UNIT 2: Problems, disorders and populations

MODULE: Forensic

Module co-ordinator: Peter Beazley

2017-2018 (2015 Cohort)
Unit: 2. Problems, disorders and populations
Module: Forensic Psychology
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Module Aims:
The forensic module will introduce trainees to the various service contexts in which clinical psychologists work with clients who have forensic backgrounds (such as community services, prisons, secure units and hospitals) and address the importance of multi-professional and multi-agency working. The module will also introduce trainees to the varying roles of psychologists associated with forensic issues and services. Trainees will develop an understanding of the principles of risk assessment and management and of a variety of assessment and treatment methods for clinical problems in a forensic setting. Teaching will address the importance of understanding the emotional demands of this work, and the need for effective supervision, support and maintaining fitness to practice.

- Are able to recognise and address discriminatory attitudes and practices.
- Are able to recognise and consider the needs of vulnerable adults in the criminal justice system.
- Are able to demonstrate cultural sensitivity, and address culture specific expectations of individuals within forensic services.
- Are able to understand the assessment of risk using actuarial and structured clinical judgement tools.
- Have an understanding of the assessment and psychological formulation of offending behaviour and risk.
- Have an understanding of treatment interventions for violent and sexual offending and the role of the psychologist in supervising teams.
- Are able to determine psychological formulations for people with complex, multiple problems who have engaged in offending behaviour.
- Have a basic knowledge of the range of services and agencies involved in supporting individuals involved in the criminal justice system.
- Are able to understand the role of the expert witness and relevant statutory and professional rules.
- Are able to recognise and manage power and boundary issues when working with people within forensic settings.
- Are able to be aware of the personal impact of working with offenders, the potential impact on therapy and need for supervision.

Year 3 (2015 cohort)
There is no teaching on this module in the 3rd year for the current 2015 cohort.

Year 1 and 2 curriculum for 2016 and 2017 intakes have been subject to a curriculum update. These historical details for teaching already provided in this module are for information only.

YEAR 2 (2015 Cohort)
1. Risk Assessment and Structured Professional Judgement (1 day)
- An introduction to the principles of clinical and actuarial risk assessment and management, including multi-modal risk assessment.
- Development of awareness of the strengths and weakness of risk assessment tools, including actuarial and structured clinical judgement tools.
- Risk formulation and management
- Using vignettes apply the principles of risk assessment to a range of clinical cases and developing appropriate risk management plans.

2. Vulnerable adults in the criminal justice system (half day)
- Identifying specific needs of vulnerable adults in forensic contexts and the statutory requirements that relate to their assessment, care and treatment. Clinical cases will be to illustrate main points.
- Discussion of issues of suggestibility, acquiescence and compliance.
- Offending behaviour in people with learning disabilities

3. Treatment of violent offending (1 day)
- An introduction to treatment interventions and risk management strategies for anger, aggression, and violent behaviour.
- Discussion of the role of the psychologist within the clinical and risk management team.
- Personal impact of this work and the various difficulties for therapy and the need for supervision.

4. Assessment and treatment of sexual offending (half day)
- Review of the nature and prevalence of sexual offences against children and adults, such as rape and other common paraphilias such as exhibitionism
- Review of relevant current legislation relevant to the management of sex offenders.
- Methods of assessment and psychological formulation of these problems.
- Discussion of the impact of this work on the psychologist and the need for good supervision.
- Introduction to psychological treatment methods for offenders and critical evaluation of the evidence for the effectiveness of these.
- Discussion of the role of the psychologist when supervising staff working with these clients and when working as a consultant to teams.

5. Treatment of violent and sexual offending by young people (half day)
- Introduction to the nature of violent offending in young adults and its prevalence.
- Introduction to methods of risk assessment and management of this behaviour and common service contexts.
- Introduction to common treatment strategies (including Multi-Systemic Therapy) for working with young offenders and the importance of close multi-disciplinary working.

6. The Psychologist in Court (half day)
- An introduction to the role of the expert witness and the statutory and professional rules pertaining to this.
- Review of standards and guidelines for the preparation of court reports and discuss the demands placed on the psychologist in court (such as cross examination) and ways of dealing with this.
- Experiential practice of strategies using role play.

**Links to sessions in other teaching modules include:**
Adult Mental Health, CBT, CAT, Core, Critical Psychology, Learning Disability, Psychological Therapies, Professional Issues.

**Key References:**


Which competencies are covered – see competency mapping document

**HCPC (2015) standards of proficiency covered in this module**

1. Be able to practice safely and effectively within their scope of practice
2. Be able to practice within the legal and ethical boundaries of their profession
3. Be able to maintain fitness to practice
4. Be able to practise as an autonomous professional, exercising their own professional judgement
5. Be aware of the impact of culture, equality and diversity on practice
6. Be able to practice in a non-discriminatory manner
7. Understand the importance of and be able to maintain confidentiality
8. Be able to communicate effectively
9. Be able to work appropriately with others
10. Be able to maintain records appropriately
11. Be able to reflect on and review practice
12. Be able to assure the quality of their practice
13. Understand the key concepts of the knowledge base relevant to their profession
14. Be able to draw on appropriate knowledge and skills to inform practice
15. Understand the need to establish and maintain a safe practice environment

**BPS Required Competencies (2014/15)**

1. Generalizable meta-competencies
2. Psychological Assessment
3. Psychological formulation
4. Psychological Intervention
5. Evaluation
6. Personal and professional skills and values
7. Communication and teaching
8. Organisational and systemic influence and leadership