



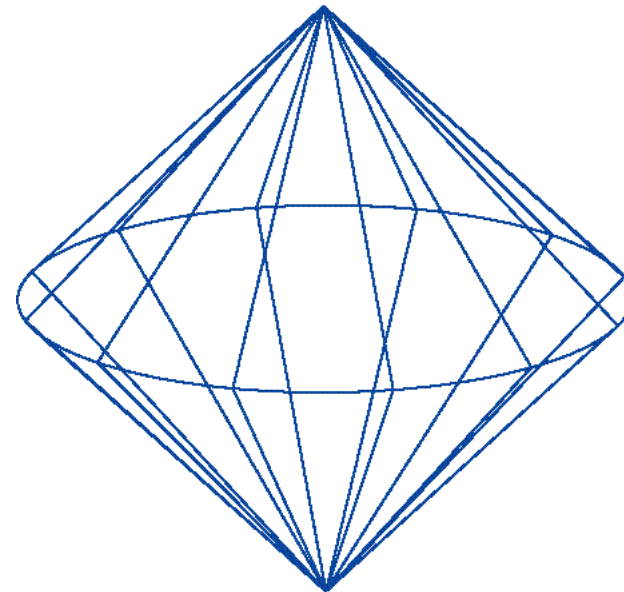
# CONTINUING PROFESSIONAL DEVELOPMENT PORTFOLIO

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**A Route to Enhanced Competence in Forensic Mental Health Nursing**

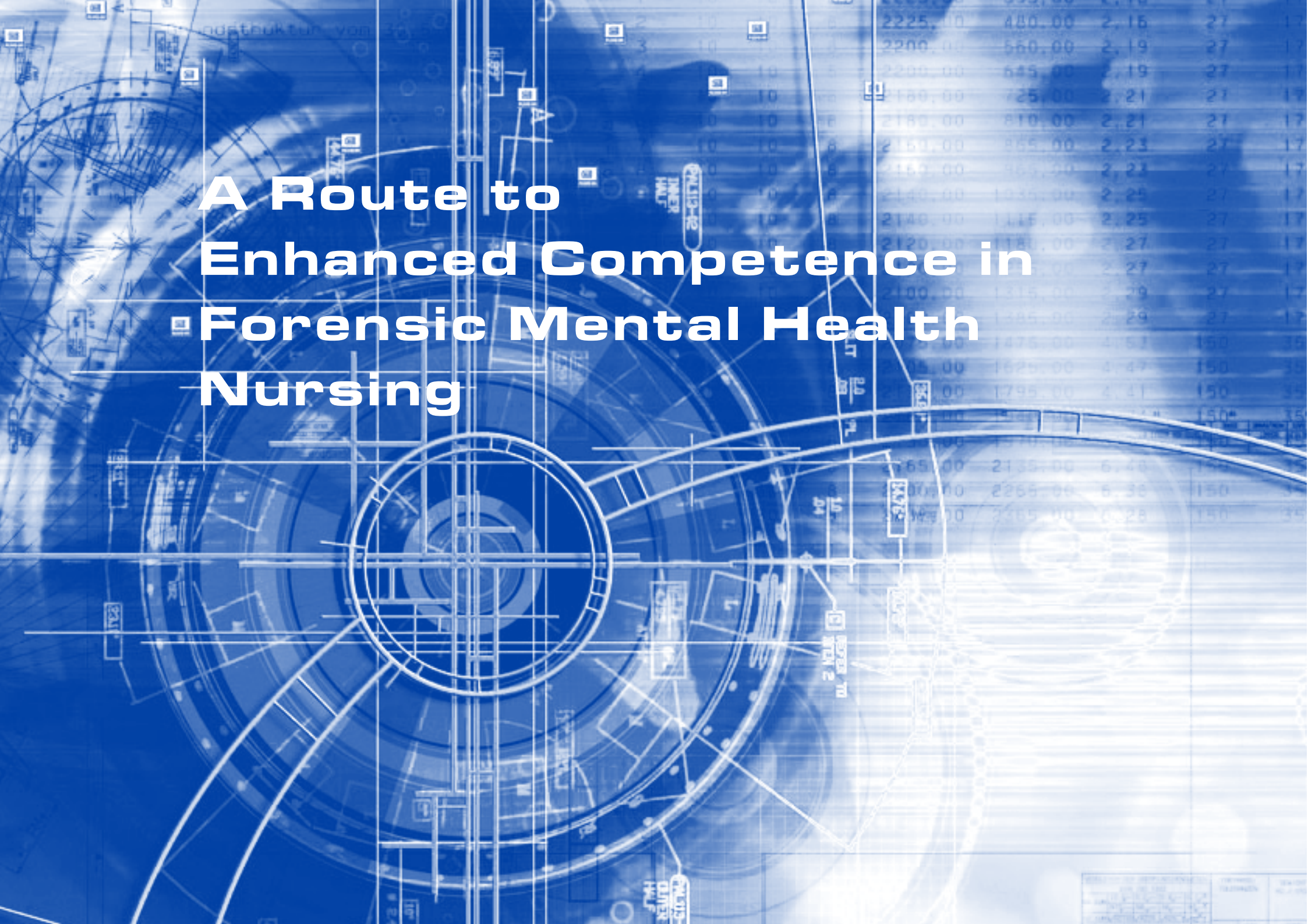
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# A Route to Enhanced Competence in Forensic Mental Health Nursing

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## Introduction

### A Route to Enhanced Competence in Forensic Mental Health Nursing

In December 1999 the NBS facilitated a consensus workshop attended by representatives from a range of Forensic Mental Health Care settings, Higher Education Institutions, service users groups and strategic and professional organisations, including the Scottish Executive Health Department. The workshop reviewed the current situation relating to continuing professional development within forensic services and identified broad areas of competence specific to Forensic Mental Health Nurses (FMHNs).

The identification of core competencies is viewed as an integral element in determining the specific roles of FMHNs. In addition, the adoption of nationally agreed competencies (within designated domains) is facilitative to personal and professional development and a universal standard, across a spectrum of care settings. These core care competencies, (CCCs) relate to three domains and are directed towards and focussed upon registered nurses. They relate to Fitness for Purpose and are supportive of statutory, national and professional criteria. In addition the competencies can inform the education and developmental needs of unqualified staff whilst many will be appropriate for other members of the multiprofessional care team. The core care competencies are underpinned by:

- ◆ *Formal recognition of practitioner and service needs within forensic care settings.*
- ◆ *A generic approach, in that the CCCs are applicable to a broad range of client groups, practitioners and care settings.*
- ◆ *Acknowledgement that forensic core care competencies must reflect the specialty in standard content and kind, thus demonstrating post registration progression from criteria for admission to register (UKCC Competencies).*

Specialist practitioners will have additional treatment specific competencies in areas such as CBT, psychosocial interventions, substance misuse or offender specific treatments.

As a first stage, the group recognised the need for the provision of clear descriptors of core competencies for the delivery of high quality forensic mental health nursing. This publication is presented in the form of a portfolio route to enhanced competence in forensic mental health nursing and embraces the core competencies identified by the group.

### The features of the portfolio are that it:

- ◆ *Is designed to meet the needs of staff nurses working in forensic units and with mentally disordered offenders in the community, following a period of consolidation of initial training and be undertaken in association with the NBS Portfolio Route to Enhanced Competence.*
- ◆ *Will have application to the preparation of in-house clinical courses as well as having a place in informing curricula developed by Higher Education providers either in partnership with NHS Trust/s or independently.*
- ◆ *Can be achieved as a work based programme through placements in identified, educationally audited practice placements.*
- ◆ *Will provide for the individual a bank of evidence of achievement in the core competencies which may have career development potential and could be presented for Accreditation of Prior Learning (AP(E)L).*
- ◆ *Can be delivered to meet the Standards of the Framework for Quality Assuring Continuing Professional Development in NHS Trusts in Scotland 'Strength Through Partnership', NBS April 2000.*
- ◆ *Will be facilitated by a designated experienced practitioner.*

## How to get started

This workbook is designed to be completed in association with the **NBS Portfolio Route to Enhanced Competence (2000)**. It continues to utilise the framework of reflecting on past experience and learning in order to record continuous professional development to enhance clinical competence in forensic mental health care. It will help the individual nurse to identify sources of learning and evidence of good practice which relates to providing high quality forensic mental health care. It is essential to access the other workbooks within Unit 2 of the NBS portfolio; however, you do not necessarily need to complete these sections before commencing this workbook.

**An electronic version of the NBS Portfolio Route to Enhanced Competence is provided within the CD on the back cover of this workbook.**

## QACPD Portfolio CD

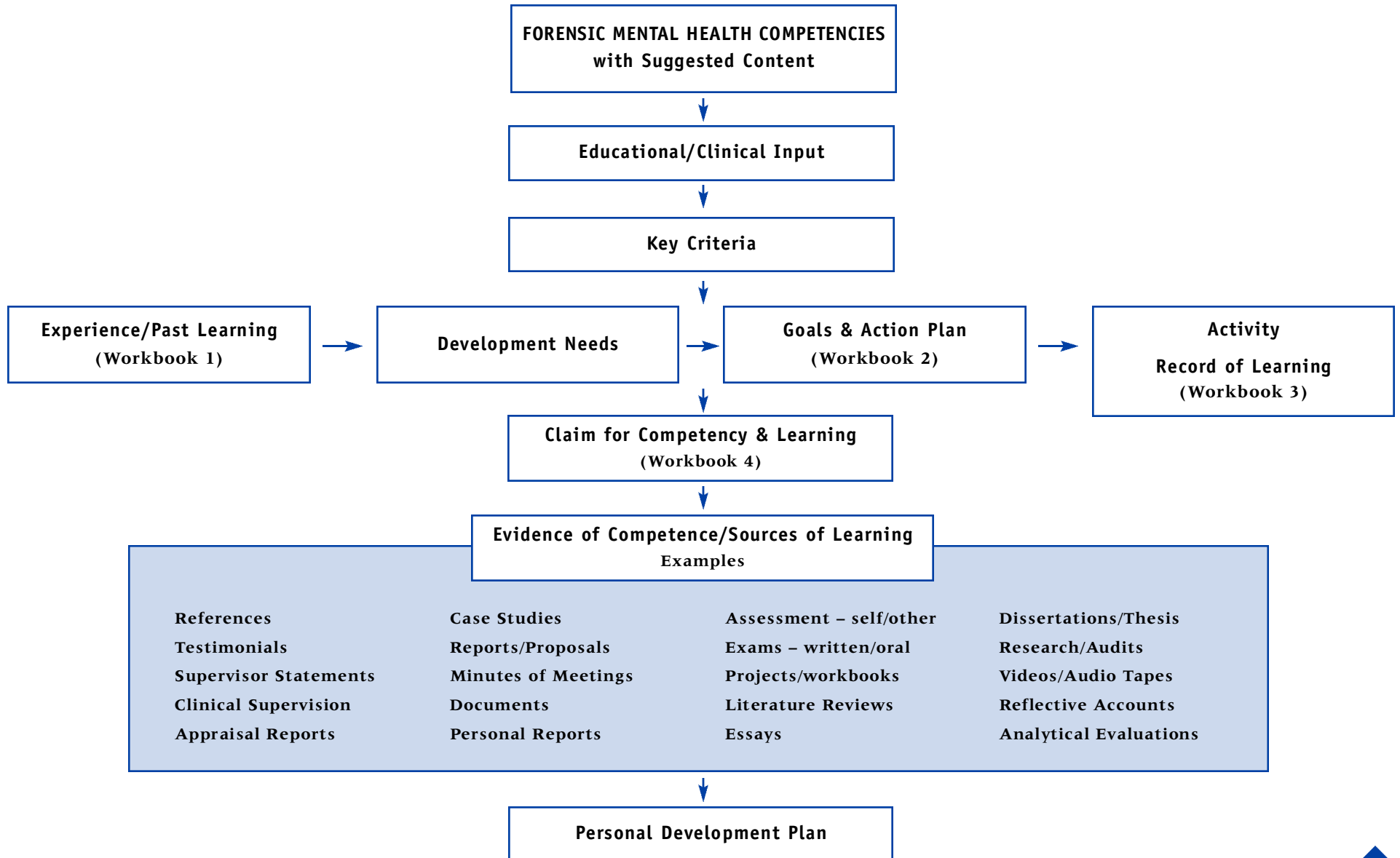
**A copy of the NBS Continuing Professional Development Portfolio, 'A Route to Enhanced Competence' and 'A Route to Enhanced Competence in Forensic Mental Health Nursing' documents are supplied on the enclosed CD in Acrobat PDF format, they may also be printed out for reference.**

## Steps to Building a Portfolio

You may already have a personal professional profile which you may wish to incorporate into this NBS portfolio, however, you should continue to use the following steps:

- Step 1 Review your experience and practice to date identifying any forensic mental health knowledge and skills that you have;*
- Step 2 Appraise your level of competence and identify strengths and any areas that need to be developed;*
- Step 3 Agree with your senior manager, in-house CPD staff and/or Higher Educational Institution a training programme which meets your learning needs;*
- Step 4 Set goals and devise an action plan to achieve the stated forensic mental health competencies in partnership with your named facilitator;*
- Step 5 Provide evidence of competence through your portfolio.*

# Portfolio Route To Achieving Competence In Forensic Mental Health Nursing



## Attitudes and values fundamental to working with Mentally Disordered Offenders

While the competencies presented are inclusive of the key elements of knowledge, skills and attitudes, they are underpinned by professional values and attitudes, which are perceived to be intrinsic to forensic mental health care and include:

- ◆ *Respect for persons and individual human rights*
- ◆ *Commitment to prevention of discrimination, alienation, scapegoating and institutionalisation.*
- ◆ *Willingness to work with others including service users, families and carers*
- ◆ *Self-awareness in terms of personal and professional development and deficits/support needs.*
- ◆ *Motivation to utilise “networking” as a core component of role.*
- ◆ *Acknowledgement that all mental health nurses have engaged in/or should have gained experience in forensic care.*
- ◆ *A commitment to “ethical” caring values.*
- ◆ *An understanding of the societal bias towards mentally disordered offenders.*

In addition these competencies are applicable to and valid within a range of settings and circumstances which include:

- ◆ *Special Hospitals*
- ◆ *Medium/Low Secure Units*
- ◆ *Community Care Settings*
- ◆ *Case Conferences*
- ◆ *Multi-Agency Settings*
- ◆ *Working with Families and Carers*
- ◆ *Courts/Tribunals*

## Core Care Competencies

### COMPETENCY DOMAIN – RISK ASSESSMENT

**Undertake assessment and analysis of risk to and/or from client groups within forensic mental health settings and other environments.**

Identify key risk factors, in terms of client groups, behavioural patterns and care settings.

Utilise a risk assessment framework, which is evidence/experience-based and accessible to other disciplines and agencies.

Utilise the stages of identification and assessment, to inform the care delivery process.

Take into account key factors, which relate to level of risk/harmful outcomes.

Contribute to collection of data and information methods, which underpin assessment and risk analysis.

Engage in liaison with other disciplines, carers and family to maximise the effectiveness of risk assessment processes.

Recognise the predominant link between substance abuse and increased levels of risk.

Collaborate with other disciplines in the assessment process.

Demonstrate evidence of a developing knowledge base, in relation to “concepts of risk and risk taking” within care delivery.

Ensure that risk assessment output is disseminated to and understood by individual clients, family/carers and other disciplines.

## COMPETENCY DOMAIN – RISK ASSESSMENT

**Apply knowledge and demonstrate understanding of issues and factors, which underpin risk assessment.**

Critically appraise the interface between risk and the provision of Forensic Mental Health services.

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Undertake a review of forensic nursing roles as they apply in your setting.

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Examine models of risk assessment and risk factors.

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Work in accordance with organisational policies/standards, in contributing to risk assessment.

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Identify core criteria, which underpins risk assessment frameworks.

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Access and disseminate research, which relates to risk assessment.

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Apply knowledge of legislation and national strategies within your workplace.

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Demonstrate an awareness of other contextual (social environment) factors, which may constitute risk/harmful outcomes.

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**Demonstrate knowledge and understanding of theoretical factors, which underpin risk management.**

Recognise the range of variables within different care settings, which may influence risk assessment and management.

---

Demonstrate knowledge of the requirements of legislation and/or national/local strategies.

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Identify the institutional and organisational constraints, which may occur in relation to risk management.

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Discuss the interface between risk management measures and associated harms/benefits.

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Demonstrate knowledge of the link between risk and the context, environment and stage of care.

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## COMPETENCY DOMAIN – RISK ASSESSMENT

**Contribute to Risk Management measures in terms of minimising risk and facilitating care delivery of individual patients/clients.**

Identify specific risk management approaches, in terms of risk to others and/or self.

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Utilise intervention techniques in response to risk needs.

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Implement risk management measures, in collaboration with other disciplines.

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Contribute to the standards and effectiveness of environmental safety, security and communications.

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Utilise appropriate techniques and skills, in terms of observation/de-escalation during risk management interventions.

---

Formulate care plans, which reflect risk assessment and meet individual client needs.

---

Develop strategies which co-ordinate care plan implementation with other disciplines/agencies.

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Participate in evaluation of risk management strategies.

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*Following each competency set is an outline of the suggested content of knowledge, skills and attitudes, required to achieve the competencies. This content may be tailored to meet local needs and inform the development of education and training packages or programmes.*

*N.B. This content builds upon the knowledge, skills and attitudes gained during pre-registration preparation.*

## SUGGESTED CONTENT: DOMAIN – RISK ASSESSMENT

| Knowledge   | Skills  | Attitudes  |
|---|---|--|
| Theoretical models.   | Building a relationship;<br>Listening, negotiating, analysing, making judgements.   | Self-awareness.  |
| Measurement tools.<br>(Both actuarial and clinical)   | Assessment procedures;<br>Collection of information by observation and interview.   | Motivation to learn.   |
| Relationship between illness and risk.  | Risk assessment.  | Understanding of subjective bias; Being objective.   |
| Organisational contexts; Policies; Accountability.  | Teamworking.  | Willingness to participate robustly in team decision making; Willingness to take responsibility;<br>Recognition of own/others limitations. |
| Probability factors.  | Reflection and critical judgement.  | Willingness to take planned risks.   |
| Recording Procedures.   | Documentation; Care planning, recording and reporting.  | Motivation to engage constructively in clinical supervision.   |
| Family/carer issues.  | Evaluation/review of risk   | Openness.  |
| Substance Abuse; Dangerousness; Other Risks<br>(anger, self-harm, suicide, absconson, predation, hostage taking). | Risk management procedures (e.g. Searching; Escorting;<br>Communication by radio; Observation for security;<br>Critical appraisal). | Sensitivity.<br>Concern for safety.  |
| Early recognition of imminent violence and other inter- and intra-personal crises.                                | De-escalation; Breakaway and Control and Restraint.<br>Crisis interventions.  | Beneficence. Minimum use of force.<br>Respect for persons.   |
| Importance of teamwork.   | Team communication.   | Valuing the contribution of others.  |
| Environmental constraints.  | Searching environments. Observation.  | Recognition of internal and external limitations.  |

## COMPETENCY DOMAIN – PROFESSIONAL, LEGAL AND ETHICAL ASPECTS OF CARE

### **Demonstrate a developing knowledge base and level of professional competence.**

Recognise the key components of the forensic nursing role, in terms of care delivery and wider public interests.

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Practise within the parameters of role requirements and level of knowledge/competence.

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Access experienced registered practitioners in terms of support and clinical supervision.

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Contribute to professional development of self and others, in terms of standards of practice, documentation and ongoing assessment of need.

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Establish and maintain collaboration with health care team and other agencies.

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Develop and utilise appropriate advocacy skills in relation to client(s) families and carers.

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Formulate and document care/treatment plans, which reflect UKCC standards and take account of the statutory and legal aspects, which underpin Forensic Mental Health Care.

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Recognise the parameters of accountability within the clinical team for practice interventions, which relate to risk taking, clients' rights and confidentiality.

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### **Undertake nursing practice, taking account of legislation/national strategies which impact upon forensic care.**

Demonstrate knowledge and understanding of the mental health and relevant criminal legislation, which impacts upon the client group.

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Discuss issues arising from this and other legislation, (client group specific) which may affect the delivery of care.

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Contribute to collaborative multi professional multi agency processes which may be necessitated by legal requirements (e.g. CPA).

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Demonstrate evidence of a developing knowledge base in relation to legal aspects such as rights, autonomy, duty to care and professional role.

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## COMPETENCY DOMAIN – PROFESSIONAL, LEGAL AND ETHICAL ASPECTS OF CARE

**Engage in ethical nursing practice in accordance with professional standards and the specific characteristics and needs of Forensic Mental Health service provisions.**

Recognise the dual component of the nursing role, in terms of duty to care for the individual and issues of public safety.

Maintain and enhance competence in relation to forensic mental health nursing.

Critically appraise the legal, professional and organisational constraints to fundamental aspects of ethical practice (respect for autonomy, individual choice etc.)

Discuss the ethical basis of elements of forensic care (e.g. Close observation, de-escalation, control and restraint, seclusion etc.)

Recognise the legal, ethical, professional and organisational considerations, which determine the practitioner's level of autonomous practice.

Discuss the main areas of client care, which may engender ethical conflict/dilemmas.

Contribute to discussions/ethical decision making within the clinical arena in relation to individual clients.

**Apply knowledge and understanding of theoretical factors, which underpin professional, legal and ethical issues of care.**

Critically analyse policies and procedures in the light of the European Convention on Human Rights.

Demonstrate and apply the key elements of professional accountability (e.g. UKCC Competencies/Code of Conduct), which pertain to Forensic Mental Health Nursing practice.

Demonstrate an awareness of core ethical theories, which relate to clients' rights, duty, utility and dilemma concepts, through reflection and clinical supervision.

Demonstrate an awareness of issues arising from discrimination/bias, stereotyping and other cultural sources, which may impact upon care delivery.

**SUGGESTED CONTENT: DOMAIN – PROFESSIONAL, LEGAL AND ETHICAL ASPECTS OF CARE**

| <b>Knowledge</b>   | <b>Skills</b>  | <b>Attitudes</b>  |
|--|--|---|
| Application of Human Rights Legislation.   | Critical thinking; Negotiation skills.   | Respect for the individual. Respect for the Law.<br>Showing humanity. |
| Working knowledge of relevant Mental Health Legislation.   | Interpersonal skills, particularly explaining and interpreting. Advocacy skills.   | Honesty. Integrity.   |
| Working knowledge of relevant aspects of Criminal Procedures Act.  | Interpersonal skills Networking with criminal justice, social work etc.  | Openness; Professional integrity.                                     |
| Understanding the relevance and impact of anti-discriminatory and other relevant legislation;<br><br>Data Protection Act | Application of relevant protocols; informed consent, confidentiality.<br><br>Administration of medication and other therapeutic interventions. Use of seclusion/restraint. Record keeping. | Belief in patient advocacy.   |
| Understanding of Children Act; Incapable Adults Legislation.<br><br>Understanding of relevant Common Law etc.            | Accessing legal advice. Making a statement.<br>Being a witness. Networking.  | Sensitivity.  |
| Health and Safety Legislation.   | Documentation.   | Concern for safety, order and quality.                                |
| Criminal Justice processes (e.g. in relation to court appearances).  | Interpersonal skills; observation skills; escorting; crisis intervention.  | Self-awareness; composure; fairness.                                  |

## COMPETENCY DOMAIN – INTERPERSONAL COMPETENCIES

**Actively engage with users, professional colleagues and other disciplines in discharging professional role and responsibilities.**

Communicate effectively with individual clients, families/carers and members of the Forensic Mental Health Care team and other agencies.

Ensure that clients/carers are aware of the stage of care delivery and the rationale underpinning the ongoing care/treatment programme.

Utilise appropriate strategies with client/carers, who are in conflict with or hostile to care delivery/forensic mental health care provision.

Establish and maintain clarity of role in terms of professional relationships, role responsibilities and boundaries.

Maintain effective formal and informal channels of communication, within the care organisation and with external agencies.

Enhance and develop interpersonal skills in relation to specific therapeutic approaches. (e.g. individual/group interventions, prevention and therapeutic management of aggression, psycho-education etc.)

Enhance and develop interpersonal skills in relation to specific safety and security practices. (e.g. internal and external escorting, searching, monitoring the environment etc.)

Promote sensitivity, in utilisation of observation, negotiation and assessment techniques.

Construct a personal development plan, in consultation with peers and supervisors, in relation to goals for personal development and enhancement of interpersonal competencies.

**Demonstrate knowledge and understanding of theoretical factors, which underpin interpersonal competencies.**

Demonstrate an awareness of theoretical models, which inform communication issues to the client group, families and carers and within care teams.

Recognise the professional and organisational support systems, which are relevant to inter-personal relationships and the care delivery network.

Recognise and demonstrate sensitivity to the needs of minorities and other groups, or individuals vulnerable to predation (e.g. women, ethnic minorities, those with special educational needs, individuals who are gay etc.)

## SUGGESTED CONTENT: DOMAIN – INTERPERSONAL COMPETENCIES

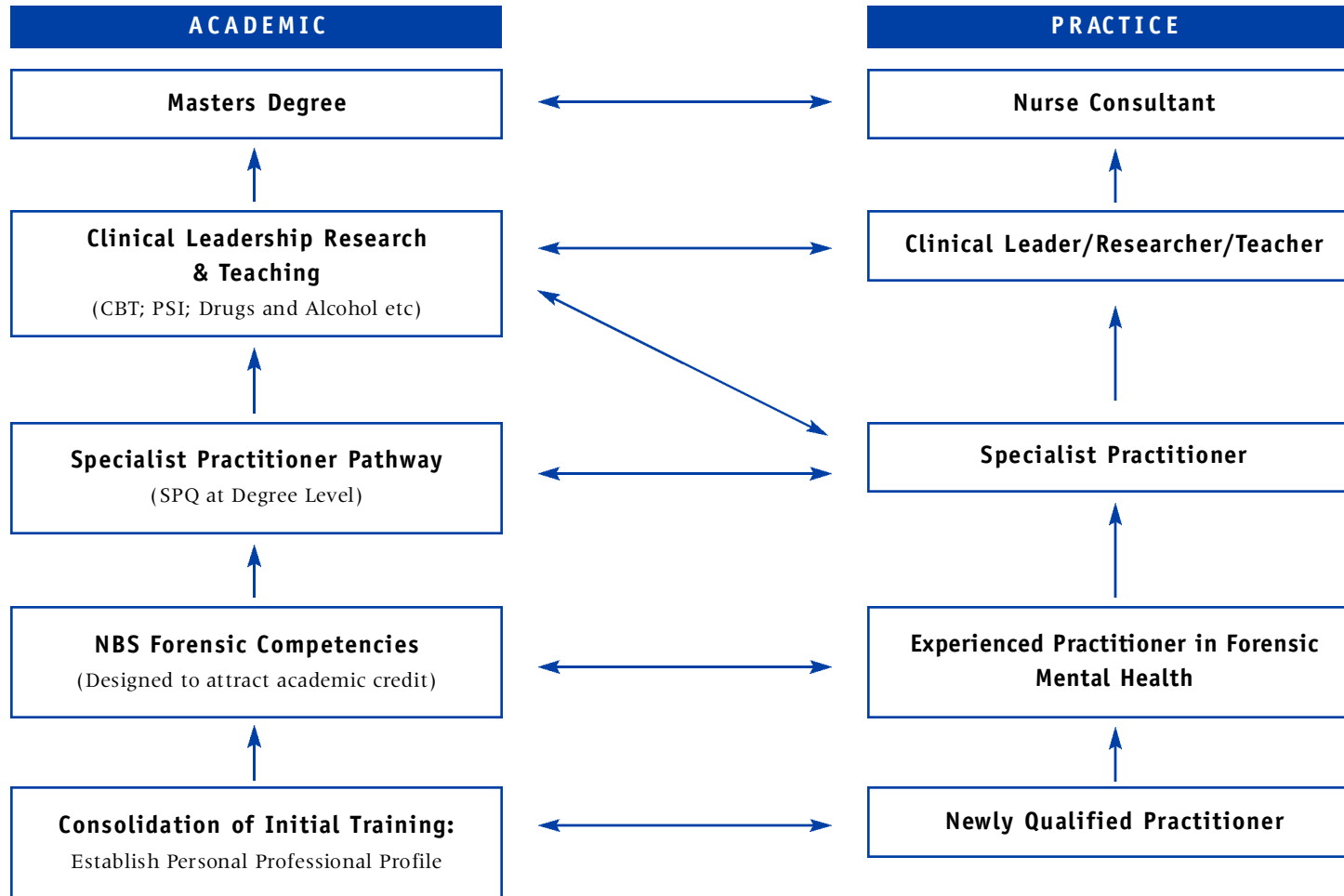
| Knowledge   | Skills  | Attitudes   |
|---|---|---|
| Communication theory: re. interpersonal boundary issues; transference/counter transference; Non-verbal communication.                     | Observation in a secure environment; of patients, visitors, environments.<br>Assertiveness. Conflict resolution.  | Sensitivity; Self-awareness; Alertness, non-collusion; Non judgemental; Humour. |
| Clinical Supervision; Staff support.  | Reflection; peer support/review; self appraisal; Feedback and guidance.   | Self awareness; Supportive to colleagues.                                       |
| Models and issues in teamwork in secure environments<br>Conflict resolution.<br>Specific to the therapeutic agenda. Introduction to TSCs. | Team communication; Relating appropriately to others<br>Listening; negotiation; influencing others; supporting positive change.<br>1:1 communication skills; Groupwork skills;<br>Inter-agency working. | Open-ness.<br>Critical self and other appraisal.<br>Resilience; Adaptability.   |
| Psychosocial implications of gender and cultural biases in mental health care.  | 1:1 communication skills; Networking; Lateral thinking.   | Fairness and justice. Creativity  |

## Implementation of the Framework

The successful implementation of this framework is dependent on collaborative working at all levels.

- ◆ *Within organisations, staff and managers must work in partnership to have a common understanding of the competencies and adapt them to meet local needs. They must generate and adapt the necessary policies, protocols and systems to support the CPD of staff at all levels. In addition:*
- ◆ *Within units and teams, experienced practitioners in all of the professions must work to develop the support structures and education/training packages for direct care staff to enhance and extend their current competencies.*
- ◆ *At a strategic level, organisations must work with HEIs and other education providers to develop short courses, modules and practice-based packages, including induction packages.*

## Potential Career Progression Framework for Forensic Nurses



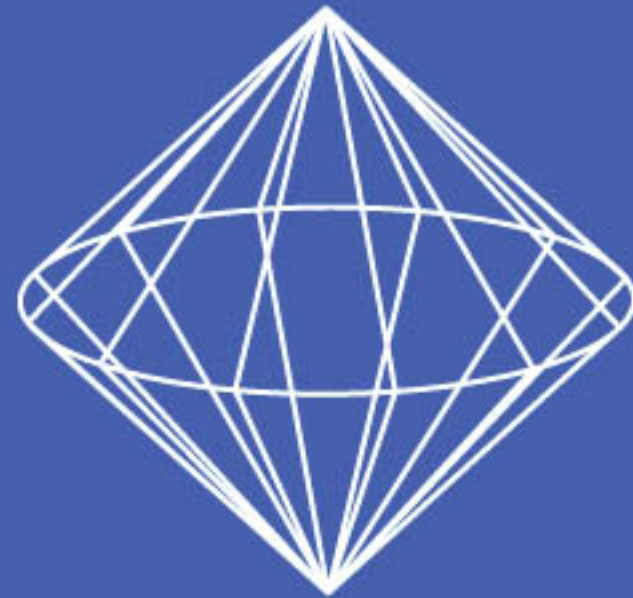
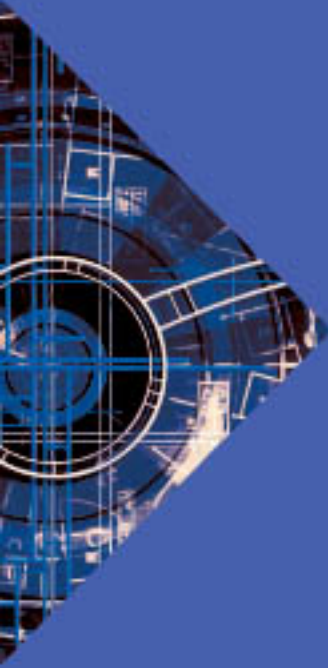
The development of a competency framework is an essential component in the development of integrated, high quality forensic care, as it would provide the basis for an integrated approach to CPD in forensic services, enabling organisations to recruit, retain and support staff within a framework of national standards.

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## Glossary of Terms & Abbreviations

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| <b>Competence</b>    | The UKCC uses the term competence to describe the “skills and ability to practise safely and effectively without the need for direct supervision” (Fitness for Practice 1999: 35). This paper further clarifies this as the knowledge skills and attitudes necessary to practise safely and effectively. |
| <b>Organisations</b> | Care providers including NHS Trusts, private and voluntary sector care providers, Health Boards.   |
| <b>CCC</b>           | Core Care Competency   |
| <b>CPD</b>           | Continuing Professional Development  |
| <b>FMHN</b>          | Forensic Mental Health Nurse   |
| <b>HCA</b>           | Health Care Assistant  |
| <b>HEI</b>           | Higher Education Institution, i.e. University or College   |
| <b>MDO</b>           | Mentally Disordered Offender   |
| <b>NBS</b>           | National Board for Nursing, Midwifery and Health Visiting for Scotland   |
| <b>TSC</b>           | Treatment Specific Competency  |
| <b>UKCC</b>          | United Kingdom Central Council for Nursing, Midwifery and Health Visiting  |



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