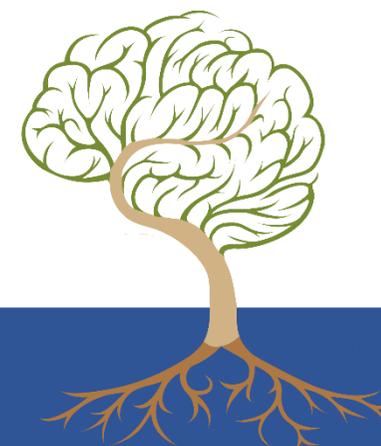


Draft Psychiatry of Intellectual Disability Curriculum

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.

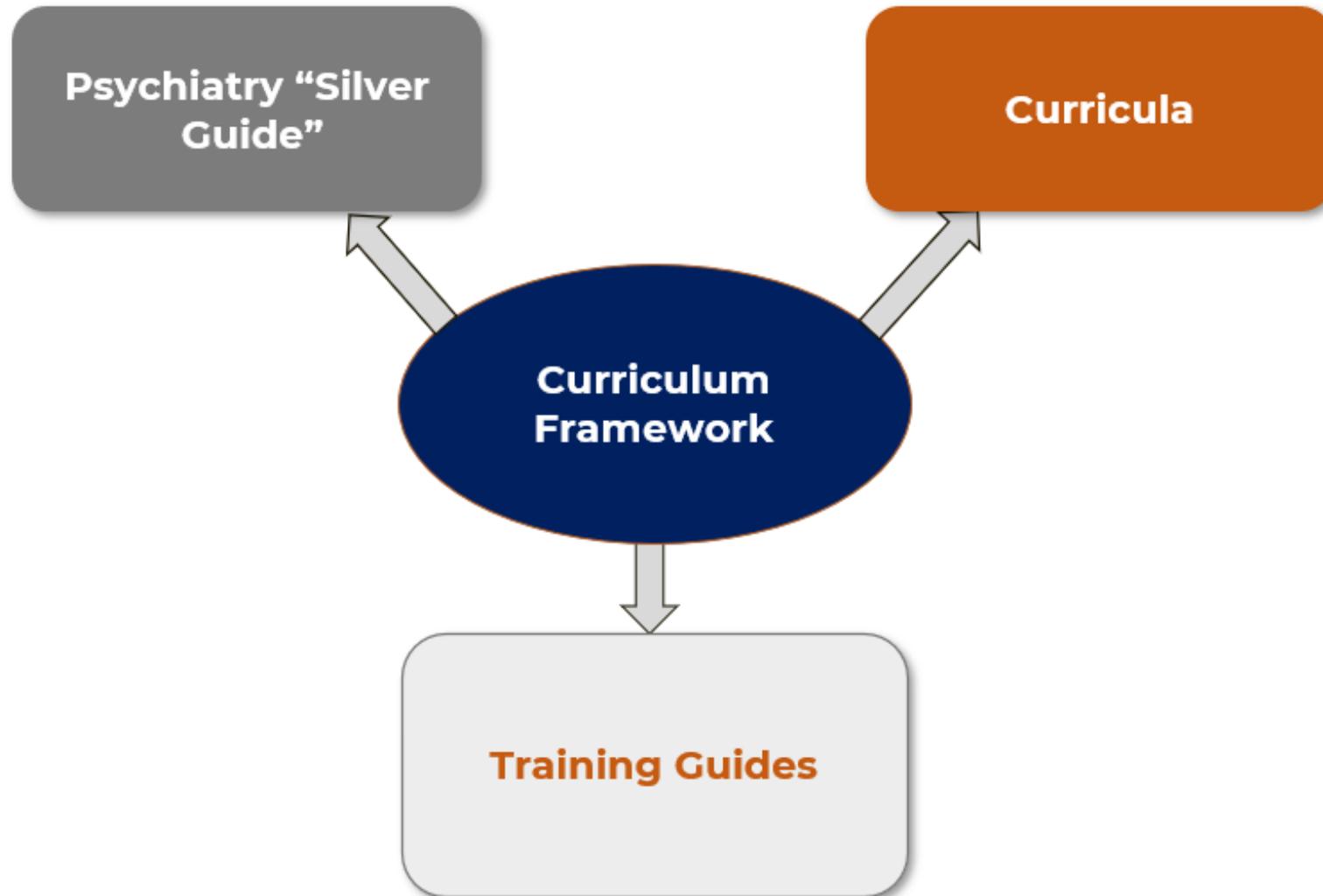
Please provide comments via our [online feedback form](#)

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

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

Psychiatry of Intellectual Disability Curriculum (Draft)

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

GPC Domain	No	HLO	Key Capabilities
Professional Values and Behaviours	1	<p>Demonstrate the professional values and behaviours required of a consultant medical doctor in psychiatry of intellectual disability, with reference to relevant up to date documents. (e.g. GMC Core Capabilities Framework and RCPsych Good Medical Practice and Core Values for Psychiatrists (CR204.))</p> <p>Demonstrate systemic and developmental perspectives as integral parts of your psychiatric practice as a specialist in the psychiatry of intellectual disability.</p>	<p>1.1 Professional Relationships</p> <p>Consistently demonstrate, and promote in others, a holistic and person-centred approach to patients with an intellectual disability, their families and carers of all ages that is empathic, compassionate and respects their dignity, whilst remaining realistically optimistic and honest</p> <p>Work collaboratively and effectively with patients with an intellectual disability, their families and carers of all ages and colleagues, while managing complex risk and system dynamics</p> <p>Interact with colleagues in a way that demonstrates appropriate professional values and behaviours</p> <p>Maintain appropriate professional standards whilst working clinically, as a leader within a healthcare organisation and with other stakeholders</p> <p>Set and maintain professional boundaries with stakeholders, for example adult services, commissioners, support providers, legal professionals, the police and primary and secondary care</p>

			<p>Demonstrate the ability to remain an advocate for your patient with intellectual disability, separate to the needs and wishes of other systems, for example families and carers, primary and secondary care and social care</p> <p>Recognise and address the inequalities and stigma faced by patients with intellectual disability, their families and carers of all ages within health and social care systems and also the community in which they live</p> <p>Demonstrate the ability to be flexible, lead, use initiative, be able to prioritize 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</p> <p>Develop strategies to take care of your wellbeing, seeking timely support and guidance. Actively demonstrate self-management of your wellbeing at work and support trainees and other colleagues to do so too</p> <p>Promote and actively use reflective practice in your team towards understanding and managing the emotional impact of the work on yourself, the individual and the team. This includes consideration of the impact of increased morbidity and mortality in people with an intellectual disability; the context of long-standing relationships with</p>
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			<p>patients with intellectual disability, their families and carers of all ages; managing grief; vulnerability and the impact of limited resource availability</p> <p>Use supervision and reflection effectively, recognising your skills, limitations and your duty of candour</p> <p>Demonstrate willingness and availability to give effective clinical supervision to colleagues in a timely manner</p> <p>Make clear, accurate and contemporaneous records</p> <p>Demonstrate adaptability of your practice to the service changes and evolution of the scientific basis of working in intellectual disability practice</p> <p>Promote psychiatry of intellectual disability as a specialty, including acting as an advocate for patients, families and carers. Promote specialist training in intellectual disability</p> <p>Identify and challenge stigma and discrimination against people with intellectual disability</p> <p>Promote the resources available within the specialist team to the wide health and social care system in order to enable optimal physical health of patients</p> <p>Demonstrate an understanding of the issues around confidentiality in intellectual disability practice and give appropriate advice to other professionals within and outside the health and social care setting</p>
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			Take responsibility for raising and addressing issues of patient safety and quality of care in a timely manner.
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Professional Skills	2	<p>Demonstrate advanced communication and interpersonal skills that appropriately augment the clinical interaction.</p> <p>Adapt your communication style to different levels of intellectual and communicative function.</p> <p>Promote shared decision making with your patients, their families and carers of all ages by using a collaborative style of interaction and promoting reasonable adjustments to optimise engagement with patients.</p> <p>Demonstrate expertise in the psychiatric assessment and diagnostic formulation for people with Intellectual Disabilities.</p>	<p>2.1. Communication</p> <p>Consistently communicate effectively with patients across the spectrum of cognitive ability, their families, carers of all ages, and other professionals</p> <p>Demonstrate the ability to adapt your style of communication to the individual needs of the patient with intellectual disability, making reasonable adjustments as appropriate</p> <p>Develop and maintain therapeutic relationships with your patients with intellectual disability, their families and carers of all ages</p> <p>Demonstrate competency in using a variety of communication methods including face to face meetings, telephone and video consultations</p> <p>Demonstrate an understanding of your own style of verbal and nonverbal communication and the impact of this on professional relationships</p> <p>Effectively explain to patients with intellectual disability, their families and carers of all ages the outcome of the assessment and the recommended care plan, considering their ideas, concerns and expectations</p>
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	<p>Recognise and understand the potential contributions of physical illness, mental illness, neurodevelopmental disorders and the environmental factors affecting mental health and behavioural presentations in people with intellectual disability.</p> <p>Initiate and/or recommend an effective and safe treatment or monitoring plan in collaboration with patients, their families, their carers of all ages and other professionals, in hospital and community settings. Interventions will include psychological, bio-medical and social approaches specifically adapted for people with intellectual disability.</p> <p>Expertly apply relevant legal frameworks including capacity/incapacity and mental health legislation to capacity to consent.</p>	<p>Communicate effectively with colleagues in the multidisciplinary team and promote interagency working through effective liaison with external organisations</p> <p>Demonstrate the ability to analyse complex information and express your professional opinion coherently through both written and verbal communication</p> <p>Produce written reports within the limits of your expertise, which are coherent, comprehensive, timely, accurate and relevant.</p> <p>2.2. Clinical Knowledge and Skills</p> <p>Demonstrate a holistic approach to the assessment and treatment of mental disorders in patients with intellectual disability considering relevant biological, psychological, social and cultural factors</p> <p>Competently assess and make diagnoses of mental disorders, neurodevelopmental disorders and challenging behaviour in patients with intellectual disability</p> <p>Use classification systems, including those adapted for use with people with intellectual disability, to establish clinical diagnoses</p> <p>Demonstrate an understanding of the utility and limitations of clinical rating scales for people with intellectual disability</p> <p>Demonstrate proficiency in obtaining a detailed psychiatric history and performing a mental state examination in patients with intellectual disability in both routine and urgent settings</p>
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		<p>Demonstrate the emotional intelligence and resilience necessary to manage complexity and uncertainty when working with people with Intellectual Disabilities.</p>	<p>Be able to conduct a comprehensive physical examination, request relevant investigations and make referrals to other specialists where appropriate</p> <p>Demonstrate skills in the assessment and management of acute mental health crises in patients with intellectual disability</p> <p>Demonstrate specialist skills in the assessment and management of cognitive impairment in older patients with intellectual disability</p> <p>Carry out assessment of risk in people with intellectual disability leading to a formulation and risk management plan</p> <p>Demonstrate a working knowledge of the genetic causes of intellectual disability and the associated behavioural phenotypes</p> <p>Demonstrate an understanding of the assessment and treatment of epilepsy in patients with intellectual disability</p> <p>Understand the principles of life span issues that affect people with intellectual disability and their families and how these influence the management of transitions. Show how mental disorders present differently across the life span of people with intellectual disability and the impact of life events and points of transition on their mental health</p> <p>Demonstrate an understanding of the social determinants of health including economic deprivation, inadequate nutrition, educational</p>
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		<p>and environmental factors and the impact of these on the aetiology and presentation of mental disorders in patients with intellectual disability</p> <p>Construct a comprehensive clinical formulation relevant to patients with intellectual disability. Be able to use the clinical formulation to devise a safe, effective and evidence-based management plan</p> <p>Understand the range of treatment options for mental and behaviour disorders in patients with intellectual disability</p> <p>Assess capacity to consent to care and treatment in patients with intellectual disability</p> <p>Prescribe safely and effectively in patients with intellectual disability, considering the research evidence base, prescribing guidelines, individual patient factors and the views of patients and their support network</p> <p>Demonstrate advanced knowledge of the pharmacodynamics, pharmacokinetics, efficacy, tolerability, interactions and adverse effects of psychotropic medication in patients with intellectual disability</p> <p>Demonstrate advanced knowledge of psychological treatments in the management of mental and behaviour disorders in adults with intellectual disability</p>
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			<p>Demonstrate the ability to work across a variety of service settings including care homes, supported living placements, day services, educational facilities and hospitals</p> <p>Demonstrate the ability to work across professional interfaces by collaborating and liaising with other medical and psychiatric specialities</p> <p>Competently provide psychiatric expertise and supervision to other members of the multidisciplinary team and consider alternative perspectives for formulation and management</p> <p>Evaluate the outcome of interventions and treatments in patients with intellectual disability.</p> <p>2.3. Complexity and uncertainty</p> <p>Demonstrate an understanding of unconscious processes including transference, countertransference, projection and splitting and the impact of these on professional relationships</p> <p>Work with others to promote therapeutic optimism and hope in the management and care of patients with intellectual disability</p> <p>Demonstrate the ability to consciously deviate from established care pathways where clinically indicated and justify these decisions as needed</p>
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			<p>Demonstrate the ability to take time to think and reflect in complex situations and the capacity to tolerate uncertainty</p> <p>Maintain appropriate professional attitudes and behaviour when managing situations of ambiguity and uncertainty</p> <p>Demonstrate the ability to manage divergent views about patient care leading to appropriate clinical interventions</p> <p>Understand the limits of your clinical capabilities, seeking timely support and consultation when needed.</p>
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<p>Professional Knowledge</p>	<p>3</p>	<p>Demonstrate advanced knowledge of and apply relevant mental health legislation across the UK to safeguard patients with intellectual disability and safely manage risk.</p>	<p>3.1 Knowledge of legal and organisational frameworks in your UK jurisdiction</p> <p>Apply a working knowledge of the specific ethical and legal principles which apply to people with an intellectual disability</p> <p>Demonstrate an understanding of complex ethical issues relevant to the care of people with intellectual disability</p> <p>Understand and apply the current legislation in your UK jurisdiction governing the care and treatment of people with intellectual disability and mental disorders in both inpatient and a variety of community settings. This includes the use of emergency powers and compulsory treatment</p> <p>Understand the principles of managing detained patients with intellectual disability, within the relevant legislative frameworks</p> <p>Understand and apply the principles of least restrictive practice and human rights, when considering the application of legal powers across different settings</p> <p>Demonstrate an understanding of the principles underpinning the management and delivery of services for people with intellectual disability</p> <p>Demonstrate readiness to apply for relevant statutory approval</p>
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			<p>Prepare and deliver legal reports for patients with intellectual disability, for example at Mental Health Tribunals, Managers' Hearings, Coroners Courts and Courts of Law, as it relates to your UK jurisdiction</p> <p>Be able to give testimony at appropriately convened settings to review the legal status of a patient.</p>
<p>Health Promotion & Illness Prevention</p>	<p>4</p>	<p>Demonstrate leadership and advocacy in mental and physical health promotion and illness prevention for your patients with intellectual disability, and their wider community.</p> <p>Demonstrate knowledge of the increased prevalence of mental and physical health co-morbidities, health inequalities experienced and the premature deaths of people with intellectual disability.</p>	<p>4.1 Health Promotion and illness prevention</p> <p>Demonstrate knowledge of the range of health inequalities faced by people with intellectual disability and the multiple factors that contribute to premature mortality</p> <p>Demonstrate understanding of the national health priorities for people with intellectual disability in your UK jurisdiction, including the rationale behind annual health checks and associated health plans</p> <p>Engage with the process of annual health checks (and associated plans); show awareness of and contribute to hospital admission plans through liaison with primary care and general hospitals</p> <p>Support your patients with intellectual disability to attend population-based health screening and vaccinations, especially bowel, breast, cervical (as appropriate) and prostate</p>

			<p>Work with families and carers to enable them to understand and engage in their role to support the health and social care needs of the person with intellectual disability</p> <p>Work jointly with relevant statutory services where concerns arise about unmet health and social care needs, for example non-engagement with screening / annual health checks, identification of signs consistent with neglect or abuse</p> <p>Demonstrate knowledge of the screening required in your patients with a genetic cause of their intellectual disability with appropriate onward referral/advice</p> <p>Promote a healthy lifestyle in patients with intellectual disability including the management of sleep, mental and physical disorders</p> <p>Support your patients with intellectual disability to undertake self-management and self-care, to the level of their ability</p> <p>Support your patients with intellectual disability to access mainstream care services where appropriate, including mainstream psychological therapies and generic mental health services</p> <p>Demonstrate an understanding of the physical health conditions associated with the most significant causes of morbidity and mortality in people with intellectual disability. Describe the link between illness and behaviour (e.g. PINCH ME as a mnemonic for physical causes of behavioural change) and promote an</p>
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			<p>understanding of the interrelationship between the body and the mind</p> <p>Work with primary and secondary care to support your patients with intellectual disability to have their health needs met. Demonstrate advocacy for your patients and support other health professionals to make reasonable adjustments</p> <p>Demonstrate a good understanding of the concept of diagnostic overshadowing and how this affects people with intellectual disability and the care they receive. Identify and challenge diagnostic overshadowing when it occurs in primary or secondary care</p> <p>Demonstrate an understanding of public health as it applies to people with intellectual disability, including mortality and morbidity data and how this relates to health disparity</p> <p>Engage with the local mortality review process for people with intellectual disability. Develop an understanding of the local data and how this compares with regional/national data.</p>
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<p>Leadership & Teamworking</p>	<p>5</p>	<p>Demonstrate effective team working skills to work constructively and collaboratively within the complex health and social care systems that support people with Intellectual Disabilities.</p> <p>Recognise the impact of leadership across systems and manage partnerships.</p> <p>Supervise and mentor colleagues to enhance performance and development.</p>	<p>5.1 Teamworking</p> <p>Recognise the strengths and weaknesses within a team and demonstrate how to work with these, using emotional intelligence and maintaining an awareness of one's own cognitive biases</p> <p>Display expertise in employing the broad skill set of team members across disciplines, to achieve a holistic approach to a patient's care</p> <p>Encourage contributions from individual team members, taking into account their particular skillset; provide containment and support as necessary, while developing their practice</p> <p>Approach co-working with a collaborative manner, supporting less or differently experienced colleagues as peers within the team</p> <p>Be available to the team for support and guidance; foster collaborative and non-judgmental exchange of ideas, in the spirit of learning as a team</p> <p>Be prepared to question and challenge the performance of other team members when standards appear to be compromised. Escalate concerns appropriately</p> <p>Work in collaboration with patients with intellectual disability, their families and carers of all ages, and the multi-disciplinary team; work to follow treatment plans, maintain therapeutic optimism and to enable safe and positive decision-making</p>
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			<p>Be able to give reasons in a clear and non-confrontational manner if a plan of action is formed which you feel does not properly meet the patient's needs or may have a detrimental effect.</p> <p>5.2 Leadership</p> <p>Understand the importance of leadership and the role of a consultant psychiatrist in intellectual disability, in the context of team and multiagency working</p> <p>Develop and apply your own leadership skills in a variety of clinical and non-clinical settings</p> <p>Have an understanding of how your own leadership skills and behaviours impact on others. Adapt your approach where appropriate to meet the needs of 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>Demonstrate willingness to lead, take charge, and offer opinions and direction. Address and manage conflicts when they arise</p> <p>Reflect on and explain decisions made in a transparent manner</p> <p>Know when to support teams with difficult clinical and nonclinical situations as they arise</p>
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			<p>Demonstrate the ability to competently manage and lead a team/service, including managing referrals and delegating work appropriately</p> <p>Provide consultation and specialist advice to both team members and other agencies</p> <p>Recognise and appraise the leadership skills of others in various contexts</p> <p>Lead, support and supervise others in both clinical and non-clinical (e.g. QI, research) settings</p> <p>Understand the principles of mentoring and its role in career development. Apply this knowledge in your practice</p> <p>Develop an understanding of local models of service delivery and priorities for people with intellectual disability, and how this aligns with the wider health and social care system in your jurisdiction</p> <p>Contribute to educating, improving and adapting the service in which you work</p> <p>Actively participate in service development work.</p>
Patient Safety & QI	6	Identify and manage the particular patient safety issues	6.1 Patient Safety

		<p>and risks relating to those with intellectual disability.</p> <p>Identify, promote and lead activity to improve the safety and quality of patient care and clinical outcomes for those with intellectual disability.</p> <p>Work with health and social care systems to ensure accountability.</p>	<p>Understand and apply the principles of clinical governance, taking into account the impact of human factors and team dynamics, to assure patient safety and quality of clinical care</p> <p>Demonstrate an understanding of the responsibility of the team with regard to patient safety</p> <p>Take appropriate action following serious incidents</p> <p>Demonstrate understanding of the serious incident review process. Engage with and reflect on this process, including the need for sensitivity towards the experiences and views of all participants</p> <p>Promote a therapeutic and open culture in the healthcare system where you work, for the benefit and safety of patients and staff</p> <p>Demonstrate knowledge of risk management issues for services for people with intellectual disability, including risks to patients, carers, staff and members of public</p> <p>Understand the role of environmental risk assessment in intellectual disability settings. Apply the principles of this to the settings in which you work</p>
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			<p>Demonstrate knowledge of the relevant policies and procedures for patient safety in your organisation and how to escalate concerns if these arise.</p> <p>6.2 Quality Improvement</p> <p>Participate in and lead on clinical governance activities, risk management and audit in order to improve the quality of the service</p> <p>Apply audit principles, relevant clinical guidelines and integrated care pathways to your own work and team practice</p> <p>Support the development, implementation and review process for clinical guidelines and integrated care pathways in your organisation</p> <p>Demonstrate knowledge of a range of QI methodologies for developing creative solutions to improve services. Apply this knowledge through participation and leadership of QI activity in your service</p> <p>Demonstrate knowledge of mechanisms for obtaining feedback from patients, the public, staff and other interested groups. Utilise the feedback obtained to implement/manage change</p>
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			<p>Understand the role of the 'expert by experience' in improving patient care. Support patients with intellectual disability and their families / carers to undertake this role</p> <p>Develop a clear understanding of local complaints procedures and participate in complaints made about services.</p>
Safeguarding Vulnerable Groups	7	<p>Recognise and assess the multiple and changing factors that contribute to vulnerability in people with intellectual disability.</p> <p>Lead on the provision of psychiatric assessment and treatment of people with intellectual disability who are identified as being vulnerable.</p> <p>Understand and apply appropriate ethical and legislative frameworks to address vulnerability.</p> <p>Demonstrate advocacy and collaborative working around vulnerability in people with</p>	<p>7.1 Safeguarding</p> <p>Demonstrate an understanding of the wide range of health and social care needs of people with intellectual disability, including physical and mental health, psychological and social wellbeing, and the interplay between them. Work with others to identify and address these needs in your patients</p> <p>Recognise any health concerns, emotional and economic pressures impacting on carers, which contribute to vulnerability and safeguarding concerns in your patients with intellectual disability</p> <p>Understand the role and responsibilities of psychiatric services in safeguarding people with intellectual disability and their support networks</p> <p>Demonstrate clinical expertise in recognising signs of abuse in people with intellectual disability, their families, carers of all ages and the wider community.</p>

		<p>intellectual disability and their wider community.</p>	<p>Assess risk, capacity to consent and the need for detention in complex cases with intellectual disability</p> <p>Demonstrate applied knowledge of risk management, including risks to patients with intellectual disability, carers, staff and members of the public</p> <p>Advise others on the use of mental health and capacity/incapacity legislation in people with intellectual disability</p> <p>Demonstrate an understanding of the issues around confidentiality in intellectual disability practice and in particular, the implications of disclosing information about diagnosis, degrees of risk and any sharing of information about the patient</p> <p>Work within legislative frameworks and local processes to anticipate and report safeguarding concerns, providing leadership when necessary</p> <p>Demonstrate the ability to include the person with intellectual disability's views and voice when working within safeguarding processes, taking into account mental capacity</p> <p>Work collaboratively with care networks and partner agencies to safeguard your patients with intellectual disability</p> <p>Provide evidence/expert opinion for safeguarding and related statutory processes.</p>
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<p>Education & Training</p>	<p>8</p>	<p>Promote and lead on the provision of effective education and training in collaboration with patients with intellectual disability and their support networks across clinical, academic and community settings.</p>	<p>8.1 Education & Training</p> <p>Demonstrate a professional attitude to teaching</p> <p>Develop your knowledge of different teaching techniques and how these can be used effectively in different teaching settings relevant to psychiatry of intellectual disability, including hospital and community based clinical settings</p> <p>Adapt teaching or training to the needs of particular learners e.g. a multidisciplinary audience, medical students, colleagues from other specialties such as primary care</p> <p>Demonstrate the professional qualities of an effective trainer; be able to teach and guide individuals and groups</p> <p>Understand the principles of co-production in teaching and training. Work with people with intellectual disability and their families / carers to deliver training</p> <p>Competently use technology to support your teaching and training, including delivery across different platforms</p> <p>Organise educational events</p> <p>Demonstrate an understanding of the basic principles of adult learning. Identify learning styles in others and use this information to facilitate the learning process</p>
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			<p>Use appropriate, approved assessment methods to assess performance</p> <p>Demonstrate an awareness of the principles of feedback, and be able to implement this knowledge in the giving and receiving of feedback related to your teaching and learning activities</p> <p>Give feedback in a timely and constructive manner.</p> <p>Demonstrate a knowledge of the principles of clinical supervision and their practical application</p> <p>Actively participate in clinical, psychiatric and educational supervision</p> <p>Provide safe and effective clinical supervision in both emergency and non-emergency situations, in a timely manner</p> <p>Promote safe and effective learning environments.</p> <p>Keep up to date with the clinical literature relevant to specialist field of psychiatry of intellectual disability</p> <p>Develop an understanding of the need for lifelong learning as a psychiatrist in intellectual disability</p> <p>Demonstrate knowledge of the process of continuing professional development and its role in maintaining practice and supporting revalidation.</p>
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Research & Scholarship	9	<p>Understand the role and importance of research in the intellectual disability field both for clinical practice and more widely.</p> <p>Proactively contribute to research and innovation, following ethical and good governance principles</p>	<p>9.1 Conducting Research & Critical Appraisal</p> <p>Maintain an understanding of current evidence-based practice and research methodologies</p> <p>Undertake critical appraisal of existing published research relevant to your clinical practice</p> <p>Demonstrate an understanding of the limitations in the evidence base for people with intellectual disability and the controversies within the relevant areas of scientific literature</p> <p>Understand and apply transferable common themes from research in the general population to inform the care of patients with intellectual disability, appreciating the limitations in so doing</p> <p>Demonstrate an understanding of the difference between research, audit and other quality improvement methodologies Show how these approaches can complement each other in practice.</p>

			<p>Demonstrate awareness of current evidence-based treatment guidelines, their range of application and also their limitations in the population with intellectual disability</p> <p>Apply the current evidence-base to inform decision-making in your day-to-day clinical practice</p> <p>Communicate the evidence base using a variety of formats, including accessible information where appropriate, to your patients, their families and carers to help them make informed decisions about treatment</p> <p>Disseminate up-to-date expert knowledge of the relevant research literature to peers and relevant stakeholders, using appropriate formats.</p> <p>Promote and support a research friendly environment</p> <p>Demonstrate an understanding of the importance of patient and public involvement (PPI) in research. Advocate for and promote opportunities for people with intellectual disability and their families / carers to participate in ethical research</p> <p>Demonstrate knowledge of ethical considerations and capacity/consent issues when conducting research with people with intellectual disability</p>
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			Engage with research / innovations in practice (which could include implementing STOMP) that will benefit your patients with intellectual disability.
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