

## Capability exemplar statements – Forensic psychiatry curriculum

These statements (for each of the HLO themes) reference the behaviours that should be observable in a trainee who is meeting the expected standard at the end of each year of higher training.

HLO	Themes
1.1	<p><b>Professional relationships and professional standards</b></p> <p>Demonstrate the professional values and behaviours required of a consultant psychiatrist, with reference to Good Medical Practice, Core Values for Psychiatrists (CR204) and other relevant faculty guidance.</p>
Year	Behaviour typical of trainees meeting the expected standard
ST4	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Manages time and caseload effectively, including responding to urgent matters in a timely manner</li> <li>• Maintains professionalism in challenging situations, uses supervision to reflect on this and any impact on their wellbeing</li> </ul>
ST5	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Manages workload effectively, balancing competing clinical and non-clinical demands, seeking support from others where required; reflects on this in supervision</li> <li>• Identifies service / organisational dynamics impacting on clinical practice and discuss these in supervision</li> <li>• Knows when and how to draw unprofessional behaviour to the attention of appropriate others</li> </ul>
ST6	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Manages a complex caseload alongside a range of non-clinical responsibilities, employing flexibility where needed</li> <li>• Identifies organisational dynamics impacting on the wider service / trust in which they work and collaborates with colleagues to work for change</li> <li>• Uses appropriate strategies to address unprofessional behaviour in others, escalating concerns where necessary in a timely manner</li> </ul>

HLO		Themes			
2.1	<b>Communication</b> Demonstrate advanced communication and interpersonal skills when engaging with patients, their families, carers of all ages, their wider community, colleagues and other professionals.	2.2	<b>Clinical skills</b> Demonstrate advanced skills in the psychiatric assessment, formulation, diagnosis and person-centred holistic management of an appropriate range of presentations in a variety of clinical and non-clinical settings within Forensic Psychiatry	2.3	<b>Complexity and uncertainty</b> Apply advanced management skills within Forensic Psychiatry in situations of uncertainty, conflict and complexity across a wide range of clinical and non-clinical contexts.
Year	<b>Behaviour typical of trainees working towards the expected standard</b>	Year	<b>Behaviour typical of trainees working towards the expected standard</b>	Year	<b>Behaviour typical of trainees working towards the expected standard</b>
ST4	<b>The trainee:</b> <ul style="list-style-type: none"> <li>Shows some ability to adapt approach to individual needs in consultations with patients or carers and reliably communicates this to supervising consultant or other professionals</li> <li>Writes clear clinical opinions and is beginning to develop confidence in translating this into legal concepts</li> </ul>	ST4	<b>The trainee:</b> <ul style="list-style-type: none"> <li>Assesses straightforward cases within a hospital or custodial setting competently; begins to develop a treatment plan for discussion in supervision</li> <li>Delivers appropriate pharmacological treatment for mental disorder and contributes effectively to multidisciplinary treatment planning</li> </ul>	ST4	<b>The trainee:</b> <ul style="list-style-type: none"> <li>Recognises clinical situations which are complex, understands when they need support, and brings issues to supervision appropriately..</li> </ul>

<p><b>ST5</b></p>	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Manages more difficult or challenging clinical interactions with patients or carers</li> <li>• Manages and resolves conflict or disagreement between professionals</li> <li>• Prepares independently an adequate draft medico-legal report for a Tribunal or Crown Court in a straightforward case.</li> </ul>	<p><b>ST5</b></p>	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Carries out clinical assessments of most cases referred to a forensic service and develops an initial formulation and treatment plan</li> <li>• Leads the development and delivery of a multidisciplinary treatment plan for some cases</li> </ul>	<p><b>ST5</b></p>	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Has developed more confidence in dealing with clinical and organisational complexity and begins to manage some of these issues in a range of clinical or custodial contexts, seeking support when necessary.</li> <li>• Behaves in such a way as to contain the anxieties of others</li> </ul>
<p><b>ST6</b></p>	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Independently deals with most situations in which advanced communication skills are required, whether this is with patients, families and carers, or other agencies</li> <li>• Considers, takes on and completes medico-legal work independently.</li> </ul>	<p><b>ST6</b></p>	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Confidently leads the delivery of patient care in the absence of the consultant.</li> <li>• Seeks expert advice from others when necessary and incorporates this within the treatment plan.</li> </ul>	<p><b>ST6</b></p>	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Considers complex clinical or non-clinical situations, recognises the elements that lead to complexity or uncertainty, articulates their goals or objectives, and develops a plan for how they will work towards these.</li> <li>• Brings other staff with them in addressing the complexity of, and containing, others' anxieties</li> </ul>

HLO	Themes		
<b>3.1</b>	<b>Knowledge of legal and organisational frameworks in your UK jurisdiction</b> Apply advanced knowledge of relevant legislative frameworks across the UK to safeguard patients and safely manage risk within all psychiatric specialties.	<b>3.2</b> <b>Working within NHS and organisational structures</b> Work effectively within the structure and organisation of the NHS, and the wider health and social care landscape.	
Year	Behaviour typical of trainees meeting the expected standard	Year	Behaviour typical of trainees meeting the expected standard
<b>ST4</b>	<b>The trainee:</b> <ul style="list-style-type: none"> <li>Starts to work autonomously within relevant legislative framework in routine clinical practice</li> <li>Completes required paperwork in compliance with expected legal standards</li> </ul>	<b>ST4</b>	<b>The trainee:</b> <ul style="list-style-type: none"> <li>Familiarises self with local structures and networks in health and social care and discusses role of psychiatrist within these</li> <li>Takes steps to build relationships with key stakeholders</li> </ul>
<b>ST5</b>	<b>The trainee:</b> <ul style="list-style-type: none"> <li>Determines the appropriate legal framework under supervision and applies it</li> <li>Completes statutory reports accurately and in compliance with expected legal standards</li> </ul>	<b>ST5</b>	<b>The trainee:</b> <ul style="list-style-type: none"> <li>Applies knowledge of NHS and organisation structures to enhance patient care locally</li> <li>Works successfully with key stakeholders across different networks / third sectors</li> <li>Understands their service within a wider context – e.g internal and external organisational drivers / national policies</li> </ul>

<b>ST6</b>	<b>The trainee:</b> <ul style="list-style-type: none"> <li>• Advise others on appropriate use and application of appropriate statutory and legal frameworks</li> <li>• Provides evidence at legal proceedings where required</li> </ul>	<b>ST6</b>	<b>The trainee:</b> <ul style="list-style-type: none"> <li>• Shows understanding of national governance and regulatory structures and how to drive change within those</li> <li>• Begins to use performance / quality indicators / participation in committees to improve organisational effectiveness</li> <li>• Develops an understanding of the role and function of senior leaders in different organisations (e.g. by shadowing)</li> </ul>
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HLO	Theme
<b>4.1</b>	Demonstrate leadership and advocacy in mental and physical health promotion and illness prevention for patients within Forensic Psychiatry and the wider community
Year	Behaviour typical of trainees meeting the expected standard
<b>ST4</b>	The trainee: <ul style="list-style-type: none"> <li>• Considers the prevention of mental and physical health problems when assessing and treating patients</li> <li>• Supports activities that promote physical and mental health within the clinical service</li> <li>• Applies their understanding of the factors that contribute to the development of mental disorder and offending behaviour, including trauma in clinical practice</li> </ul>
<b>ST5</b>	<b>The trainee:</b> <ul style="list-style-type: none"> <li>• Practices in a trauma-informed way in order to minimise re-traumatising patients</li> <li>• Recognises and seeks to mitigate the impact of custodial settings on health promotion and illness prevention</li> </ul>

<b>ST6</b>	<b>The trainee:</b> <ul style="list-style-type: none"><li>• Actively supports the provision of a trauma informed clinical service and advocates for this</li><li>• Combats stigma and discrimination when working with other agencies and services while helping to contain their anxiety in relation to mentally disordered offenders</li><li>• Supports service development work or leads ongoing health promotion activities</li></ul>
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HL O	Themes		
5.1	<b>Teamworking</b> Demonstrate effective teamworking skills to work constructively and collaboratively within the complex health and social care systems that support people with mental disorder.	5.2	<b>Leadership</b> Demonstrate effective leadership skills to work constructively and collaboratively within the complex health and social care systems that support people with mental disorder.
Year	Behaviour typical of trainees meeting the expected standard	Year	Behaviour typical of trainees meeting the expected standard
ST4	<b>The trainee:</b> <ul style="list-style-type: none"> <li>• Demonstrates that they value the contributions of other professionals</li> <li>• Recognises own team dynamics and reflects on their contribution to those in supervision</li> <li>• Works effectively with other agencies in clinical practice</li> </ul>	ST4	<b>The trainee:</b> <ul style="list-style-type: none"> <li>• Provides clinical leadership within a shared leadership framework across routine and emergency situations</li> <li>• Seeks supervision and support around leadership decisions appropriately</li> <li>• Acts as an advocate for their patients.</li> </ul>
ST5	<b>The trainee:</b> <ul style="list-style-type: none"> <li>• Recognises dynamics between teams in the wider system and reflects on the impact of these on patient care</li> <li>• Maintains focus on patient, family and carer needs during complex team interactions</li> </ul>	ST5	<b>The trainee:</b> <ul style="list-style-type: none"> <li>• Adapts their leadership approach within different teams and in different contexts</li> <li>• Takes opportunities to deputise for a consultant, while still working under supervision</li> <li>• Acts as an advocate for their service</li> </ul>
ST6	<b>The trainee:</b> <ul style="list-style-type: none"> <li>• Flexes their contribution and approach within different teams</li> <li>• Works effectively across clinical and non-clinical teams</li> </ul>	ST6	<b>The trainee:</b> <ul style="list-style-type: none"> <li>• Demonstrates the readiness to work independently without supervision</li> </ul>

	<ul style="list-style-type: none"> <li>Assists professionals from different agencies to maintain focus on patient, family and carer needs during complex team interactions</li> </ul>		
<b>HL O</b>	<b>Themes</b>		
<b>6.1</b>	<b>Patient safety</b> Identify, promote and lead activity to improve the safety of patient care and clinical outcomes of a person with mental disorder.	<b>6.2</b>	<b>Quality improvement</b> Identify, promote and lead activity to improve the quality of patient care and clinical outcomes of a person with mental disorder.
<b>Year</b>	<b>Behaviour typical of trainees meeting the expected standard</b>	<b>Year</b>	<b>Behaviour typical of trainees meeting the expected standard</b>
<b>ST4</b>	<b>The trainee:</b> <ul style="list-style-type: none"> <li>Shows an understanding of the governance structures behind adverse incidents and patient safety-related complaints</li> <li>Recognises when to complete an adverse incident report form and is able to do so</li> </ul>	<b>ST4</b>	<b>The trainee:</b> <ul style="list-style-type: none"> <li>Identifies areas that need improvement within their team, with an awareness of different domains of quality (safe, timely, patient-centred, effective, efficient, equitable)</li> <li>Engages in a quality improvement project</li> <li>Familiarises self with quality improvement methods and tools</li> <li>Engages with service users and carers as part of quality improvement activities</li> </ul>
<b>ST5</b>	<b>The trainee:</b> <ul style="list-style-type: none"> <li>Participates in training on how to investigate adverse incidents and complaints, for example root cause analysis</li> <li>Drafts responses to adverse incidents</li> </ul>	<b>ST5</b>	<b>The trainee:</b> <ul style="list-style-type: none"> <li>Engages in quality improvement projects to address areas of need within their own service</li> <li>Seeks opportunities to capture and share learning from quality improvement work (which can include stories, blogs, videos, posters, presentations, publications)</li> <li>Able to effectively apply quality improvement methods and tools, and identify how to use different types of data for improvement</li> </ul>

<p><b>ST6</b> <b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Promotes lessons learned from adverse incidents to other colleagues</li> <li>• Works with the patient safety-related / complaints department to assist with investigations and audits</li> <li>• Identifies and alerts relevant teams to shortcomings in patient safety and care</li> </ul>	<p><b>ST6</b> <b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Seeks leadership roles within quality improvement projects</li> <li>• Engages and supports a range of multidisciplinary staff, service users and other stakeholders as part of a quality improvement project</li> <li>• Embraces the concept and value of quality improvement projects as a means of providing excellent patient care and promotes them where appropriate.</li> </ul>
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HLO	Theme
<b>7.1</b>	<p><b>Safeguarding</b></p> <p>Lead on the provision of psychiatric assessment and treatment of those who are identified as being vulnerable within Forensic Psychiatry.</p> <p>Demonstrate advocacy, leadership and collaborative working around vulnerability and safeguarding in patients, their families and their wider community.</p>
<b>Year</b>	<b>Behaviour typical of trainees meeting the expected standard</b>
<b>ST4</b>	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Recognises safeguarding issues when they arise in clinical practice and understands the relevant processes and agencies for managing these</li> <li>• Recognises when additional support or advice, or joint working with other agencies is required</li> </ul>
<b>ST5</b>	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Takes the opportunity to lead or support others in responding to safeguarding concerns, formulating plans and working with other agencies as necessary</li> <li>• Contacts safeguarding teams, attends case conferences and makes recommendations on behalf of the service</li> </ul>

<b>ST6</b>	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Advises other staff within the service on how to approach safeguarding concerns and support them to do so.</li> <li>• Confidently works collaboratively with other agencies to safeguard patients or others within forensic psychiatry</li> </ul>
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HLO	Themes		
<b>8.1</b>	<p><b>Education and training</b></p> <p>Promote and lead on the provision of effective education and training in clinical, academic and relevant multi-disciplinary settings.</p>	<b>8.2</b>	<p><b>Supervision</b></p> <p>Demonstrate effective supervision and mentoring skills as essential aspects of education to promote safe and effective learning environments.</p>
Year	Behaviour typical of trainees meeting the expected standard	Year	Behaviour typical of trainees meeting the expected standard
<b>ST4</b>	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Helps to organise their specialty training programme</li> <li>• Proactively provides clinical teaching to junior colleagues and relevant others</li> <li>• Takes opportunities to chair teaching sessions</li> </ul>	<b>ST4</b>	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Uses supervision regularly to develop skills in clinical and non-clinical contexts (e.g. ethics, legislation, governance, teamworking)</li> <li>• Demonstrates a deeper understanding of adverse events and the learning from them</li> <li>• Begins to discuss the intricacies of practicing independently</li> <li>• Uses supervision to plan personal development sessions and how to derive most benefit from them</li> </ul>

<p><b>ST5</b></p>	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Leads on devising, planning, delivering and evaluating educational sessions</li> <li>• Contributes to the academic life of the service, e.g. journal clubs / evidence-based medicine</li> <li>• Seeks opportunities to develop understanding of learning theory</li> </ul>	<p><b>ST5</b></p>	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Shows an understanding of the interrelationships between different teams and systems</li> <li>• Uses supervision to reflect on the dynamics and effective functioning of their service / organisation</li> <li>• Uses supervision to refine their personal development and identify development priorities for the final year of training</li> </ul>
<p><b>ST6</b></p>	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Acts as assessor for workplace based training and other formative and summative assessments</li> <li>• Shows proficiency in using different methods of training delivery</li> <li>• Demonstrates commitment to lifelong learning for themselves and others</li> </ul>	<p><b>ST6</b></p>	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Uses supervision to complete the transition to an independent practitioner</li> <li>• Appreciates the value of peer support and reflective practice within teams and takes steps to put networks in place for transition to consultant level</li> <li>• Provides feedback on clinical work and training delivered by other junior colleagues and team members</li> <li>• Supports and mentors colleagues, including reflecting on their practice</li> </ul>

HLO	Theme
9.1	<p><b>Undertaking research and critical appraisal</b></p> <p>Apply an up-to-date advanced knowledge of research methodology, critical appraisal and best practice guidance to clinical practice, following ethical and good governance principles.</p>
Year	Behaviour typical of trainees meeting the expected standard
ST4	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Brings evidence-base regularly into clinical decisions in line with best practice</li> <li>• Plans research activity and shows evidence in supervision</li> </ul>
ST5	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Recognises the limit of the evidence base and is able to work safely beyond that</li> <li>• Shows progress being made in the planned research activity and shares outcomes of research</li> </ul>
ST6	<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>• Pursues own areas of academic interests</li> <li>• Disseminates research outcomes in appropriate ways and forums</li> <li>• Uses clinical research to influence MDTs and guide service development</li> <li>• CAP: Shows completion of literature review</li> </ul>