

REPORT OF THE WORKING GROUP ON A FORENSIC SCHOOL FOR SCOTLAND

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I. EXECUTIVE SUMMARY

In 2002 “The Right Place, The Right Time: Improving the patient journey for those who need secure mental health care” recommended the development of a school of forensic research and development.

This is the report of the working group subsequently established by professionals working in this field, which was facilitated by the Scottish Executive, to consider the creation of a Forensic School for Scotland.

Objectives

1. To review the provision of forensic education and training in Scotland.
2. To identify any gaps in the current provision of forensic education and training in Scotland.
3. To develop proposals for a school of forensic education and training, if required.
4. To review recent and current research in the field of forensic studies in Scotland.
5. To consider advantages and disadvantages of combined research efforts within any proposed School.
6. To consider models for the development of any proposed Forensic School.
7. To consider resource and funding issues of any Forensic School.

Forensic Education and Training

The Working Group reviewed current educational opportunities in forensic mental health and related fields in Scotland, and explored existing models of forensic health education elsewhere in the UK.

Conclusions:

1. A clear gap in Forensic training was identified.
2. There is no postgraduate provision in many professions. The provision in others is limited. There is no forum for multidisciplinary training in forensic mental health in Scotland although clinicians work on a multidisciplinary basis.
3. A multi-disciplinary course in Forensic Studies is proposed.
4. The Forensic Course would be run on a modular basis with clear assessment of competencies at the end of each module.
5. Participants would be able to access a module on its own, or complete a full academic year of 5 modules to gain a diploma; or following the diploma complete a second year of research based study to gain an MSc in Forensic Studies.

6. The course would be part-time – one day per week.
7. Proposed 15-20 students per year.
8. Any mental health or criminal justice professional would be able to apply. A degree or a professional qualification would be the formal entry requirement. Anyone in possession of neither of these, e.g. a police officer, would be interviewed.
9. Sample modules:
 - Law and the mentally disordered offender.
 - Mental disorder and crime.
 - Risk assessment and management.
 - Treatment of mentally disordered offenders.
 - Services for mentally disordered offenders.
10. Given the geography of Scotland it is recognised that any course would have to offer Distance Learning using tele-communications.

Forensic Research

The working group sent an email questionnaire to clinicians and researchers working in the field of forensic mental health.

Conclusions:

1. Research is being carried out in the forensic field in Scotland.
2. The research efforts are small and uncoordinated, even allowing for the scale of Scotland.
3. Resources are proportionately limited in comparison to England and Wales.
4. Greater benefit would be derived from sharing experiences and techniques. Currently many research projects are uni-disciplinary rather than multi-disciplinary. This does not reflect current working practices.
5. A joint approach would:
 - Increase multi-professional research.
 - Improve access to research facilities and data on forensic mental health.
 - Offer leadership in research priorities.
 - Incorporate civil and criminal mental health research.
 - Provide a platform for multi-professional research bids.
 - Offer a range of expertise.
 - Raise the profile of meaningful research with trainees.
 - Explore novel funding opportunities, e.g. European Union, National Lottery, New Opportunities Fund.
 - Offer apprenticeships in research.

- Provide a focal point for different disciplines and professionals.
- Liase with Scottish Executive Social Research (Criminal Justice Branch).
- Liase with the Chief Scientist's Office.
- Liase with the Scottish Prison Service Research Division.
- Liase with the proposed Risk Management Authority.
- Liase with professional and statutory bodies: e.g. ACPOS, Royal College of Psychiatrists, ADSW, Health Boards.
- Increase the development of research findings into clinical practice.
- Further a culture of evaluation of clinical practice and evidence based practice.

Forensic School Models

The working group considered different models for the development of a proposed school and reviewed similar developments in other fields.

Conclusions:

1. A model, which built on existing academic departments/universities, was considered to be the most utilitarian and cost effective in developing a Forensic School.
2. The following resources would be required to establish it:
 - Physical Location for co-ordination, exchange of ideas and teaching
 - Staff: 1 full-time administrator.
 - Equivalent of 2 new full-time academics (split academic/clinical posts).
 - Input of existing academics from departments involved.
 - Input of relevant professionals for teaching and research purposes.
3. Negotiations regarding sponsorship of places on the course would be required with the Forensic Managed Care Network, NHS Education, Health Boards, the State Hospital Board for Scotland, Local Authorities, Police Authorities and the Scottish Prison Service.

Outcome from a Forensic School

The training of staff from different professional backgrounds and knowledge obtained from research would further the care, treatment and rehabilitation of mentally disordered offenders and prisoners, and improve public safety. A Forensic School would disseminate best practice throughout Scotland.

Recommendation

The Working Group formally asks the Scottish Executive to bring forward specific proposals for the development of a Forensic School, based on this report, in conjunction with interested Universities, identified key players and representatives from the Postgraduate Deans/NHS Education.

II. INTRODUCTION

In the report “The Right Place, The Right Time: Improving the patient journey for those who need secure mental health care” a proposal was made for the development of a school of forensic research and development in Scotland. Issues such as risk assessment and management; public safety; provision of services for mentally disordered offenders in the community, police stations, courts, prisons and hospitals; new mental health legislation; and the development of treatment programmes to address criminogenic factors are currently prominent in forensic settings. However, provision and practice varies throughout the country and much more requires to be done to ensure that discussion of these issues inform evaluated clinical practice. There needs to be coordination and dissemination of research, a strategy to ensure the incorporation of research findings into clinical practice and the delivery of multidisciplinary education and training throughout the country. In addition, there is a need for a forum where ideas for research and development, such as prevention or victim care, can be raised and developed. This report arises from the deliberations of the working group established to consider the need for a Forensic School for Scotland.

III. OBJECTIVES

1. To review the provision of forensic education and training in Scotland.
2. To identify any gaps in the current provision of forensic education and training in Scotland.
3. To develop proposals for a school of forensic education and training, if required.
4. To review recent and current research in the field of forensic studies in Scotland.
5. To consider advantages and disadvantages of combined research efforts within any proposed School.
6. To consider models for the development of any proposed School.
7. To consider resource and funding issues of any Forensic School.

IV. WORKING GROUP MEMBERSHIP AND CONSULTATION PANEL

Working Group Membership

Dr Jenni Connaughton, Medical Director, The State Hospital.
Mr Peter Craig, Chief Scientist's Office, Scottish Executive.
Mr Eddie Duncan, Senior 1 Occupational Therapist, The State Hospital.
Dr Jim Dyer, Director, Mental Welfare Commission for Scotland.
Professor Gill McIvor, Professor of Social Work, University of Stirling.
Professor Kevin Power, Professor of Clinical Psychology, University of Stirling.
Professor David Smith, Professor of Criminology, University of Edinburgh.
Dr Maureen Sturrock, Forensic Adviser, Scottish Executive.
Dr Lindsay Thomson, Chair, Senior Lecturer in Forensic Psychiatry, University of Edinburgh.
Ms Carol Watson, Professional Officer, NHS Education for Scotland.

Consultation Panel

Dr Jacqueline Atkinson, Senior Lecturer in Behavioural Sciences, University of Glasgow.
Dr John Baird, Consultant Forensic Psychiatrist, Leverndale Hospital.
Dr John Boyd, Consultant Forensic Psychiatrist, Royal Cornhill Hospital.
Dr Derek Chiswick, Consultant Forensic Psychiatrist, Royal Edinburgh Hospital.
Professor David Cooke, Professor Clinical Forensic Psychology, Douglas Inch Centre.
Dr John Crichton, Consultant Forensic Psychiatrist, Royal Edinburgh Hospital.
Dr Joe Curran, Central Research Unit - Criminal Justice Records Branch, Scottish Executive.
Dr Raj Darjee, Lecturer in Forensic Psychiatry, University of Edinburgh.
Professor Vincent Egan, Director of Postgraduate Forensic Psychology Programme, Glasgow Caledonian University.
Mr Bill Gilchrist, Deputy Crown Agent, Crown Office.
Dr Helen Kirk, Consultant Forensic Psychiatrist, Murray Royal Hospital.
Mr Jim McManus, Lecturer in Law and Chair of the Parole Board for Scotland.
Professor Keith Matthews, Professor of Psychiatry, The University of Dundee.
Dr Alan Mitchell, Head of Health Care, Scottish Prison Service.
Dr Bill Mutch, Medical Director, Tayside Primary Care NHS Trust.
Ms Gill Urquhart, Head Occupational Therapist, The State Hospital.
Mr Ed Wozniak, Head of Research and Evaluation, Scottish Prison Service.

Working group members and those sent minutes for consultation purposes were asked to disseminate information to any interested colleagues.

V. CONSULTATION PROCESS

1. In 2002 “The Right Place, the Right Time: Improving the patient journey for those who need secure mental health care” was published. This document examined the future of the State Hospitals Board for Scotland and put forward two proposals for the future of forensic mental health services in Scotland.

The document contained the statement that “a school of forensic research and development should be developed” (page 4).

2. Following the statement in the “The Right Place, The Right Time” a meeting was convened at Murray Royal Hospital, Perth on 21st August 2002 by Dr Bill Mutch, Medical Director, Tayside NHS Trust and Dr Jenni Connaughton, Medical Director, The State Hospital, to consider the needs of forensic research, education and training in Scotland in response to the review. Drs Mutch and Connaughton sent a multidisciplinary invitation around Scotland to this meeting. The meeting proposed the development of a short life working group to bring forward proposals for a forensic school to be chaired by Dr Lindsay Thomson and facilitated by the Scottish Executive if agreed.

3. In October 2002 the Scottish Executive agreed to facilitate the working group, providing a venue and administrative support from Mrs Jenny McNeill, Mrs Nova Brown and Mrs Audrey Gilmour.

4. Working Group meetings were held on:

29 October 2002
12 November 2002
26 November 2002
10 December 2002

5. Draft report completed March 2003.

6. Consultation on working group report - April – May 2003.

7. Collation of responses and final report - May 2003.

8. Submission of final report to Minister of Health and Scottish Executive.

VI. FORENSIC EDUCATION AND TRAINING

Objectives

1. To review the provision of forensic education and training in Scotland.
2. To identify any gaps in the current provision of forensic education and training in Scotland.
3. To develop proposals for a school of forensic education and training, if required.

Process

The working group carried out a mapping exercise to consider educational input to forensic studies in Scotland, and to explore existing models elsewhere in the United Kingdom.

Review of Current Forensic Education Resources

Undergraduate teaching in forensic studies is not described, as it is very variable and dependent on individual choice and random factors. Full forensic training is generally considered to be an advanced or postgraduate subject although it is vital to influence individuals early in their careers to attract their interest and to highlight important issues such as risk assessment and management. All post-qualification courses likely to have a forensic component, regardless of size, or of relevance to the care and treatment of mentally disordered offenders were considered.

The information gathered is presented in a standardised format:

Title of course / Subject
Location
Qualification(s)
Timescale
Content
Entry requirements
Cost
Absent information was not obtainable.

Relevant Courses / Professional Training in Scotland

1. Forensic Psychology

University of Glasgow Caledonia

MSc 2 years, full time

Content: a non-clinical course in forensic psychology.

Entry requirements: Psychology degree

Commended by the British Psychological Society

2. MSc in advanced Social Work studies in Criminal Justice (academic award and professional award).

Universities of Edinburgh and Stirling. Students registered on alternate years at Edinburgh and Stirling.

Leads to MSc plus advanced award in social work management or practice
2 years part time only.

Aimed at criminal justice social workers with at least 2 years post-qualification experience. In addition the following entry criteria apply:

- Graduate or holder of equivalent qualification.
- Social work or other relevant qualification.
- Candidates must register with the Scottish social services council for an advanced award.
- Must be able to evidence capacity to undertake higher degree in advanced level study.

Approximately 15 students per annum.

Programme Fee: £5468 for the programme (i.e. not per annum) plus £250 registration fee for the advanced award.

Funded by the Scottish Executive.

3. Forensic Psychiatric Nursing

University of Stirling Department of Nursing and Midwifery.

Offers 4 options:

1. A University certificate in Forensic Psychiatric Nursing.
2. A BN (extended) programme incorporating the study of 4 forensic units.
3. A BN (Hons) programme incorporating the study of 4 forensic units.
4. A BSc (Hons) programme incorporating the study of 4 forensic units.

“Options 2, 3 and 4 may be studied via designated route through the degree programme as part preparation for a submission in pursuance of a recordable Specialist Practitioner Qualification in Forensic Psychiatric Nursing.”

4. Forensic Psychiatry

No formal training programme. The Specialist Registrars in Forensic Psychiatry organise a monthly meeting that includes some training on the criminal justice system but this is not formally assessed. In addition, there is a monthly educational meeting (Forensic Club) organised by the Forensic Faculty of the Royal College of Psychiatrists – Scottish Division.

5. Forensic Learning Disability

No courses.

6. Scottish Prison Service College

No teaching on mentally disordered offenders or similar topics. Some instruction is available on suicide as part of the Act to Care Policy.

7. Police Training in Mental Health

Information from the Mental Welfare Commission suggests that training of the police in management of mentally disordered offenders is patchy in spite of the recommendations in the McFadden report in 1994. Training on the probation officers' course of Lothian and Borders Police has been provided by the Division of Psychiatry, The University of Edinburgh, for the past 6 years.

At the Scottish Police College there is no specific training programme dedicated to mental health issues but some coverage of mental health issues is incorporated into various training programmes.

8. Centre for Alcohol and Drug Studies, University of Paisley

Offers 6 named postgraduate qualifications:

- Post graduate certificate alcohol and drug studies (with practice)
- Post graduate certificate alcohol and drug studies
- Post graduate diploma alcohol and drug studies (with practice)
- Post graduate diploma alcohol and drug studies
- MSc alcohol and drug studies (with practice)
- MSc alcohol and drug studies

Studies on campus or via the electronic campus, by distance learning.

Full time study: Certificate 6 months or with practice 1 year
 Diploma +/- practice 1 year
 MSc +/- practice 2 years

Part time study: Certificate 2 years
 Diploma 4 years
 MSc 5.5 years

Post graduate certificates – 4 modules

Post graduate diplomas – 8 modules

Master courses – 12 modules

Available modules:

Understanding alcohol/drug use and consequences
Alcohol/drug social policy
Intervention methods
Mental health, alcohol and drugs
Research Methods
People in organisations
Theories of change and addictive behaviours
Harm reduction (policy and action)
Alcohol/Drugs practice placement (counts as 2 modules)
Evaluation of alcohol and drug services
Critical review/research proposal
Interpersonal skills and change management
Data handling (MSc only)
Research implementation (MSc only and counts as 3 modules)
Entry criteria: relevant degree and/or a relevant professional qualification.

Those with no degree will be asked to submit an essay. MSc follows diploma.
Cost to student £350 per module UK/EU students and £740 per module overseas students

Certificate £1400 (certificate overseas students £2960)

Diploma £2805 (overseas student £5930)

MSc £1450 plus cost of diploma (overseas student £1450 plus cost of diploma)

9. South of Scotland Cognitive Therapy Course

Qualification: certificate of completion and competency, which is submitted to the BBCP as part of the accreditation process.

Location: The Royal Edinburgh Hospital, Edinburgh and Gartnavel Royal Hospital, Glasgow

Part time, day release.

February to November each year. 3 day intensive module introduces the model and basic techniques. The course then runs on alternate Thursdays. There is a break during the summer with informal workshops. Supervision is integral to the course and is offered on alternate weeks to the taught component.

Entry Criteria: applicants are expected to be familiar with individual casework, history taking, and caseload management. Applicants who have not already done individual work will be advised to gain experience of this over a year before taking the course.

Aimed at: health care professionals from psychiatry, psychology, occupational therapy, nursing and social work backgrounds.

Cost: £2500 (2002)

10. Cognitive and Behavioural Psychotherapy, University of Dundee

Qualification: Diploma – 1 year (30 days)
MSc – 2nd year (15 days)

Entry Requirement: health professional

Fees: Diploma - £2,870 (£9,000 if overseas student)
MSc - £1,435 (£9,000 if overseas student)

11. Forensic Medicine

University of Glasgow

MSc 24 months full time or 24 – 36 months part time

Post graduate diploma – 12 months part time

Content on forensic and general pathology; clinical forensic medicine; forensic science; comparative legal systems and medical legal problems. Practical work in general and forensic pathology. Visits arranged to courts of justice and forensic science laboratories

Entry requirement: diploma – doctors, dentists, lawyers and other professionals who are involved in medical legal work and in the courts. Applications are invited from graduates.

12. M Phil in Law and Medical Ethics

University of Glasgow

Part time basis (one evening per week) or as a distance learning course.

Timescale 3 years

Cost £3000 per annum for the first 2 years and £1000 for the third year

Module structure with 2 assignments each year and a dissertation in the final year. Very little forensic mental health material.

Entry requirement: first degree

13. MSc in Criminology and Criminal Justice

University of Edinburgh

Limited relevant content to forensic mental health. One seminar on mental health law in the Medical Jurisprudence Course (1 year). One seminar on mentally disordered offenders in a module on “Gender, Crime and Criminal Justice”, but this focuses on gender issues.

Relevant Courses in England

1. Diploma or MSc in Forensic Mental Health

St George’s Hospital Medical School

University of London

Diploma: 1 day per week. 1 year, part-time

MSc: 2 years, part-time.

Entry criteria: for professionals with work experience (3 years post qualification) in mental health and/or criminal justice agencies and/or degree standard education. Non-graduates are encouraged to apply. They will be asked to submit a short piece of original work and to undergo an interview prior to acceptance on the course.

Following satisfactory completion of the diploma, students can go on to pursue University of London MSc

Course Content:

Diploma

Module 1 – violence and dangerousness

Module 2 – social policy in the mentally disordered offender

Module 3 – forensic psychotherapy

Module 4 – law and the mentally disordered offender

Module 5 - ethics in forensic mental health

MSc

Module 6 – Research – research methods

Module 7 – Project design and implementation

A similar, multidisciplinary, modular course is available at the University of Birmingham.

2. Post graduate diploma in forensic psychiatry

Institute of Psychiatry at the Maudsley and Kings College London

University of London

Time scale: 1 academic year Each week includes 2 days of clinical experience with the remaining 3 days comprising theoretical, clinical and journal seminars; tutorials; and research discussion; as well as time for private study and completion of the in-course written work.

Full time students are given clinical placements

Part-time students – course takes 2 academic years. Must include 60 days approved clinical work.

Content: history and development of forensic psychiatry; relationships between mental disorder, crime and violence; dangerousness; violent, sexual and non-violent offending; specific mental disorders (e.g. schizophrenia, personality disorder, drug and alcohol dependence); special groups such as ethnic minorities, women, the elderly); victimology; service provision; treatment approaches; prison health care; criminology; legal issues; the court; research methods; ethics and human rights. The clinical component of the course highlights the interface between psychiatry and the law; the relationship between, psycho-pathology, dangerousness and behavioural abnormalities; the assessment of management of mentally disordered offenders and those with difficult behavioural problems, with and emphasis on chronic disorders; appropriate psychotherapeutic, psychological and pharmacological treatment methods; the appropriate use of security with dangerous patients; the writing of medical legal reports and the giving of expert evidence in court; the needs of victims; and the ethical aspects of forensic psychiatry.

Entry criteria: designed for medical graduates with experience in psychiatry who wish to specialise or gain additional experience in forensic psychiatry.

Cost: part-time UK/EU £1340 full-time UK/EU £2675 overseas £1100 1999-2000.

3. MSc in Forensic Psychology/MSc in Applied Forensic Psychology (Distance Learning)

University of Leicester

Timescale : MSc – 1 year, full time, campus-based course
: Applied MSc – 2 years distance learning

Entry criteria:

Applicants with a good honours degree (2.1 or higher) in psychology

Aimed at – individuals wishing to become Chartered Forensic Psychologists

Cost: MSc - £2805 (2001/2002)
Applied MSc – unknown

4. MSc/Certificate in assessment of treatment of sex offenders

Centre for Applied Psychology, University of Leicester

Qualification: certificate/diploma level/MSc

Timescale: certificate – 1 year plus 1 year for diploma plus 1 year for MSc

Entry criteria:

Certificate level – suitable experience

Diploma level – those with suitable degree or qualification in relevant subject

MSc – those with a suitable professional qualification and/or degree in relevant subjects should pass the diploma satisfactorily

Aimed at individual with practical experience of delivering sex offender treatment programmes in custodial or community settings.

40 places per year

Conclusions:

1. A clear gap in Forensic Mental Health training in Scotland was identified.
2. There are no postgraduate courses in many professions and the provision in others is limited. There is no forum for multidisciplinary training in Scotland although clinicians work on a multidisciplinary basis.
3. A multi-disciplinary course in Forensic Studies is proposed.
4. The Forensic Course would be run on a modular basis with clear assessment of competencies at the end of each module.
5. Participants would be able to access a module on its own; or complete a full academic year of 5 modules to gain a diploma; or, following the diploma, complete a second year of research based study to gain an MSc in Forensic Mental Health.
6. The course would be part-time – one day per week.
7. Proposed 15-20 students per year.

8. Any mental health or criminal justice professional would be able to apply. A degree or a professional qualification would be the formal entry requirement. Anyone not in possession of either would be interviewed.
9. Sample modules:
 - Law and the mentally disordered offender
 - Mental disorder and crime
 - Risk assessment and management
 - Treatment of mentally disordered offenders
 - Services for mentally disordered offenders
10. Given the geography of Scotland it is recognised that any course would have to offer Distance Learning but the course would require a central base for organisation and student contact.

VII. FORENSIC RESEARCH

Objectives

1. To review recent and current research in the field of forensic studies in Scotland.
2. To consider advantages and disadvantages of combining research efforts within any proposed School.

Process

The working group mapped out existing or recent forensic research in Scotland. An e-mail questionnaire regarding current research and research priorities was sent to clinicians and researchers in the field.

Current Research

1. Risk assessment and management of serious, violent and sexual offenders: a review of current issues. Hazel Kempshall, De Montford University / Central Research Unit. (Completed)
2. Recidivism amongst serious, violent and sexual offenders. Nancy Loucks, Independent Criminologist / Central Research Unit. (Completed)
3. Serious violent and sexual offenders: the use of risk assessment tools in Scotland. Professor Gill McIvor, The University of Stirling; Hazel Kempshall, De Montford University; and Gill Levy, The University of Stirling / Central Research Unit. (Completed)
4. Prevalence of and services for people with learning disabilities in secure care (State Hospital, Prisons, Inpatient units and Secure Care for children). Fiona Myers / Scottish Development Centre. (Ongoing)
5. Psychopathy and risk. Professor David Cooke, Glasgow Caledonian University. Improving the diagnosis of psychopathy: Dimensional and categorical approaches, Professor David Cooke/Chief Scientist Office. (Ongoing)
6. Study of anti-social behaviour in 12-16 year olds. Professor David Smith, Department of Criminology, The University of Edinburgh / ERSC. (Ongoing)
7. Anger management. Mark Ramm, Clinical Forensic Psychologist, Orchard Clinic, Edinburgh. (Ongoing)
8. Suicide in prison. Professor Kevin Power, The University of Stirling. (Ongoing)
9. Treatment resistant schizophrenia - identification and outcome in a forensic population. Dr Lindsay Thomson and Dr Raj Darjee, Division of Psychiatry, The University of Edinburgh. (Ongoing)

10. Risk assessment in patients with schizophrenia in a high security setting: the predictive validity of the VRAG, H-Scale and PCL-R. Dr Lindsay Thomson, Michelle Davidson and Dr Raj Darjee, Division of Psychiatry, The University of Edinburgh. (Ongoing).
11. An evaluation of “appropriate adult” schemes in Scotland. Dr Lindsay Thomson, Viki Galt, Dr Raj Darjee and Dr Suzanne O’Rourke, Division of Psychiatry, The University of Edinburgh / Central Research Unit. (Ongoing)
12. An investigation of a decline in the numbers of Mentally Disordered Offenders detained in Scottish psychiatric Hospitals. Dr Lindsay Thomson, The University of Edinburgh and Mr Jamie Malcolm, Mental Welfare Commission.
13. The State Hospital (All research ongoing.)
Learning Disability from a forensic perspective.
Principal Researcher: Professor Bill Lindsay

Detecting the Dangerous, Violent or Criminal Patient. An Analysis of referrals to high security psychiatric care 2001 - 2002
Principal Researcher: Dr Lindsay Thomson
Research Fellow: Dr Jonathan Pimm

A Study Examining the Efficacy of Cognitive Behavioural Therapy in Enhancing the Level of Social Competency in a Population of Paedophiles with a Concurrent Mental Illness. 1998-2003
Principal Researcher: Eddie Duncan, Occupational Therapist

The Influence of Theory of Mind on Ward Transgressions in Learning Disabled Offenders. 2002
Principal Researcher: Mrs Carole Webster

Characteristics of Women in a Secure Setting. 2002
Principal Researcher: Mrs Claire Lamza

Deliberate Self-Harm and Risk Assessment. 2002
Principal Researcher: Ms Susan Barclay

An Evaluation of Motor and Process Skill Deficits of Patients within a Maximum Security Hospital. 2002
Principal Researchers: Louise Crawford and Brad Wynne

Prevalence of Autistic Spectrum Disorder in the Scottish Special Hospital (Carstairs). 2002 - 2003
Principal Researcher Dr Fionnbar Lenihan

Evaluating the effectiveness of an Educational Programme for people with Schizophrenia in a Forensic Setting. 2002 - 2004
Principal Researcher: Ms Helen Walker

Evaluation of Drug and Alcohol Admission Assessment Strategy and Awareness Programme. 2001 - 2002

Principal Researchers: Dr N Bilcliff, Mr G Ritchie, Dr J McMahon and Dr L Thomson

Developing Community Living Skills in Offender Groups. A Thematic network Study
Principal Researchers: David Langton, Jim McNicol, Graham Paul, Sandra Steel and Helen Walker

An exploration of rater bias in the factor scores of the Hare Psychopathology Checklist Revised (PCL-R). 2002

Principal Researcher: Dr Patricia Carlin

Positive Drug Urine Analysis Results. 2002

Principal Researcher: Dr Donald MacIntyre

14. Personality disorder. Dr Andrew Gumley and Dr Kate Davidson, Department of Psychological Medicine, The University of Glasgow. (Ongoing)

15. Dual diagnosis (drugs and alcohol). Rowdy Yates, Department of Applied Social Science, University of Stirling. (Ongoing)

Identified Research Priorities and Potential Areas of Research

1. Risk assessment
2. Risk management
3. Service provision and design
4. Prevention
5. Criminal Justice System: Police and Courts
6. Prison Health Care
7. Schizophrenia
8. Substance Misuse
9. Personality Disorder
10. Post Traumatic Stress Disorder
11. Sex Offending
12. Specific Treatment Interventions
13. Human Rights
14. Civil Legislation – effects of the new Mental Health Act
15. User and carer perspectives
16. Minority Issues within Forensic Mental Health: gender, ethnicity, disability
17. Personnel Issues
18. Neurobiology
19. Victimology
20. Research to inform response to “The Right Place - the Right Time”. It is proposed that a research strategy be built around the development of a forensic managed care network.

Conclusions:

1. Research is being carried out in the forensic field in Scotland.
2. The research efforts are small and uncoordinated, even allowing for the scale of Scotland.
3. Resources are proportionately limited in comparison to England and Wales.

4. Greater benefit would be derived from sharing experiences and techniques. Currently many research projects are uni-disciplinary rather than multi-disciplinary. This does not reflect current working practices.
5. A joint approach would:
 - Increase multi-professional research
 - Improve access to research facilities and data on forensic mental health
 - Offer leadership in research priorities
 - Incorporate civic and criminal mental health research
 - Provide a platform for multi-professional research bids
 - Offer a range of expertise
 - Raise the profile of meaningful research with trainees
 - Explore novel funding opportunities, e.g. European Union, National Lottery, New Opportunities Fund
 - Offer apprenticeships in research
 - Provide a focal point for different disciplines and professionals
 - Liaise with Scottish Executive Social Research (Criminal Justice Branch)
 - Liaise with the Chief Scientist's Office
 - Liaise with the Scottish Prison Service Research Division
 - Liaise with proposed Risk Management Authority
 - Liaise with professional and statutory bodies: e.g. ACPOS, Royal College of Psychiatrists, ADSW, Health Boards
 - Increase the development of research findings into clinical practice
 - Further a culture of evaluation of clinical practice and evidence based practice

VIII. FORENSIC SCHOOL MODELS

Objectives

1. To consider models for the development of any proposed Forensic School.
2. To consider resource and funding issues of any Forensic School.

Process

Different models were examined for schools with similar aims in different fields. One research school stated it had major problems because some of the fundamental issues regarding resources and co-operation had not been resolved prior to its commencement. The model of the Scottish School of Primary Care was more promising. Its main aim is to facilitate research rather than to carry it out or to have an educational role, other than in research. This model was particularly informative regarding the process used in the development of the School and their identification of fund-holders to obtain initial funding. The Scottish School of Primary Care has a physical base in a Postgraduate Institute, funding of over £1m per year and staff attached from various Universities.

Models

Various models for a Forensic School were considered:

1. Virtual.
2. Bricks and mortar.
3. Building on existing academic departments/universities.

It was agreed that a physical basis to the School was required to foster exchange of research ideas; to deliver teaching and student support resources; and to promote research in practical ways such as provision of office accommodation, library facilities and I.T. support. It was noted that academic links would be required to create an MSc. It is possible to do this jointly between different universities, e.g. MSc in Advance Social Work Studies and Criminal Justice - Universities of Edinburgh and Stirling. A model built on existing academic departments/universities was considered to be the most utilitarian and cost effective in developing a School of Forensic Mental Health.

Resources

Establishing a Forensic School would require the following resources:

1. Physical Location.
2. Staff: 1 full-time administrator
Equivalent of 2 new full-time academics (split academic/clinical posts).
3. Input of existing academics from departments involved.
4. Input of relevant professionals for teaching and research purposes.

Income

The proposed course would cost approximately £2,500 per year or £500 per module. It is envisaged that there would be the equivalent of 15 - 20 students per year, accessing all 5 modules.

Potential income: 15 or 20 x £2,500 = £37,500 - 50,000

Plus second year of course for an MSc, 10 students x £2,500 = £25,000

Negotiations regarding sponsorship of places on the course would be required with the State Hospital Board for Scotland, the Managed Care Network to be led by the Chief Executive of the State Hospital, NHS Education, Health Boards, Local Authorities, Police Authorities and the Scottish Prison Service.

Conclusions:

1. A model, which built on existing academic departments/universities, was considered to be the most utilitarian and cost effective in developing the proposed School.
2. Establishing a Forensic School would require the following resources:
 - Physical Location for co-ordination, exchange of ideas and teaching.
 - Staff: 1 full-time administrator
 Equivalent of 2 new full-time academics (split academic/clinical posts)
 - Input of existing academics from departments involved.
 - Input of relevant professionals for teaching and research purposes.
3. Negotiations regarding sponsorship of places on the course would be required with the Forensic Managed Care Network, NHS Education, Health Boards, the State Hospital Board for Scotland, Local Authorities, Police Authorities and the Scottish Prison Service.

IX. OUTCOME FROM A FORENSIC SCHOOL

The training of staff from different professional backgrounds and knowledge obtained from research would further the care, treatment and rehabilitation of mentally disordered offenders and prisoners, and improve public safety. A Forensic School would disseminate best practice throughout Scotland.

X. RECOMMENDATION

The working Group formally asks the Scottish Executive to bring forward specific proposals for the development of a Forensic School, based on this report, in conjunction with interested Universities, identified key players and representatives from the Postgraduate Deans/NHS Education.

XI. Sources of Information

College of Occupational Therapists - Research and Development Strategic Vision and Action Plan for Forensic Occupational Therapy

Institute of Psychiatry, Kings College London - MSc in Postgraduate Diploma in Forensic Psychiatry

Scottish Executive Social Research 2002 - Risk Assessment and Management of Serious Violent and Sexual Offenders: A review of current issues - Research Findings No. 64/2002

Scottish Executive Social Research 2002 - Recidivism Amongst Serious Violent and Sexual Offenders - Research Findings No. 66/2002

Scottish Executive Social Research 2002 - Serious Violent and Sexual Offenders: the use of risk assessment tools in Scotland - Research Findings No. 65/2002

South of Scotland Cognitive Therapy Course - South of Scotland CBT Course 2003

St George's Hospital Medical School, University of London - Multi-Disciplinary Diploma in Forensic Mental Health - Student Handbook

The State Hospital Research Strategy and Report 2002

The State Hospitals Board for Scotland, 4th Annual National Forensic Occupational Therapy Conference 2002 - Utilising Outcome Measures in Practice

University of Dundee, Department of Psychiatry, Postgraduate Diploma/MSc in Cognitive and Behaviour Psychotherapy

University of Glasgow - Postgraduate Study Programme - MSc/Diploma in Forensic Medicine

University of Leicester, Centre for Applied Psychology - MSc in Forensic Psychology

University of Leicester, Centre for Applied Psychology - Forensic Section - Courses in Assessment and Treatment of Sex Offenders - Distance Learning

University of Leicester, School of Psychology, Postgraduate Course, Forensic Section - MSc in Forensic Psychology

XII. ACKNOWLEDGEMENTS

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