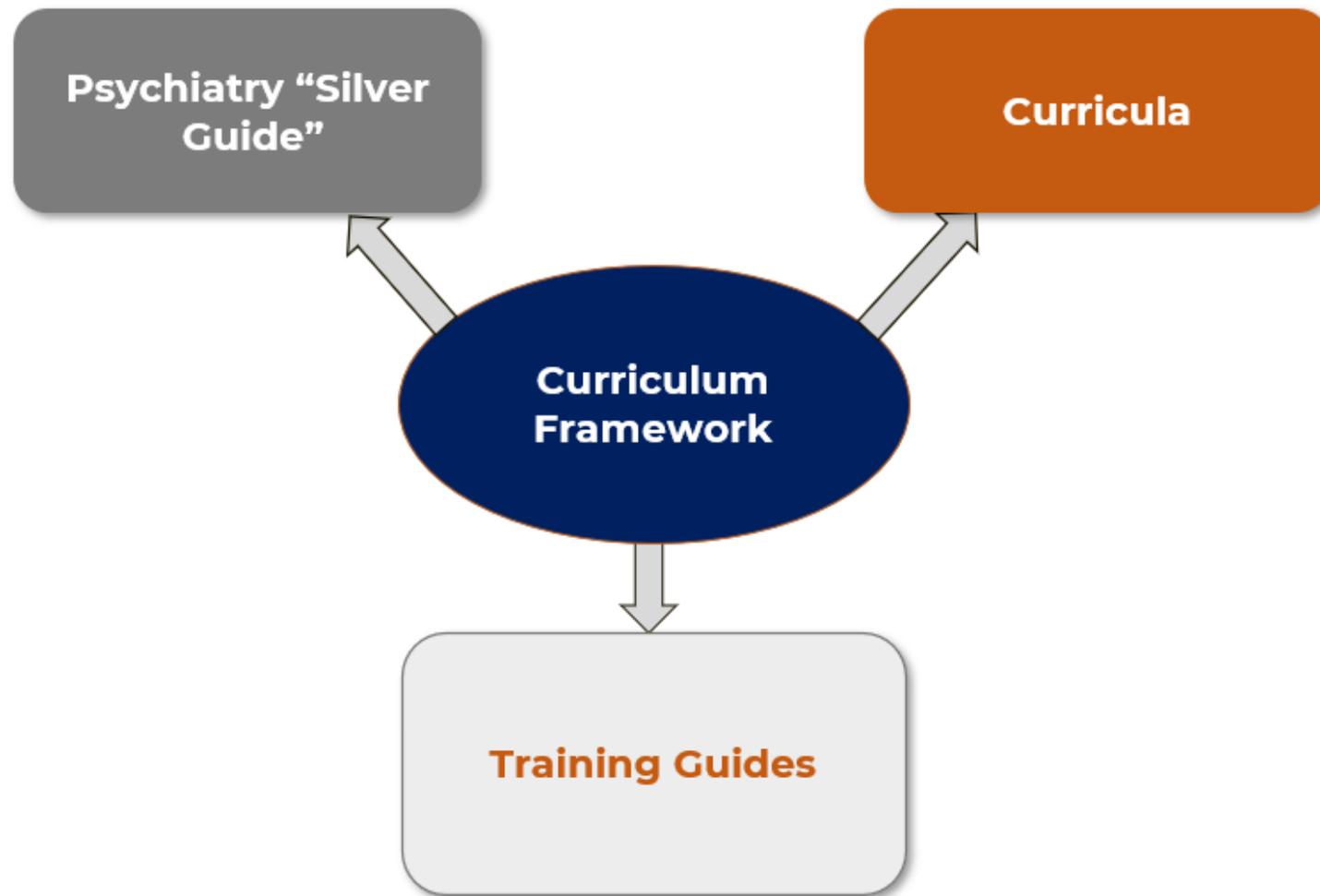
Please provide comments via our [online feedback form](#)

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

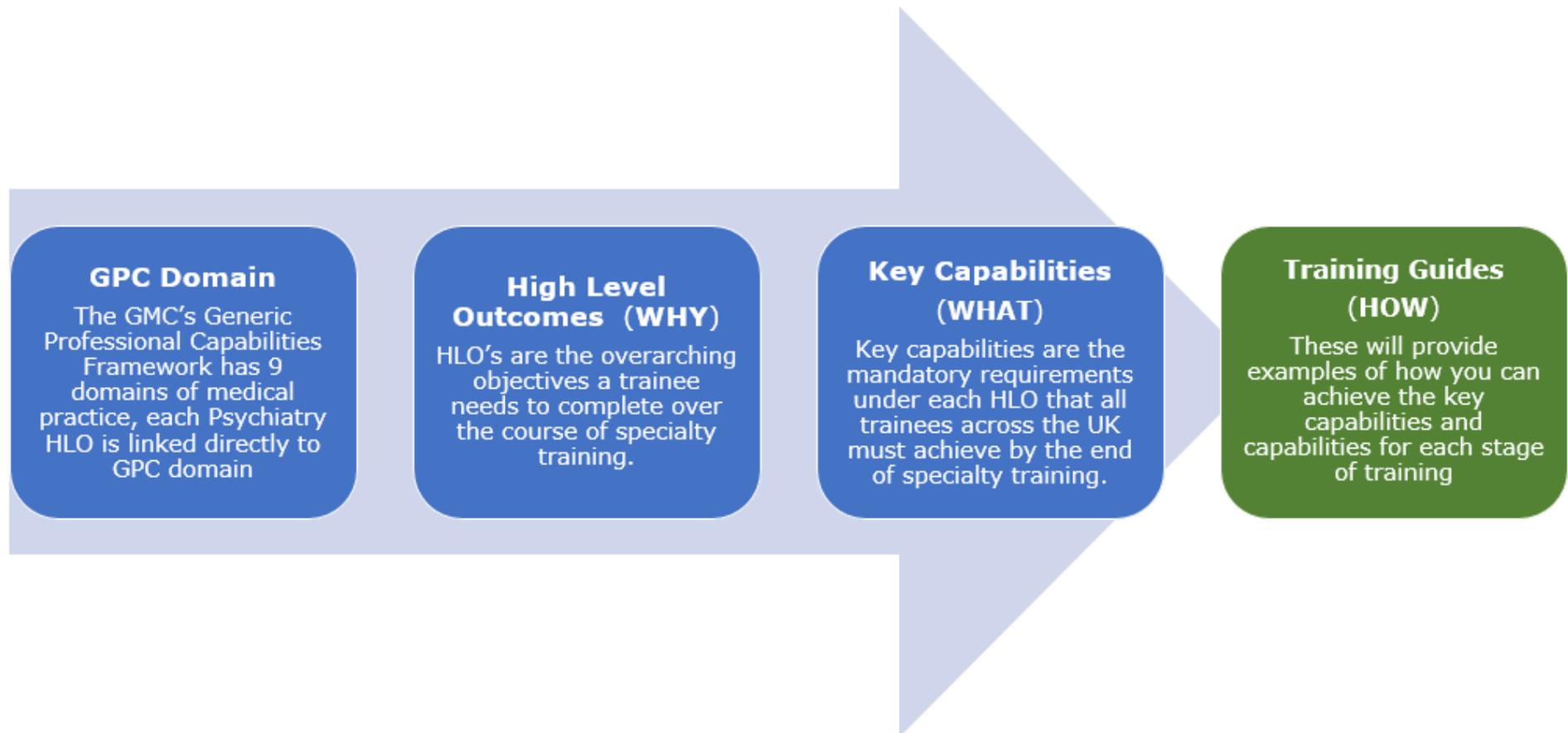
Thank you for taking the time to complete this questionnaire; it is much appreciated.

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

## Curriculum Framework



## How to use this curriculum



## Forensic Psychiatry Curriculum (Draft)

In order to develop the key capabilities and attain the high level outcomes required by the curriculum, it is recommended that specialty training in forensic psychiatry lasts for the equivalent of 3 years full time training. For each trainee, all their substantive training posts will be with accredited clinical supervisors who are on the specialty register for forensic psychiatry. Most of their training programme will comprise placements of 12 months duration to provide the necessary continuity and consistency to develop the required key capabilities. At least 1 year, but usually more, will be spent working substantively in medium secure inpatient services. Additional experience will include, but not be limited to, working in high or low secure hospitals, working in prisons, working with forensic psychiatric patients in the community and working with female as well as male patients or offenders.

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

| GPC Domain                       | No. | High Level Outcome  | Key Capabilities  |
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| Professional Values & Behaviours | 1   | <b>Demonstrate the professional values and behaviours required of a consultant medical doctor in Forensic Psychiatry, with reference to Good Medical Practice and Core Values for Psychiatrists (CR204)</b> | <p><b>1.1 Professional Relationships</b></p> <p>Consistently demonstrate and promote in others a holistic approach to patient care that is empathic, compassionate and respectful, while remaining realistically optimistic, honest and maintaining boundaries</p> <p>Work collaboratively with patients, families and carers of all ages and colleagues while managing complex risk and victim dynamics</p> <p>Be able to set and maintain proper professional boundaries with legal professionals, the justice system and other agencies</p> <p>Manage the complexities of diversity in restrictive settings and forensic psychiatric practice</p> <p>Demonstrate the ability to be flexible, lead, use initiative, prioritise and be adaptable while working within and between healthcare and justice</p> |

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|                                   |                 |  | <p>settings.</p> <p><b>1.2 Professional standards</b></p> <p>Consistently demonstrate a positive and conscientious approach to the completion of your work</p> <p>Understand the impact of workload, patient and organisational dynamics on your own and others' well-being</p> <p>Recognise the emotional impact and public perception of the work on the individual and the team, and the importance of reflective practice in managing this</p> <p>Use reflective practice in supervision effectively yourself, while promoting and facilitating it for all clinical staff</p> <p>Maintain the appropriate professional standards while working clinically, as a leader within healthcare organisations, with justice system partners, and in courts.</p> |
| <p><b>Professional Skills</b></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, and other agencies, including the justice system, particularly those who work with</b></p> | <p><b>2.1 Communication</b></p> <p>Consistently demonstrate unambiguous and courteous communication with patients, carers, colleagues and others, including in the justice system, recognising problematic communication and being able to mediate</p> <p>Adapt your style while remaining authentic, to take account of individual communication sensory and cognitive needs, as well as the ethnic, social and cultural context, and ensure consistently that communication has been</p>   |

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|  | <p><b>offenders.</b></p> <p><b>Develop and maintain therapeutic relationships, effectively manage conflict and disagreement, write comprehensive reports and present evidence at hearings.</b></p> <p><b>Demonstrate advanced skills in forensic psychiatric assessment, formulation and diagnosis, taking into consideration physical health, diversity and risk issues.</b></p> <p><b>Establish and deliver clinical management plans incorporating psychological, biological and social interventions for mental disorders and associated physical health needs in a range of clinical and non-clinical settings, particularly with respect to patients who pose a risk of causing harm to others.</b></p> <p><b>Promote and lead on person-centred systemic care.</b></p> <p><b>Demonstrate advanced skills in</b></p> | <p>effective</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>Understand the ways in which you, patients and others communicate verbally and non-verbally, including communication between organisations or between organisations and individuals</p> <p>Demonstrate a high level of clear and salient written and oral communication in clinical and clinico-legal settings</p> <p>Demonstrate shared decision making with patients, taking into consideration their ideas, values, concerns and expectations, and explain the outcome of assessment, treatment and management to patients, families, carers of all ages and relevant others.</p> <p><b>2.2 Clinical knowledge and skills</b></p> <p>Consistently take a holistic approach to the clinical assessment and management of people with mental disorders who show risk of harm to self or others, whether in hospital, custodial or community settings</p> <p>Understand developmental pathways to criminal behaviour and to personality disorders, including risk factors, protective factors and the importance of adverse childhood events</p> <p>Demonstrate that you understand and can apply criminological theories</p> |
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|  | <p><b>clinical and clinico-legal ethics. Identify, understand, and negotiate complexity and uncertainty in a wide range of clinical and non-clinical contexts, including secure healthcare and custodial settings.</b></p> | <p>Understand the ways in which mental disorders or symptoms of mental disorder may be associated with risk or problematic behaviours</p> <p>Understand the relationships between addiction or problematic substance use, mental disorders, and offending</p> <p>Carry out a comprehensive assessment of adults who show risk of harm to self or others and may have a mental disorder, in a range of settings, including secure and non-secure inpatient services, custodial settings and in the community</p> <p>Carry out a comprehensive assessment of patients presenting with personality disorder or problematic personality traits</p> <p>Demonstrate a detailed knowledge of the assessment of risk of harm to others in the context of mental disorder</p> <p>Be able to use a range of approaches to risk assessment appropriately in clinical practice, in order to develop a clinical risk management plan</p> <p>Use a detailed knowledge of psychopathology and the classification of mental disorders to make a differential diagnosis of mental disorders</p> <p>Carry out an assessment of the physical health of your patients, using a detailed knowledge of relationships between physical and mental disorders, and the effects of treatment for mental disorder and restricted freedom on physical health</p> <p>Assimilate and synthesise biological, psychological and social information into a coherent and structured case formulation</p> |
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|  |  | <p>Safely prescribe medication and other physical treatments for mental disorder, reviewing and adjusting according to response, in line with the best applicable evidence base</p> <p>Understand the role of different levels of physical and procedural security in providing safe and effective treatment for mental disorder and apply this knowledge to optimise the care of your patients</p> <p>Demonstrate an understanding of the importance of relational security in providing safe and effective treatment, and its relationship to physical and procedural security</p> <p>Use restrictive practices appropriately when they are necessary to provide safe and effective treatment for your patients</p> <p>Develop, and lead the delivery of, a comprehensive treatment plan which includes biological, psychological and social interventions delivered by a multidisciplinary team, through the acute, rehabilitation and maintenance phases of recovery from mental disorder</p> <p>Develop and lead the delivery of a comprehensive treatment plan which includes evidence-based psychological therapies for personality disorder and for problematic substance use</p> <p>Develop, and lead the delivery of, a comprehensive risk management plan, which encompasses health professionals and non-health agencies appropriately</p> <p>Demonstrate the ability to lead a clinical multi-disciplinary team in</p> |
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|  |  |  | <p>assessing and managing patients who have been charged with serious violent offences from arrest by the police through to final disposal by the court</p> <p>Demonstrate the ability to lead a clinical multi-disciplinary team in managing restricted patients from final disposal by the court towards conditional discharge</p> <p>Effectively manage the physical health of your patients</p> <p>Practice psychiatry in a prison, taking into account the nature of the prison environment, adapting skills accordingly, and recognising what can and can't be achieved.</p> <p><b>2.3 Complexity and uncertainty</b></p> <p>Recognise and work with unconscious dynamics between yourself, your patients and other professionals</p> <p>Use, and promote the use by others of, supervision and reflection, to manage clinical complexity and the risk of splitting in teams</p> <p>Provide care and treatment for patients who present with combinations of mental disorders and complex clinical needs which include risk of harm to others</p> <p>Work effectively across custodial, inpatient and community settings and the justice system, understanding the impact of setting on the presentation and treatment of patients, and managing the interfaces</p> |
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|                                      |                 |  | <p>Demonstrate knowledge of clinico-ethical theory and apply this consistently in clinical practice</p> <p>Recognise and acknowledge uncertainty and conflicting information, and work with others to develop safe management plans.</p> <p>Consider complex clinical or non-clinical situations so as to provide a balanced response and contain the anxieties of others.</p>   |
| <p><b>Professional Knowledge</b></p> | <p><b>3</b></p> | <p><b>Demonstrate advanced knowledge of, and apply the law relevant to mental health care and criminal and civil justice systems across the UK.</b></p> <p><b>Understand the structure and organisation of NHS funded mental healthcare, the criminal justice system, and the wider health and social care landscape</b></p> | <p><b>3.1 Knowledge of legal and organisational frameworks in your UK jurisdiction</b></p> <p>Demonstrate comprehensive knowledge of, and apply, current legislation, case law and procedural rules in your UK jurisdiction governing the care and treatment of people with mental disorders</p> <p>Demonstrate a general knowledge of relevant criminal law, and a comprehensive knowledge of those aspects relevant to mental disorder as applied in your UK jurisdiction</p> <p>Demonstrate knowledge of, and apply the standards and requirements governing the provision of evidence in medico-legal settings as applied in your UK jurisdiction</p> <p>Demonstrate the ability to apply clinical descriptions to specific legal definitions and tests</p> <p>Recognise the potential for misuse of clinical concepts in a legal context, particularly including the use of classification systems of mental disorder and the communication of risk</p> |

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|  |          |  | <p>Demonstrate knowledge of how clinical services and individual patient care pathways are organised and funded across the healthcare sector</p> <p>Demonstrate a working knowledge of the structure of the prison estate, other custodial environments, and the wider criminal justice system</p> <p>Demonstrate an awareness of the impact of political and social factors on patient care.</p>  |
| <b>Health Promotion &amp; Illness Prevention</b> | <b>4</b> | <b>Demonstrate leadership in the delivery of mental and physical health promotion, including injury prevention, for your patients and their wider community, whether in custodial or health care institutions or in the community.</b> | <p><b>4.1 Health Promotion and Illness Prevention in Individuals and in the Community</b></p> <p>Understand the range of factors that contribute towards the development of, and protect against, offending behaviours and mental disorders, including understanding the role of trauma, and be able to apply this to clinical practice</p> <p>Understand the impact of secure care and non-health custodial settings on health promotion and illness prevention</p> <p>Act as a leader, advocate and educator for health and non-health professionals in promotion and illness prevention</p> <p>Identify and challenge stigma and discrimination against people with mental disorders and offending.</p> |
| <b>Leadership &amp; Teamworking</b>              | <b>5</b> | <b>Provide effective leadership when working within a multidisciplinary clinical team, a</b>   | <p><b>5.1. Teamworking</b></p> <p>Understand how teams develop and work effectively, including the role of</p>   |

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|  |                 | <p><b>healthcare organisation and when working in partnership with other agencies to manage mentally disordered offenders or people who present risks to others.</b></p> <p><b>Supervise and mentor colleagues to enhance performance and development.</b></p> <p><b>Recognise the impact of leadership across systems and manage partnerships.</b></p> | <p>the forensic psychiatrist in the team, while recognising divergent views and resolving conflict</p> <p>Motivate patients and the team to follow treatment plans and maintain realistic therapeutic optimism</p> <p>Work with team feedback to recognise excellence and promote improvement.</p> <p><b>5.2. Leadership</b></p> <p>Provide effective leadership when working with a multidisciplinary clinical team and valuing the leadership of others in the team according to the task in hand</p> <p>Be able to lead, support and supervise others in research and service development</p> <p>Be able to provide clinical supervision and mentor colleagues</p> <p>Be able to support colleagues, patients, and others following traumatic incidents</p> <p>Provide effective clinical leadership and represent a therapeutic perspective when working in prisons and with other non-healthcare agencies.</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 for people with a mental disorder, particularly in</b></p>  | <p><b>6.1. Patient Safety</b></p> <p>Lead effective clinical governance within a clinical team and within the wider service</p>   |

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|  |                 | <p><b>closed institutions.</b></p>   | <p>Promote a therapeutic and open culture in secure environments for the benefit and safety of patients and staff<br/>Know and apply the principles of investigating adverse clinical events.</p> <p><b>6.2. Quality Improvement</b></p> <p>Use accepted quality improvement methodologies to identify and implement improvements within your service, including supervising others, and involving patients and other stakeholders.</p>   |
| <p><b>Safeguarding Vulnerable Groups</b></p> | <p><b>7</b></p> | <p><b>Recognise and assess the factors that contribute to vulnerability in patients, staff and others in healthcare, custodial and community settings.</b></p> <p><b>Identify those who may be vulnerable, initiate and collaborate with safeguarding procedures, and work with others to safeguard their welfare.</b></p> | <p><b>7.1. Safeguarding</b></p> <p>Demonstrate specialist knowledge and understanding of factors that may lead to increased vulnerability to harm from others in healthcare, custodial and community settings</p> <p>Understand the impact of victimisation and trauma in vulnerable groups</p> <p>Work with others to proactively protect vulnerable people from harm</p> <p>Work within legislative frameworks and local processes to anticipate and report safeguarding concerns, providing leadership when necessary.</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 academic, clinical and justice settings. Demonstrate effective supervision and mentoring skills as essential aspects of education</b></p>   | <p><b>8.1. Education and Training</b></p> <p>Be able to plan, organise and deliver educational and training activities using a range of learning methods for medical, other healthcare or justice system colleagues, or for patients and carers</p> <p>Consistently and proactively work to maintain a learning environment in the</p>  |

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|                                   |          | <b>to promote safe and effective learning environments.</b>   | workplace<br>Provide safe clinical supervision and developmental feedback to medical and non-medical colleagues.   |
| <b>Research &amp; Scholarship</b> | <b>9</b> | <b>Increase and apply knowledge of research methodology, critical appraisal and best practice guidance to your clinical practice. Proactively contribute to research and innovation, following ethical and good governance principles, including in closed environments and with individuals with restricted liberties.</b> | <b>9.1. Conducting Research and Critical Appraisal</b><br>Identify and use best practice guidance and clinical research evidence to inform clinical practice<br><br>Promote and support a research friendly environment<br><br>Understand the ethical challenges in conducting research within forensic populations. |