

## Personality disorders overview

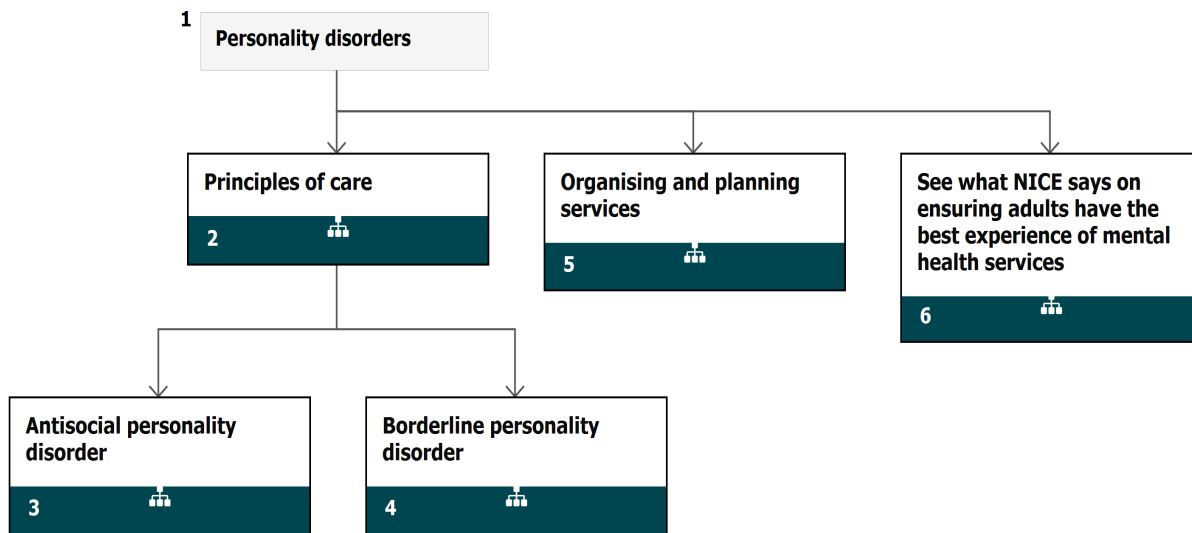
NICE Pathways bring together everything NICE says on a topic in an interactive flowchart. NICE Pathways are interactive and designed to be used online.

They are updated regularly as new NICE guidance is published. To view the latest version of this NICE Pathway see:

<http://pathways.nice.org.uk/pathways/personality-disorders>

NICE Pathway last updated: 10 August 2018

This document contains a single flowchart and uses numbering to link the boxes to the associated recommendations.



**1 Personality disorders**

No additional information

**2 Principles of care**

[See Personality disorders / Principles of care for people with a personality disorder](#)

**3 Antisocial personality disorder**

[See Personality disorders / Antisocial personality disorder](#)

**4 Borderline personality disorder**

[See Personality disorders / Borderline personality disorder](#)

**5 Organising and planning services**

[See Personality disorders / Organising and planning services for people with a personality disorder](#)

**6 See what NICE says on ensuring adults have the best experience of mental health services**

[See Service user experience in adult mental health services](#)

**Anger control**

usually offered to children who are aggressive at school, anger control includes a number of cognitive and behavioural techniques similar to cognitive problem-solving skills training

**Brief strategic family therapy**

an intervention that is systemic in focus and is influenced by other approaches such as structural/systemic family therapy. The main elements include engaging and supporting the family, identifying maladaptive family interactions and seeking to promote new and more adaptive family interactions

**CAMHS**

child and adolescent mental health service

**Cognitive problem-solving skills training**

an intervention that aims to reduce children's conduct problems by teaching them different responses to interpersonal situations. Using cognitive and behavioural techniques with the child, the training has a focus on thought processes.

The training includes:

- teaching a step-by-step approach to solving interpersonal problems
- structured tasks such as games and stories to aid the development of skills
- combining a variety of approaches including modelling and practice, role-playing and reinforcement

**CPA**

Care Programme Approach

**Functional family therapy**

family-based intervention that is behavioural in focus. The main elements include engagement and motivation of the family in treatment, problem-solving and behaviour change through parent-training and communication-training

**Multidimensional treatment foster care**

using strategies from family therapy and behaviour therapy to intervene directly in systems and processes related to antisocial behaviour (for example, parental discipline, family affective relations, peer associations and school performances) for children or young people in foster care and other out-of-home placements

**Multisystemic therapy**

using strategies from family therapy and behaviour therapy to intervene directly in systems and processes related to antisocial behaviour (for example, parental discipline, family affective relations, peer associations and school performances) for children or young people

**Parent-training programme**

an intervention that aims to teach the principles of child behaviour management, to increase parental competence and confidence in raising children and to improve the parent/carer-child relationship by using good communication and positive attention to aid the child's development

**Self-talk**

the internal conversation a person has with themselves in response to a situation. Using or changing self-talk is a part of anger control training

**Social problem-solving skills training**

a specialist form of cognitive problem-solving training that aims to:

- modify and expand the child's interpersonal appraisal processes through developing a more sophisticated understanding of beliefs and desires in others
- improve the child's capacity to regulate his or her own emotional responses

**Your responsibility****Guidelines**

The recommendations in this guideline represent the view of NICE, arrived at after careful

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consideration of the evidence available. When exercising their judgement, professionals and practitioners are expected to take this guideline fully into account, alongside the individual needs, preferences and values of their patients or the people using their service. It is not mandatory to apply the recommendations, and the guideline does not override the responsibility to make decisions appropriate to the circumstances of the individual, in consultation with them and their families and carers or guardian.

Local commissioners and providers of healthcare have a responsibility to enable the guideline to be applied when individual professionals and people using services wish to use it. They should do so in the context of local and national priorities for funding and developing services, and in light of their duties to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity and to reduce health inequalities. Nothing in this guideline should be interpreted in a way that would be inconsistent with complying with those duties.

Commissioners and providers have a responsibility to promote an environmentally sustainable health and care system and should assess and reduce the environmental impact of implementing NICE recommendations wherever possible.

## Technology appraisals

The recommendations in this interactive flowchart represent the view of NICE, arrived at after careful consideration of the evidence available. When exercising their judgement, health professionals are expected to take these recommendations fully into account, alongside the individual needs, preferences and values of their patients. The application of the recommendations in this interactive flowchart is at the discretion of health professionals and their individual patients and do not override the responsibility of healthcare professionals to make decisions appropriate to the circumstances of the individual patient, in consultation with the patient and/or their carer or guardian.

Commissioners and/or providers have a responsibility to provide the funding required to enable the recommendations to be applied when individual health professionals and their patients wish to use it, in accordance with the NHS Constitution. They should do so in light of their duties to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity and to reduce health inequalities.

Commissioners and providers have a responsibility to promote an environmentally sustainable health and care system and should assess and reduce the environmental impact of

implementing NICE recommendations wherever possible.

### **Medical technologies guidance, diagnostics guidance and interventional procedures guidance**

The recommendations in this interactive flowchart represent the view of NICE, arrived at after careful consideration of the evidence available. When exercising their judgement, healthcare professionals are expected to take these recommendations fully into account. However, the interactive flowchart does not override the individual responsibility of healthcare professionals to make decisions appropriate to the circumstances of the individual patient, in consultation with the patient and/or guardian or carer.

Commissioners and/or providers have a responsibility to implement the recommendations, in their local context, in light of their duties to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations. Nothing in this interactive flowchart should be interpreted in a way that would be inconsistent with compliance with those duties.

Commissioners and providers have a responsibility to promote an environmentally sustainable health and care system and should assess and reduce the environmental impact of implementing NICE recommendations wherever possible.