

ABILITY TO FEEDBACK THE ASSESSMENT AND FORMULATION

This section focuses on a practitioner's ability to feed back the assessment and formulation, which may be presented as a care plan, to the patient and their family and carers. An important part of this process may also be feeding back the psychiatric diagnosis. These competences should be undertaken by those with a core profession and/or those with sufficient and appropriate training.

Knowledge

An ability to draw on knowledge that an inpatient care plan should draw on the assessment and formulation of the presenting crisis

Ability to provide information and feedback on the assessment and formulation

An ability to maintain an empathic, neutral, non-blaming and non-judgmental stance when presenting information about the assessment and formulation to the patient and their family and carers

An ability to collaboratively outline presenting, predisposing, precipitating, maintaining, and protective factors for the current crisis, explicitly linking this description to information gathered during the assessment

An ability to discuss with the patient and their family and carers the importance of sharing the assessment and formulation with the inpatient multidisciplinary team

An ability to discuss with the patient and their family and carers how they would like information about the assessment and formulation to be conveyed, including how they would like this information shared with the wider multidisciplinary team

An ability to recognise when the patient requires more specialist assessment (for example, for a coexisting mental and/or physical health condition) and to ensure appropriate plans are made for this to occur

An ability to appropriately discuss the formulation with patients and their family and carers, check whether they agree with the information being conveyed, and encourage their questions

an ability to discuss any disagreements or concerns about the assessment and formulation

Ability to work towards a collaboratively agreed formulation

An ability to consider the reasons for any significant differences between the patient's and the practitioner's view of the formulation considering whether:

the information has been clearly explained in a sensitive non-blaming manner that highlights the patient's strengths as well as difficulties

an understanding of the patient's presenting problems has been clearly described

the patient's reaction to an aspect of a formulation is a normal reaction to difficult or upsetting news

there are factors in the patient's presentation that may make it hard for them to accept specific aspects of the formulation

the assessment fully explored their concerns and/or beliefs

the assessment and formulation have taken into account their personal, social, and cultural context