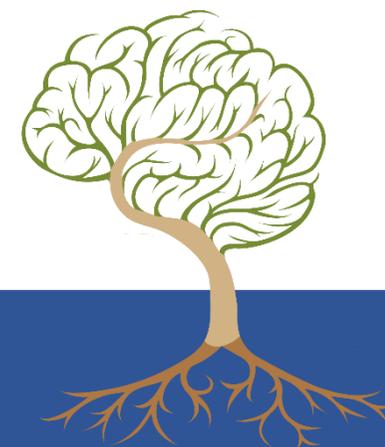


Draft Medical Psychotherapy Curriculum

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.

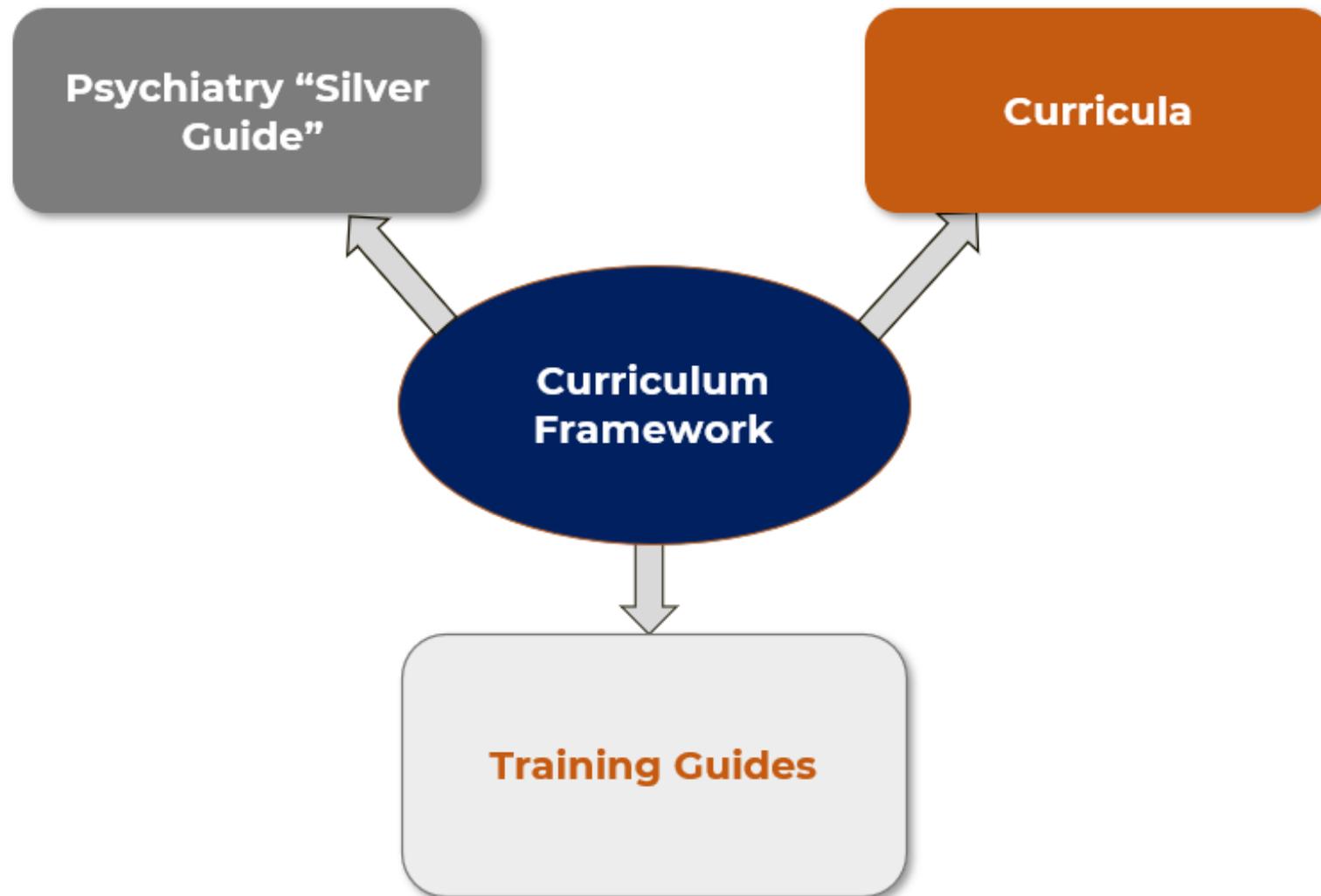
Please provide comments via our [online feedback form](#)

The deadline for comments is **Wednesday 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

GPC Domain

The GMC's Generic Professional Capabilities Framework has 9 domains of medical practice, each Psychiatry HLO is linked directly to GPC domain

High Level Outcomes (WHY)

HLO's are the overarching objectives a trainee needs to complete over the course of specialty training.

Key Capabilities (WHAT)

Key capabilities are the mandatory requirements under each HLO that all trainees across the UK must achieve by the end of specialty training.

Training Guides (HOW)

These will provide examples of how you can achieve the key capabilities and capabilities for each stage of training

Medical Psychotherapy Curriculum (Draft)

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

GPC Domain	No	HLO	Key Capabilities
Professional Values & Behaviours	1	<p>Demonstrate the ability to help others to develop and maintain professional values and behaviours through consultation, supervision and reflective practice.</p> <p>Demonstrate the professional values and behaviors required of a Consultant Psychiatrist in Medical Psychotherapy, with reference to Good Medical Practice, Core Values for Psychiatrists (CR204) and the Role of the Consultant Psychiatrist in Medical Psychotherapy (CR139)</p>	<p>1.1 Professional Relationships</p> <p>Consistently demonstrate a holistic and person-centred 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>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>Demonstrate 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>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 and address systemic and structural inequalities, intersectionality, and</p>

			<p>their impact on clinical outcomes 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>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>1.2 Professional Standards</p> <p>Demonstrates continued personal, professional and psychological development through participation in appropriate personal psychotherapy which will usually be one to one, although includes group analysis, at an agreed minimum weekly frequency designated by the Trainer and Training Programme Director throughout the course of higher medical psychotherapy training. Personal therapy or an agreed alternative is a prerequisite to developing self-reflective practice in reflecting on the ways conscious and unconscious emotion can help and hinder the therapeutic relationship and clinical capacity</p> <p>Consistently demonstrate a positive and conscientious approach to the completion of your work. Understand the impact of workload, patient and organisational dynamics and projective processes on your own well-being</p> <p>Develop strategies to take care of your wellbeing, seeking timely support and guidance, including your personal psychotherapy</p> <p>Demonstrate active contribution to the emotional wellbeing of colleagues</p>
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		<p>through a range of activities and containing structures</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>Use supervision and reflection effectively developing therapeutic and reflective skills and technique within the modality, recognising your limitations</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>Appreciate and take into account 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</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>Demonstrate an understanding of the opportunities for, and necessity of, continuing professional development as a doctor, psychiatrist and psychotherapist</p> <p>Demonstrate the capacity to use emerging scientific knowledge and developments of clinical models to make adaptations to existing approaches to</p>
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			<p>improve patient care</p> <p>Continue to practice and develop a range of psychotherapeutic treatment skills</p> <p>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</p> <p>Develop safe, confidential and containing settings as a secure base for psychotherapeutic work ensuring that the central privacy of psychotherapy is maintained</p> <p>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</p> <p>Develop a supportive professional and clinical network to enable you to work autonomously and collaboratively</p> <p>Monitor the quality of psychotherapeutic service provision within your organisation.</p>
Professional Skills	2	Demonstrate advanced skills in psychotherapeutic assessment, psychological formulation and psychiatric diagnosis,	<p>2.1 Communication</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 highly developed listening skills, with attention to the meaning of</p>

	<p>taking into consideration the complex relationship between mind and body in collaboration with the patient.</p> <p>Establish and deliver a range of psychotherapeutic, psychological, bio-medical and social treatments for patients, with mental disorders and their families and carers</p> <p>Demonstrate a holistic and integrated approach in a variety of clinical and non-clinical settings for (?) the provision of psychologically informed care to a diverse population.</p> <p>Demonstrate expertise in understanding all aspects of the patient's presentation, their symptoms, and unconscious</p>	<p>verbal, non-verbal and bodily aspects of communication</p> <p>Demonstrate the ability to 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>Develop skills in working with interpreters to help patients who require support to communicate effectively</p> <p>Demonstrate an adaptable approach, which considers communication and sensory needs, making reasonable adjustments when required</p> <p>Develop authentic therapeutic relationships with patients while maintaining professional boundaries and consistency of care, to facilitate communication and help patients feel understood</p> <p>Demonstrate the communication and interpersonal skills necessary to contribute to understanding and the effective management of complex dynamic situations</p> <p>Demonstrate effective communication and shared, informed decision making with patients, taking into consideration their ideas, values, concerns and expectations. Explain the outcome of assessment, treatment and management to patients, and their families, carers of all ages as well as relevant others</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>
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	<p>communications and projective processes, towards deepening understanding and informing patient care.</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>Demonstrate expertise in establishing therapeutic relationships and challenges to this when working with complex conditions and systems.</p> <p>Demonstrate expert knowledge and understanding of the emotional impact of psychological disturbance on individuals, teams, and organisations and how</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</p> <p>Act as an external consultant to a staff team.</p> <p>2.2 Clinical Knowledge and Skills</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 understanding of mental disorders and how cognitive-behavioural, psychodynamic, systemic and other psychotherapeutic approaches (for qualification in the training guide) may be applied in clinical practice across the full range of these disorders</p> <p>Make 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</p> <p>Demonstrate the ability to carry out a comprehensive assessment of patients presenting with personality disorder or problematic personality traits</p> <p>Understand the psychological effects of acute and chronic physical illness on emotional life and interpersonal relationships</p> <p>As part of a comprehensive psychotherapeutic assessment, take into account</p>
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	<p>this may affect clinical care.</p> <p>Understand and manage conflict and disagreement.</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-centered systemic care.</p>	<p>conscious and unconscious relational aspects of this process</p> <p>Demonstrate the ability to assess and evaluate the impact of the following:</p> <ul style="list-style-type: none"> ○ 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>Develop a 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>Demonstrate a specialist understanding of the relative contributions of the factors below in formulation and differential diagnosis:</p> <ul style="list-style-type: none"> ○ emotional, cognitive, and behavioural developmental processes and transitions across the lifespan ○ the integration of biological vulnerability with attachment relationships, adverse childhood experiences, the impact of loss, and trauma, ○ understand developmental pathways of personality disorder <p>Demonstrate the ability to conduct a range of individual, group and family therapies using standard accepted models</p>
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			<p>Demonstrate mastery of the theory, technique and application of a recognised major modality (cognitive behavioural, psychodynamic, systemic) of psychotherapy</p> <p>Demonstrate capability in the theory and technique of the two other major modalities of psychotherapy</p> <p>Demonstrate psychotherapeutic mastery across a broad range of clinical conditions, within a range of clinical settings</p> <p>Demonstrate the ability to 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>Develop and lead the delivery of a comprehensive psychological treatment plan including evidence-based psychological therapies for personality disorder</p> <p>Demonstrate the capability to 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>2.3 Complexity and Uncertainty</p> <p>Demonstrate the capability to 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</p>
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			<p>understand the underlying psychopathology</p> <p>Demonstrate psychotherapeutic assessment and treatment skills in working with complex and multiply comorbid presentations</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>Demonstrate the capability to 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>Demonstrate the capability to 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>Consider, and where appropriate, provide psychotherapeutic intervention in the aftermath of an emergency.</p>
<p>Professional Knowledge</p>	<p>3</p>	<p>Demonstrate how the interfaces between different services and organisations across the</p>	<p>3.1. Knowledge of legal and organisational frameworks in your UK Jurisdiction</p> <p>Demonstrate understanding of, and application of the legal and ethical</p>

	<p>UK impact on patient care.</p> <p>Demonstrate leadership in the development of comprehensive psychotherapeutic and psychological treatment services across the UK.</p> <p>Demonstrate advanced knowledge of, and apply, relevant legislative and professional frameworks across the UK to safeguard patients and safely manage risk.</p>	<p>requirements and duties in providing psychotherapy and in relation to psychotherapeutic relationships</p> <p>Demonstrate practical knowledge and clinical application of the relevant mental health legislation, including the use of emergency powers and compulsory treatment</p> <p>Demonstrate 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>Demonstrate knowledge of 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</p> <p>Demonstrate an understanding of the structures of the NHS and social care organisations and regulatory authorities and ability to work within their requirements</p> <p>Demonstrate knowledge of how clinical services, psychological therapy services and individual patient care pathways are organised and funded across the healthcare sector</p> <p>Demonstrate the capability to 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</p> <p>Demonstrate an understanding of organisational policy, dynamics and practice at a national and local level in the wider health and social care system</p>
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Health Promotion & Illness Prevention	4	<p>Demonstrate leadership in mental and physical health promotion and illness prevention for your patients and their wider community.</p> <p>Demonstrate appropriate psychological and psychotherapeutic</p>	<p>4.1 Health promotion and illness prevention in individuals and community</p> <p>Identify and challenge stigma and discrimination against people with mental disorders</p> <p>Demonstrate an understanding of individual, group and societal processes that influence equality and discrimination</p> <p>Promote a psychological understanding of well-being, and how this can contribute to the prevention of mental illness</p>

		<p>knowledge of interventions that address the impact of adverse childhood experiences, including behavioural, psychological and relationship patterns which impact upon physical and mental health.</p>	<p>Promote an understanding of the interrelationship between the body and the mind Engage with patients, families, and carers 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>Act as a leader, advocate and educator for health and non-health professionals in health promotion and illness prevention.</p>
<p>Leadership & Teamworking</p>	<p>5</p>	<p>Demonstrate effective leadership and psychologically informed approaches to enable teams to work constructively and collaboratively within the health and social care systems that support people with mental disorders.</p> <p>Supervise and mentor colleagues to enhance performance and development.</p>	<p>5.1 Teamworking</p> <p>Show 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>Demonstrate how these skills have been gained through training in organisational and interpersonal dynamics, as well as through your own therapy</p> <p>Demonstrate a capability to 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 a working knowledge of the roles and responsibilities of, and the interface between, multidisciplinary team members</p> <p>Demonstrate open mindedness and encourage dialogue, recognising the</p>

Being aware of leadership across systems, and systemic processes, to manage partnerships.

importance of different/divergent perspectives and utilise team feedback

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.

5.2 Leadership

Demonstrate the capability to recognise and appraise the leadership skills of yourself and others in various contexts

Demonstrate an understanding of the roles and responsibilities of the leader in terms of systemic, interpersonal and organisational dynamics.

Demonstrate 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

Demonstrate an understanding of the role of the consultant psychiatrist in medical psychotherapy in the context of the multidisciplinary team and in multiagency working

Demonstrate the capability to take a lead in developing training activities that promote the specialty of medical psychotherapy and its contribution to psychiatry. Promoting psychological and psychotherapeutic understanding of mental disorder; complex psychiatric presentations; and factors that predispose to and maintain psychiatric breakdown including the impact upon staff, towards improving case formulation and patient care

			<p>Demonstrate the capability to take 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>Demonstrate the ability to 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>Display willingness and availability to give 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>Display willingness and availability to mentor and support colleagues to enhance their performance and support their development</p> <p>Demonstrate the ability to critically appraise the performance of colleagues and to escalate concerns.</p>
Patient Safety & QI	6	Identify, promote and lead activity to improve the safety and quality of patient care and clinical outcomes of a person with a mental disorder.	<p>6.1 Patient safety</p> <p>Demonstrate the capability to undertake reviews of a critical incident with sensitivity to the needs and standpoints of all participants</p> <p>Demonstrate and apply the principles of empathic understanding and a psychologically minded approach to risk assessment and management</p> <p>Demonstrate a comprehensive psychotherapeutic understanding and</p>

			<p>perspective on risk</p> <p>Demonstrate a knowledge of <i>methods</i> to obtain feedback from patients, the public, staff and other interested groups</p> <p>By the completion of training, psychiatrists in medical psychotherapy will be able to identify psychopathology in all clinical situations, including those that are urgent and/or complex.</p> <p>6.2 Quality improvement</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>Demonstrate a willingness to apply continuous improvement and audit principles to own work and practice</p> <p>Demonstrate a willingness to support and encourage others to apply audit principles</p> <p>Demonstrate a knowledge and understanding of different audit methods, including design and theory, and practical experience in the workplace</p> <p>Demonstrate an understanding of the structures of the NHS and social care organisations (or equivalents) and the role audit and quality improvement within these structures</p> <p>Demonstrate active involvement in service design and development</p> <p>Demonstrate an understanding of the principles of change management</p>
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			Demonstrate ability to design and implement programmes for change, including service innovation.
Safeguarding Vulnerable Groups	7	<p>Lead on the provision of psychological and psychotherapeutic assessment and treatment of those who are identified as being vulnerable.</p> <p>Initiate and collaborate with appropriate safeguarding procedures.</p>	<p>7.1 Safeguarding</p> <p>Demonstrate a knowledge of relevant risk management issues; including risks to patients, carers, staff and members of the public</p> <p>Assess and analyse situations, services and facilities in order to appropriately manage risk to patients, carers, staff and the public</p> <p>Demonstrate the development of a good understanding of the need for information of a range of agencies involved in safeguarding.</p>
Education & Training	8	<p>Promote and lead on the provision of effective education and training to foster the development of a psychotherapeutically informed approach to psychiatric treatment to enhance therapeutic aspects of care.</p> <p>Use feedback effectively and adopt lifelong learning.</p>	<p>8.1 Education and Training</p> <p>Demonstrate an understanding of the principles of adult learning</p> <p>Demonstrate the professional qualities of an effective trainer; be able to teach and guide individuals and groups</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>Demonstrated the capability to provide safe and effective clinical supervision in emergency and non-emergency situations and settings</p> <p>Demonstrate an understanding of the differences between clinical supervision,</p>

	<p>Demonstrate effective supervision and mentoring skills as essential aspects of education to promote safe and effective learning environments.</p>	<p>psychiatric supervision, psychotherapy supervision and educational supervision</p> <p>Demonstrate experience and expertise in providing psychotherapy clinical supervision</p> <p>Demonstrate and maintain familiarity with clinical literature relevant to specialist's field of psychotherapeutic practice and psychotherapy generally</p> <p>Demonstrate the capability to 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</p> <p>Demonstrate a professional attitude to teaching</p> <p>Demonstrate the development of a knowledge of different teaching techniques and demonstrate how these can be used effectively in different teaching settings relevant to Medical Psychotherapy</p> <p>Demonstrate an ability to adapt teaching or training to the needs of particular learners e.g. medical students, colleagues from other professions and specialties, including primary care</p> <p>Demonstrate the ability to identify learning styles and facilitate the learning process and assess performance</p> <p>Demonstrate the use of a variety of teaching methods</p> <p>Demonstrate the use of appropriate, approved assessment methods.</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</p>
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			<p>teaching and learning activities.</p> <p>Demonstrate the ability to give feedback in a timely and constructive manner</p> <p>Demonstrate an understanding of the opportunities for, and necessity of, continuing professional development as a doctor, psychiatrist and psychotherapist</p> <p>Conduct appraisal effectively and at the appropriate time.</p>
Research & Scholarship	9	<p>Apply knowledge of research methodology, critical appraisal and best practice guidance, relating to a range of psychotherapeutic models, and apply it to your clinical practice. Disseminate up to date expert knowledge of research literature to patients and stakeholders in appropriate formats. Proactively contribute to research and innovation following ethical and good governance principles.</p>	<p>9.1. Conducting Research and Critical Appraisal</p> <p>Demonstrate an understanding of the principles of critical appraisal</p> <p>Demonstrate an understanding of the principles of evidence-based medicine, including the use of educational prescriptions</p> <p>Translate research findings to everyday clinical practice</p> <p>Demonstrate an understanding of the work of research ethics committees and be aware of any ethical implications of a proposed research study</p> <p>Demonstrate an understanding of research methodology including both quantitative and qualitative techniques</p> <p>Demonstrate an understanding of how to design and conduct a research study</p> <p>Demonstrate an understanding of the use of appropriate statistical methods</p> <p>Assess the importance of findings, using appropriate statistical analysis</p> <p>Demonstrate the capability to communicate clearly and concisely with non-</p>

			<p>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</p> <p>Be able to appreciate the limitations and controversies within the relevant areas of scientific literature</p> <p>Demonstrate an understanding of the research governance framework including the implications for the local employer (NHS Trust or equivalent) of research</p> <p>Demonstrate 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>Present own research at meetings and conferences</p> <p>Demonstrate a critical spirit of enquiry</p> <p>Work collaboratively in research supervision</p> <p>Demonstrate consistent compliance with the highest standards of ethical behaviour in research practice</p> <p>Demonstrate the capability to translate psychiatric and psychotherapeutic research findings to everyday clinical practice. {Inclusion of research findings in case summaries and formulations and in letters to medical colleagues)</p> <p>Demonstrate a knowledge of current evidence-based psychotherapeutic</p>
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			treatment guidelines and their range of applications.
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