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Titolo	Forensic mental health assessment [[electronic resource]] : a casebook // Kirk Heilbrun, Geoffrey R. Marczyk, David DeMatteo [editors]
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Altri autori (Persone)	HeilbrunKirk MarczykGeoffrey R. <1964-> DeMatteoDavid <1972->
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Soggetti	Forensic psychology Mentally ill offenders Forensic psychiatry
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 512-518) and index.
Nota di contenuto	Contents; Contributors; 1 INTRODUCTION AND OVERVIEW; 2 MIRANDA RIGHTS WAIVER; Case 1; Principle: Use nomothetic evidence in assessing causal connection between clinical condition and functional abilities; Teaching Point: What is the value of specialized forensic assessment instruments in forensic mental health assessment?; Case 2; Principle: Use case-specific (idiographic) evidence in assessing causal connection between clinical condition and functional abilities; Teaching Point: What are the limits of forensic assessment instruments?; 3 COMPETENCE TO ACT AS ONE'S OWN ATTORNEY; Case 1 Principle: Clarify financial arrangements Teaching Point: How do you clarify financial arrangements under different circumstances (e.g., performing an evaluation privately, negotiating a contract, billing hourly vs. a prespecified amount) in forensic assessment?; 4 COMPETENCE TO STAND TRIAL; Case 1; Principle: Use plain language; avoid technical jargon; Teaching Point: How do you communicate complex scientific material to legal professionals and lay audiences?;

Case 2; Principle: Select and employ a model to guide data gathering, interpretation, and communication

Teaching Point: How can you use a model to structure the way you write the report? Case 3; Principle: Decline referral when impartiality is unlikely; Teaching Point: What strategies can be used for remaining as impartial as possible in high-visibility cases?; Case 4; Principle:

Attribute information to sources; Teaching Point: How does an evaluator separate interview data from structured-test data in analyzing, reasoning about, and communicating the results of FMHA?; 5 COMPETENCE TO BE SENTENCED; Case 1; Principle: Use testing when indicated in assessing response style

Teaching Point: How do you assess feigned cognitive deficits? 6 COMPETENCE TO BE EXECUTED; Case 1; Principle: Attribute information to sources; Teaching Point: Why and how do you attribute information to sources in forensic mental health assessment?; 7 CRIMINAL

SENTENCING; Case 1; Principle: Provide appropriate notification of purpose and/or obtain appropriate authorization before beginning; Teaching Point: How do you obtain informed consent in capital cases?;

Case 2; Principle: Obtain relevant historical information

Teaching Point: Role of history in sentencing in forensic mental health assessment Case 3; Principle: Decline referral when impartiality is unlikely; Teaching Point: What kinds of cases do you avoid accepting because they would make it too difficult for you to remain impartial?;

Case 4; Principle: Obtain relevant historical information; Teaching Point: How do you evaluate the accuracy of different sources of third-party information?; 8 JUVENILE COMMITMENT; Case 1; Principle: Accept referrals only within area of expertise

Teaching Point: What training and experience in forensic and mental health areas are needed for juvenile forensic expertise?

Sommario/riassunto

Forensic mental health assessments are evaluations conducted by individuals from different disciplines on a variety of questions in civil, criminal, and family law. A growing number of mental health professionals, including psychologists, psychiatrists, and social workers, are being called upon to assess everything from an individual's competence to stand trial to the risk or threat of future violence, and asked to weigh in on cases ranging from murder and assault to malpractice and child custody." General principles have emerged to guide professionals conducting forensic mental health assess
