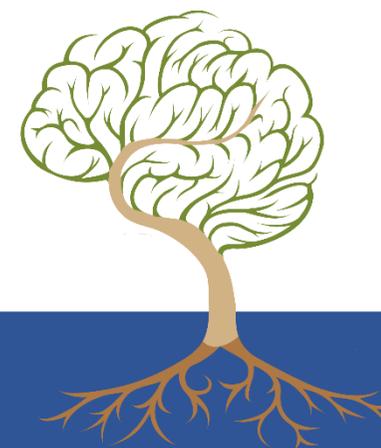


Draft Old Age Psychiatry Curriculum

August 2021 (to be approved)

Draft date: 07.08.2020



Royal College of Psychiatrists 2021

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

Notes for Stakeholder Consultation

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

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

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

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

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

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

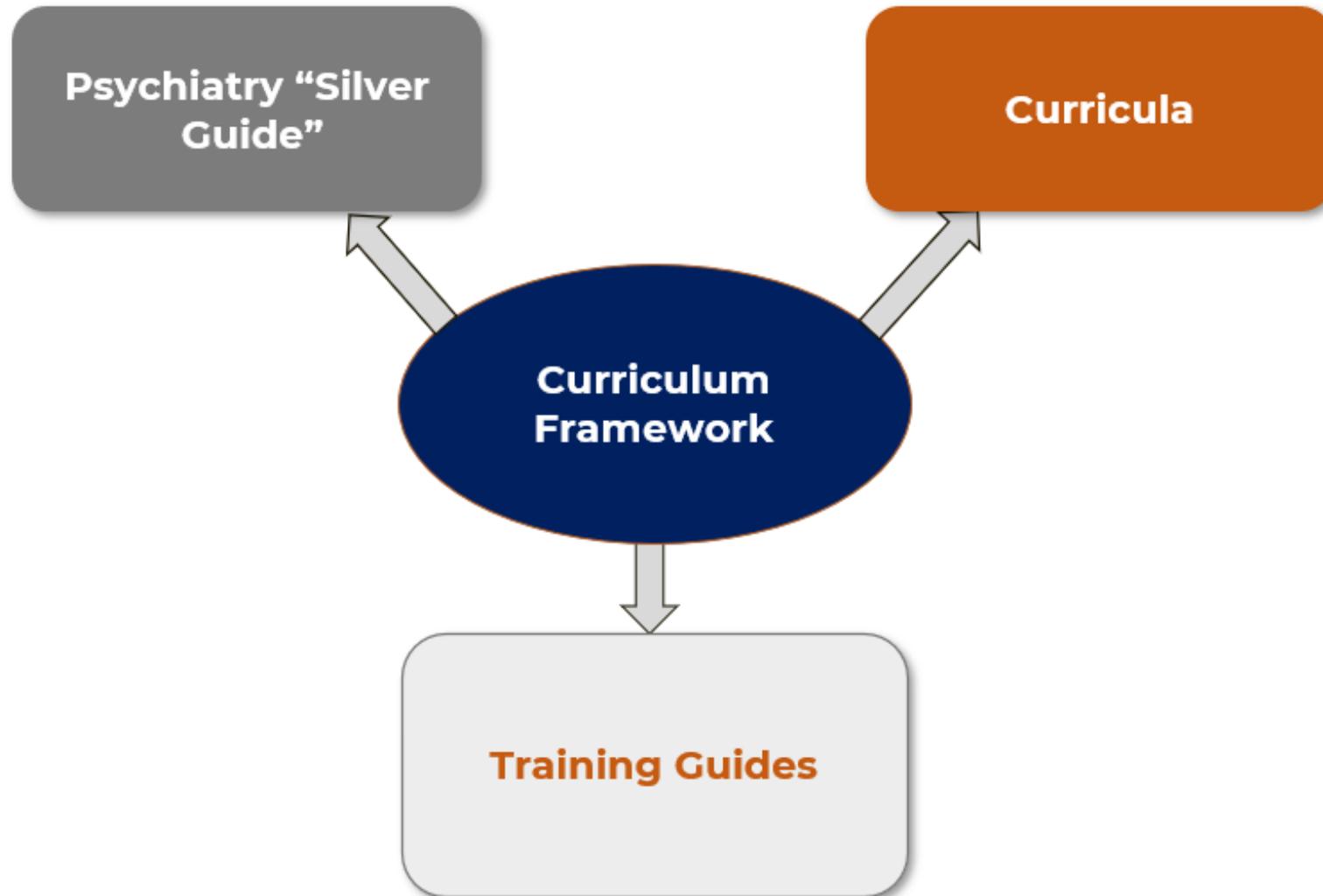
Please provide comments via our [online feedback form](#)

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

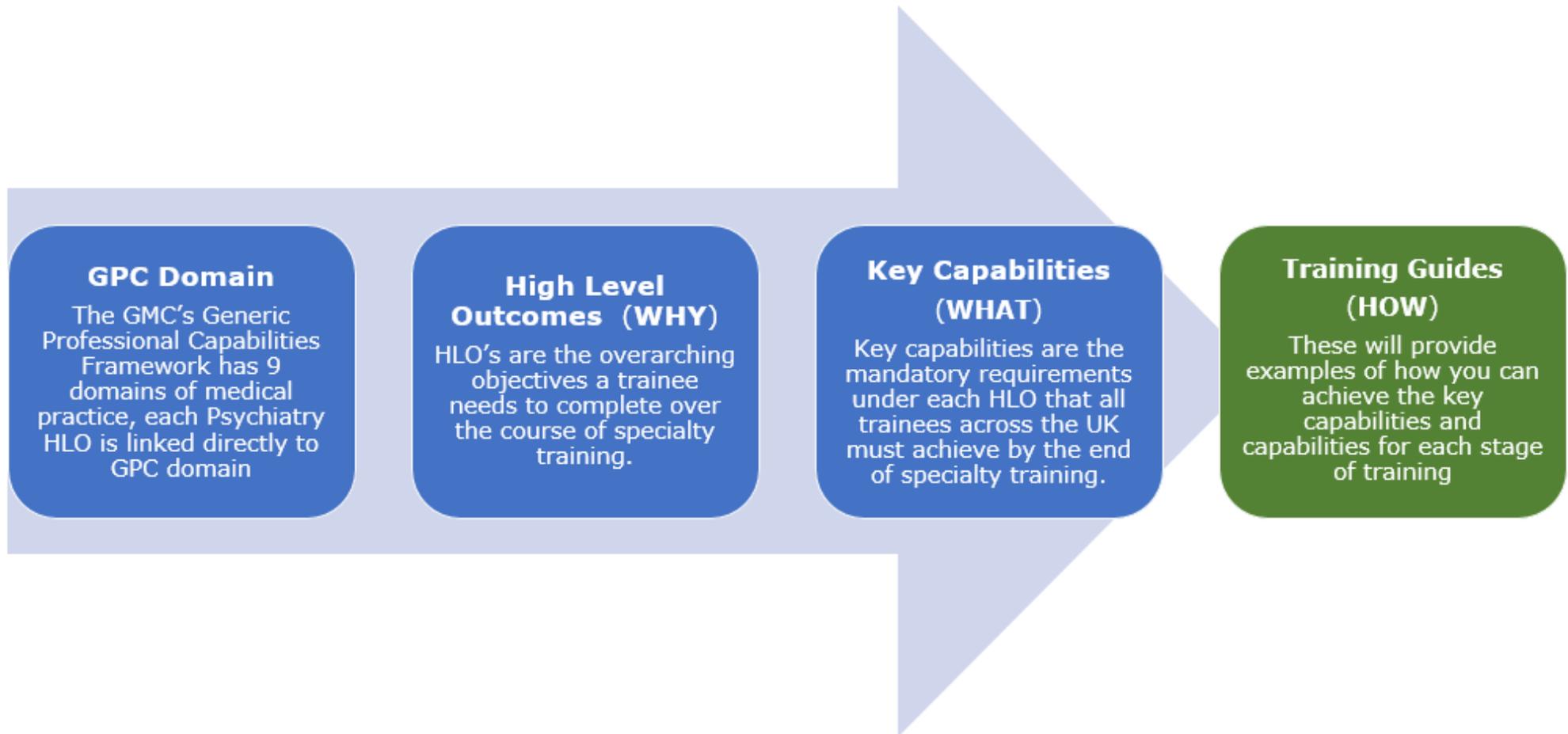
Thank you for taking the time to complete this questionnaire; it is much appreciated.

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

Curriculum Framework



How to use this curriculum



Old Age Psychiatry Curriculum (Draft)

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

| GPC Domain | No. | HLO | Key Capabilities |
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| Professional Values and Behaviours | 1 | <p>Demonstrate the professional values and behaviours required of a Consultant medical doctor in Old Age Psychiatry, with reference to Good Medical Practice and Core Values for Psychiatrists (CR204).</p> | <p>1.1 Professional Relationships</p> <p>Consistently demonstrate a holistic and person-centred clinical approach to older adults that is honest, empathic, compassionate, and respects their dignity while maintaining therapeutic optimism, remaining realistically optimistic, honest and maintaining boundaries</p> <p>Work collaboratively with patients, families, carers of all ages and colleagues respecting their autonomy, diversity, dignity, and valuing their contribution</p> <p>Demonstrate the ability to be flexible, lead, use initiative, able to prioritise, and be adaptable.</p> <p>1.2 Professional Standards</p> <p>Consistently demonstrate a positive and conscientious approach to the completion of your work. Understand the impact of workload, patient, team, and organisational dynamics on your own well-being, taking into account available resources</p> <p>Develop strategies to take care of your wellbeing, seeking timely support and</p> |

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| | | | <p>guidance</p> <p>Recognise the importance of reflective practice towards understanding the emotional impact of the work you do, on the individual and team, including the impact of self-neglect, vulnerability, availability of resources, suicide, and homicide</p> <p>Use supervision and reflection effectively, recognising your skills, limitations and your duty of candour</p> <p>Make clear, accurate and contemporaneous records</p> <p>Promote and protect the specialism of older adult mental health including acting as an advocate for your patients and their carers</p> <p>Demonstrate the ability to adapt your practice and the work of your team to the evolution of services for older people.</p> |
| Professional Skills | 2 | <p>Demonstrate advanced communication and interpersonal skills when engaging with your patients, their families and carers</p> <p>Develop and maintain therapeutic relationships across care settings.</p> | <p>2.1 Communication</p> <p>Build and sustain therapeutic relationships with older adult patients, recognising and managing the complexity and conflict that may arise in the course of these relationships; Establish and maintain therapeutic relationships with relatives and carers and address their needs as carers</p> <p>Demonstrate flexibility in your communication style, taking into account difference and diversity and how this impacts on the therapeutic interaction</p> <p>Consistently demonstrate advanced communication skills when undertaking</p> |

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| | <p>Effectively manage conflict involving patients, professionals, teams and systems.</p> <p>Demonstrate advanced skills in the psychiatric assessment, investigation, formulation and diagnosis of older people with mental health problems.</p> <p>Use these skills to deliver patient-centred care. Identify, understand and negotiate complexity and uncertainty in a wide range of clinical and non-clinical contexts.</p> | <p>complex clinical discussions with your patients and with others in relation to their care</p> <p>Demonstrate the ability to manage the impact of different communication styles on patients, carers, and other professionals (including trainees)</p> <p>Demonstrate highly developed listening skills, with attention to the meaning of verbal, non-verbal and bodily aspects of communication</p> <p>Demonstrate an adaptable approach which considers communication, sensory and cognitive needs, as well as the ethnic, social and cultural context of your patients</p> <p>Demonstrate and promote shared decision making with patients, taking into consideration their ideas, values, concerns and expectations. Explain the outcome of assessment and management to patients, families, carers of all ages, and relevant others</p> <p>Demonstrate the ability to synthesise complex information and communicate this succinctly and coherently in your written and verbal communication.</p> <p>2.2 Clinical Knowledge and Skills</p> <p>Assess how relationships, systems and dynamics within the older patient's life impact on their wellbeing and work with them and others to address these where possible</p> <p>Conduct holistic assessments of older people including history, mental state, and relevant psychopathology, whilst demonstrating an advanced understanding of:</p> |
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- the psychological, social, and cultural aspects of ageing
- physical health, frailty and falls
- functional mental disorders and how these present differently in older adults
- delirium
- cognitive impairment and dementias
- substance use disorders
- pharmacology and pharmacotherapy in older adults
- death and dying

Be able to conduct and interpret detailed cognitive assessments, including the use of relevant, standardised, neuropsychological tools

Demonstrate an advanced level of knowledge of psychology, including the importance of early relationships, attachment styles, the impact of adverse life experiences, traumatic events, and protective factors and their impact on functional and organic disorders in older people

Understand the importance of and consistently demonstrate the ability to obtain a collateral history, from the relevant people involved in your patients' care

Be proficient in the specialist risk assessment and management of older adults. Demonstrate advanced skills in assessing and managing the issues of self-neglect, vulnerability, physical health co-morbidities, frailty, self-harm and abuse

Conduct relevant physical examinations of your patients and interpret findings, referring on appropriately to other clinicians.

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| | | | <p>Use international classification systems to establish diagnoses and co-morbidities</p> <p>Appropriately refer for, and interpret the findings of relevant biological, psychological, and social investigations and assessments for both functional and organic mental disorders in older people.</p> <p>Synthesize all information available, including collateral information to construct a formulation relevant to older people</p> <p>Share your formulation with patients and others in a timely and appropriate manner</p> <p>Construct a management plan based on your patient's individual views, needs, and wishes, and review the efficacy of these interventions</p> <p>Demonstrate advanced skills in the safe prescribing and management of medications in older people</p> <p>Demonstrate advanced knowledge in assessing mental capacity in older patients with complex needs. This should include knowledge of legal frameworks appropriate for managing older patients who lack capacity to make decisions about their care or treatment</p> <p>Demonstrate the ability to manage patients in both urgent and routine situations</p> <p>Understand and justify decisions to consciously vary treatments from national and local guidelines when clinically indicated</p> |
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| | | | <p>Demonstrate the ability to work across a variety of service settings including the community, care homes and in-patient services</p> <p>Apply your understanding of how early diagnosis in general, and post diagnostic support in older people with mental disorders may help prevent vulnerability and safeguarding concerns in older people with mental disorders.</p> <p>2.3 Clinical Complexity and uncertainty</p> <p>Elicit information required for each component of a psychiatric history; in situations of urgency, prioritise what is immediately needed; and gather this information in difficult or complicated situations</p> <p>Make care plans in urgent situations where information may be incomplete or unavailable</p> <p>Demonstrate an ability to work within and deviate from care pathways when clinically indicated</p> <p>Recognise why, how and when to access timely support and consultation as part of your professional practice</p> <p>Maintain good professional attitudes and behaviour when responding to situations of ambiguity and uncertainty</p> <p>Recognise and work with unconscious dynamics between yourself, your patients and other professionals, and be able to manage that within a team</p> |
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| | | | <p>Provide support, advice and consultation to trainees and other professionals to work in complex situations</p> <p>Obtain input in appropriate circumstances from colleagues in other specialties, and provide advice and support to colleagues on the management of older adults with mental disorders.</p> |
| <p>Professional Knowledge</p> | | <p>Demonstrate advanced knowledge of, and apply, relevant legislative frameworks across the UK to safeguard older people and safely manage risk.</p> | <p>3.1 Knowledge of legal and organisational frameworks in your UK jurisdiction</p> <p>Know and apply the current legislation governing the care and treatment of older people with mental disorder; both as inpatients and in the community, including the use of emergency powers and compulsory treatment</p> <p>Balance the duty of care to the older adult patient and the protection of others, taking into consideration human rights legislation</p> <p>Apply the principles of least restrictive practice when considering the application of legal powers across different settings</p> <p>Demonstrate advanced knowledge and application of legal frameworks appropriate for managing older patients who lack capacity to make decisions about their care or treatment</p> <p>Demonstrate an ability to prepare and deliver relevant legal reports</p> <p>Demonstrate an understanding of relevant legislation as applicable to carers</p> <p>Have a detailed working knowledge regarding safeguarding frameworks within</p> |

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| | | | <p>which identified risks can be managed</p> <p>Demonstrate knowledge of the structure and function of national health and social care services and regulatory authorities, particularly as it applies to the care of older adults</p> <p>Actively participate in inter-agency working, for example, with education and social services, and including the ability to work in schools and residential settings.</p> |
| Health Promotion & Illness Prevention | 4 | Demonstrate leadership and advocacy in mental and physical health promotion, illness prevention and risk reduction strategies for your patients and their wider community. Demonstrate advanced knowledge of how ageing, frailty and co-morbidities in older people affect outcomes for individuals. | <p>4.1 Health Promotion and Illness Prevention in Individuals and Community</p> <p>Demonstrate an understanding of the factors contributing to health inequalities, and the social and cultural determinants of health as applied to older adults</p> <p>Show knowledge and understanding of the impact of the physical, economic and cultural environment to the health and wellbeing of your patients and their wider community</p> <p>Demonstrate promotion of physical and mental health and wellbeing in your patients, and the wider community</p> <p>Lead, manage, support and develop the health and social care of local populations through community engagement and family and community-based interventions</p> <p>Understand the basic principles of global health including governance, health systems and global health risks, and use these in your practice</p> |

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| | | | <p>Apply the principles of patient self-management, self-care and expert by experience in your practice</p> <p>Identify and challenge stigma and discrimination associated with both ageing and mental disorder in older adults</p> <p>Show an awareness of the importance of age appropriate services and settings to be non-discriminatory, reduce stigma and increase inclusion</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 to work constructively and collaboratively within the complex health and social care systems to support older people with a mental disorder.</p> <p>Supervise and enable others to develop and deliver high-quality care to older people.</p> | <p>5.1 Teamworking</p> <p>Recognise the strengths and weaknesses within a team and how to work with these. Recognise the different skill levels of team members, and provide containment and support when needed</p> <p>Use this awareness to contribute to service development</p> <p>Encourage contribution from individual team members, taking into account their particular skills</p> <p>Support colleagues to develop their practice</p> <p>Recognise that conflict and dysfunction can arise in teams, how they present, and understand the role of the consultant in resolving these. Use effective negotiation skills to resolve conflict and dysfunction in or between teams.</p> |

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| | | | <p>5.2 Leadership</p> <p>Understand the role you will hold as a consultant in relation to the team and wider systems</p> <p>Know when as a consultant to support teams with difficult clinical and nonclinical situations as they arise</p> <p>Understand how your own leadership style and approach impact on others, and demonstrate an ability to adapt your approach to meet the needs of the team</p> <p>Appropriately delegate work to your team</p> <p>Demonstrate the ability to manage referrals and to assess, prioritise and allocate according to need and expertise within the team</p> <p>Actively seek out opportunities to gain feedback about your practice, and adapt and develop in response to this feedback</p> <p>Instil confidence in your team so that they turn to you for support, guidance and containment.</p> |
| <p>Patient Safety & Quality Improvement</p> | <p>6</p> | <p>Identify, promote, design, lead and review activity to improve the safety and quality of patient care and clinical outcomes for older people with a mental disorder and carers of all</p> | <p>6.1 Patient safety</p> <p>Understand and use the principles of clinical governance, human factors and team dynamics to assess and improve patient safety</p> <p>Act in a timely and effective way to address concerns relating to the safety of older adult patients</p> |

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| | | <p>ages.</p> | <p>Participate in activities that promote reflection and learning from all incidents.</p> <p>6.2 Quality improvement</p> <p>Use accepted quality improvement methodologies to identify and implement improvements within your service, including supervising others within these processes</p> <p>Demonstrate continuous commitment to the principles of service improvement and high-quality care.</p> |
| <p>Safeguarding Vulnerable Groups</p> | <p>7</p> | <p>Recognise and assess the multiple factors that contribute to vulnerability in older people, carers of all ages, and the wider community.</p> <p>Demonstrate advocacy, leadership and collaborative working around vulnerability and safeguarding older people.</p> | <p>7.1 Safeguarding</p> <p>Demonstrate specialist knowledge and the ability to manage the individual and systemic factors contributing to the vulnerabilities and safeguarding concerns in older adults with mental disorders</p> <p>Demonstrate clinical expertise in recognising all forms of abuse in older adults, families and carers of all ages, and the wider community</p> <p>Apply legislative frameworks where safeguarding concerns are identified, and contribute to interagency assessments and risk management and protection plans</p> <p>Apply your understanding of how physical health comorbidity contributes to the vulnerabilities and safeguarding concerns in older people with mental disorders</p> <p>Demonstrate the ability to recognise physical, emotional and economic</p> |

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| | | | pressures on the patient and/or their carers which contribute to the vulnerabilities and safeguarding concerns in older people with mental disorders. |
| Education & Training | 8 | Promote, participate and lead on the provision of effective education and training in older people's mental health in a wide range of settings. Demonstrate supervision and feedback skills to ensure high-quality patient care. | <p>8.1 Education and Training</p> <p>Provide evidence of effective teaching on clinical and non-clinical topics using a variety of teaching methods</p> <p>Provide supportive, effective, honest and constructive verbal and written feedback to colleagues</p> <p>Effectively complete appropriate workplace-based assessment tools for other medical colleagues</p> <p>Demonstrate a knowledge of the principles of, and differences between clinical, psychiatric and educational supervision</p> <p>Demonstrate provision of safe and effective clinical supervision in emergency and non-emergency situations to other colleagues.</p> |
| Research & Scholarship | 9 | Demonstrate skills in critical appraisal and evidence-based medicine and apply them in clinical practice. Promote opportunities for older patients and their | <p>9.1 Conducting Research and Critical Appraisal</p> <p>Demonstrate that your daily clinical practice incorporates evidence-based medicine and the critical appraisal of research as relevant to older adult mental health</p> |

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| | | carers to participate in research. | <p>Demonstrate the ability to communicate relevant research and research opportunities to your patients and their carers</p> <p>Demonstrate an understanding of the utility and limitations of clinical rating scales for older adults</p> <p>Understand the differences between research, audit, and quality improvement and demonstrate a contribution to the evidence relating to older adult mental health.</p> |
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