



CPD Profile Experienced Forensic Psychologist

1.1 Full name:

1.2 Profession: Forensic Psychologist

1.3 Registration number:

2. Summary of recent work experience/practice

I work in a public sector organisation and also consult privately. My key responsibilities in my public sector role revolve around individual interventions with clients with complex needs arising from their forensic presentation, and coordinating the work of less experienced colleagues in delivering services to clients in the delivery unit. In my private practice I provide training to organisations in the management of disruptive behaviour in custodial settings and also provide a consultancy service to private and legal sector commissioners of forensic psychological assessments

Total words: 85 (Max. 500)

3. Personal Statement

Standard 1: A registrant must maintain a continuous and up-to-date and accurate record of their CPD activity

I have maintained a continuous and up-to-date CPD log, which I update at least once a month. The log is stored online on the BPS CPD online planning and recording system and is sub-divided into development needs, a record of activities undertaken, and descriptions of learning outcomes and professional growth outcomes achieved. I use my CPD log to discuss my professional development needs with peer colleagues. Appendix 1 of this CPD profile contains the information from my CPD log for the period under review together with supporting evidence.

Standard 2: A registrant must identify that their CPD activities are a mixture of learning activities relevant to current or future practice

My CPD activity is geared towards; a) ensuring that I keep abreast of the organisational developments affecting my team that will impact on their professional activities, b) maintaining up-to-date knowledge and appreciation of developments in the field related both to my public and private sector commitments, and c) ensuring that registrations held and certifications achieved are sustained to the appropriate level. The part of my CPD noted at (a) tends to be planned quarterly so that I can be flexible to the changing organisational environment and to ensure that my practice is responsive to client needs. The parts of my CPD noted at (c) are planned annually. Aspects noted at (b) are an ongoing aspect of my practice. I have undertaken a mixture of activities to meet the HCPC CPD requirements, which include formal and informal learning. Examples of my activities include reading journals and other publications, actively

engaging in the publication of peer reviewed papers, discussions with peer colleagues, attendance at various conferences and formal learning events and development of materials and techniques associated with consultancy aspects of my private practice. Most, if not all of my CPD activity is relevant to both current and future practice.

Standard 3: A registrant must seek to ensure that their CPD has contributed to the quality of their practice and service delivery

Standard 4: A registrant must seek to ensure that their CPD benefits the service user

The examples below demonstrate how my CPD activity has contributed to my practice and how the service users have benefited from my sustained professional development. Appendix 1 of this CPD profile contains a complete list of my CPD activity during the period under review.

Journal reading

I access major journals relevant to for my main area of practice including Legal and Criminological Psychology, Journal of Sexual Aggression, Criminal Justice and Behaviour and the British Journal of Forensic Practice. These enable me to maintain up-to-date knowledge of developments directly relevant to practice and theory in working with clients whose behaviour is characterised by disruptive conduct and expressive aggression. This has assisted me in broadening the group of clients with whom I am competent to offer services.

Over the past 12 months I have been updating my knowledge of clients presenting with a labelling of 'Learning Disordered'. I am keen to develop a fuller understanding of how educational psychologist colleagues approach such cases, so my forensic interventions are complementary. I have therefore subscribed to the Journal of Learning Disabilities and Offending Behaviour and contacted colleagues who are working in this field. In this way, during the last year I have extended my knowledge of the role that learning disorders can play in the difficulties some clients experience in engaging with services by way of lack of compensatory adjustments to interventions and how the way in which their behaviour is construed affect the way assessments of their risk and needs are carried out. In terms of broad client benefit my approach to such potential cases is now one of heightened awareness and confidence. I have however been cautious not to over assume the role of these issues in formulating assessments and interventions. I have also been able to use my increased knowledge to develop additional services offered to commissioning solicitors in my private practice. This has enabled me to accept referrals and commissioning for clients involved in the legal process, who otherwise may not have had a considered and complementary assessment of their fitness to be held accountable for their actions.

In particular this learning has enabled me to recognise that Specific Learning Disability (SpLD) can be manifest in a case of 'superior' IQ as well as lower IQ. Service users in such a position will often have assumptions made that as they are of a higher measured intellect, accommodations will not be necessary. This isn't the case: in one instance a service user, who, whilst being of a higher IQ level was also diagnosed as developmentally dyslexic and as such found accessing written material difficult. The adjustments I made to the format of information provision concerning therapeutic interventions available increased

the service user's ability to make choices about how best to address their needs, providing a higher standard of informed consent.

Expert consultancy services to a private sector custodial services provider in respect of crisis intervention

My experience and knowledge gained in the public sector over 20 years included advising on the management of crisis situations in prisons. As the custodial sector of business has expanded into the private sector, the need for consultancy services to offer advice on effective crisis management has also grown. I have been commissioned to develop a series of training seminars for senior staff to assist in the effectiveness of their approach. For this purpose I have established contact with international experts in the field (in the US primarily) and have also reviewed the literature base for best practice approaches. This will be of value to service users and other persons in custodial settings as the use of effective non-confrontational crisis intervention strategies will protect their rights and needs more effectively and safely, reducing the likelihood of physical or psychological harm for staff, perpetrators, and victims alike.

The process has involved carrying out a training needs analysis with the company's staff at a pilot site and in addition reviewing the offender and incident profiles over the past five years. It is apparent that the offenders detained have a high likelihood of violent crisis coupled with similar law breaking. As such the training I have begun to develop has a strong theoretical base and clearly links the suggested management strategies suggested to practical outcomes that will not only help in managing the incident effectively, but also seeking to ensure that at the outcome the offender is able to believe that they can engage with specialists to help them develop improved skills to manage their responses to personal crises in the future. Facilitating this outcome is of clear benefit to the client given the growing evidence for collaborative approaches to interventions that are not solely driven by the risk assessment paradigm.

Placement with the East of England Police Authority

Although I work with other psychologists in my public and private practice roles it can be difficult for me to put aspects of the criminal justice and forensic practice field into context, thus potentially not fully appreciating the perceptions and experiences of clients and being responsive to their heuristics.

Over the past 12 months I have been able to spend some time (two days per month) observing police procedure in interviewing suspects and witnesses in the initial stages of investigations. Observing the style and approach to gathering information from witnesses has been of particular value as I had thought the use of Enhanced Cognitive Interviews (ECI) was common, but apparently it is not. This has helped me to gain insight into the perception of clients of the process of prosecution and moreover the effectiveness of information gathering within the enquiring process.

This observation led me to consider research on the use of ECI, how effective techniques of information gathering are, and what affect these issues have on a client's ability to engage effectively with rehabilitative processes. I am currently compiling a review of relevant literature with the aim of submitting an article to a peer-reviewed journal highlighting the potential benefits of research into this area.

In terms of client benefit literature suggests when investigative process is perceived as fair and unbiased through promotion of the ECI approach, convicted clients may better feel able to collaborate with psychologists and other specialists in seeking resolve the difficulties ('needs') that led them into offending in the first instance.

Completing expert witness certification training

As aspects of my private practice involving expert testimony have increased, I have completed formalised certification in a recognised qualification with a leading academic institution. The increasing demands of legal process in the civil, family and criminal fields, and the potential for litigation caused me to reflect on the levels of skill and competence which I could assure to prospective clients, on whom I had been, and continue to be commissioned to write reports. In particular I found that since my initial training some 10 years ago there have been marked, yet subtle changes to the civil practice procedures, and also to the case law underpinning the presentation of expert testimony. Certainly I am now more confident when considering commissions and am able to assert my competence to potential clients as is now legally required, who consider using my services. I am better able to recognise and appropriately respond to the rights and expectations of clients and present the best possible expert opinion in the courtroom both in terms of written and oral evidence. Service users benefit from this as they have a clearer set of expectations of my practice based on the formal qualifications I have achieved and can be certain of the level of service they will receive.

Total Words: 1422
Max Words (1500)

4. Summary of supporting evidence submitted.

Evidence Number	Brief descriptions	No. of pages	HCPC CPD Standards
1	Notes from journal reading (Legal and Criminological Psychology, Journal of Sexual Aggression, Criminal Justice and Behaviour and the British Journal of Forensic Practice)	6 pages Electronic CD	2, 3 & 4
2	Record of CPD activities	3 pages Hard Copy	1, 2 & 4
3	Personal development plan Staff Performance Appraisal and BPS online CPD log	1 page Electronic CD	1, 2, 3 & 4
4	Certificate of Competence in Expert Witness Skills	1 page Hard Copy	2, 3 & 4
5	Letter of invitation for observational work with Police Force East of England	1 page Hard Copy	2, 3 & 4
6	Anonymised contract with custodial services provider for Crisis Management consultancy work	1 page hard copy	2, 3 & 4