

## **Guest Editorial:**

### **The Forensic Psychiatrist as Teacher**

The establishment of the American Academy of Psychiatry and the Law (AAPL) in 1969 was the natural outgrowth of the evolutionary process which transformed Forensic Psychiatry from its alienist roots, which emphasized the role of the Forensic Psychiatrist as an expert witness in criminal procedures, to its current sociolegal orientation. This broader orientation and role for the Forensic Psychiatrist includes teaching, research, and clinical practice involving individuals who are facing criminal charges or engaged in civil litigation. Also of special concern to the Forensic Psychiatrist is the study of deviant behavior and the legal regulation of the practice of Psychiatry.

The majority of the papers in this issue of the Bulletin are devoted to the theme, "The Forensic Psychiatrist as Teacher." The papers were presented at the Educational Committee Session in AAPL's 9th Annual Meeting (Montreal: October, 1978), or submitted as a result of discussions which these meetings encouraged.

What role should the Forensic Psychiatrist play in the education of the psychiatric resident? Discussion of this question will be more fruitful if it takes place within the context of the overall goals and objectives of psychiatric residency education. John Romano, M.D., in his paper "The Education of the Psychiatrist of Tomorrow," traces the development of psychiatric residence education and provides a lucid description of psychiatry's current dilemmas. Dr. Romano is uniquely qualified to address this subject. In 1946 he became Professor and founding Chairman of the Department of Psychiatry at the University of Rochester School of Medicine and Dentistry and served in that capacity for 25 years. He had been Chairman of the Department of Psychiatry of the University of Cincinnati School of Medicine from 1941-1946. As a member of the National Advisory Health Council, he participated in the foundation of the National Institute of Mental Health (NIMH). Dr. Romano reminds us of the need to face the realities of the day and to use our intelligence and experience to meet our responsibilities to education, clinical service and research. Dr. David J. Barry's paper, "Teaching General Psychiatry in a Sociolegal Clinic: Down from the Tower into the Community," provides a description of an extramural setting in which residents may have a "hands-on

experience" in the diagnosis and treatment of patients who are enmeshed in the criminal justice system. This forensic setting also gives residents the opportunity to expand their understanding of the interaction of psychiatry and the law to which they were first exposed in their work on inpatient psychiatric units. Here the role of the Forensic Psychiatrist as a member of the faculty of the Department of Psychiatry takes on an immediacy that clinical exercises bring to resident education. In the sociolegal clinic setting residents are also exposed to the issues and principles involved in providing psychiatric consultation. In the next paper, "A Consultation Model for Post-Doctoral Training in Forensic Psychiatry," James L. Cavanaugh, Jr., M.D. and Richard Rogers, Ph.D. suggest the adoption of a consultation model for training in Forensic (sociolegal) Psychiatry. They propose that multiple recent developments in Forensic Psychiatry are best integrated within an eclectic, general systems orientation to the field. The seminal work of George Engel, M.D., in *Consultation-Liaison Psychiatry*, and his more recent description of the bio-psycho-social medical model,<sup>1</sup> provide an interesting backdrop to the contribution of Cavanaugh and Rogers. Their work may be seen as an extension of Engel's line of reasoning, made timely and relevant by their focus on training in Forensic Psychiatry. In "Accreditation of Fellowship Programs in Forensic Psychiatry: A Preliminary Report," Richard Rosner, M.D. describes the efforts being made in accomplishing the first step in any formal accreditation effort — the development of uniform standards.

The function of the teacher is to extend knowledge, understanding, and insight. The Forensic Psychiatrist as teacher may fulfill this role and function not just in the medical school, hospital, sociolegal clinic settings, but also in other settings, *e.g.*, law schools, courtrooms, testifying before legislative committees. Dr. Roy B. Lacoursiere's contribution is entitled, "A Fish Out of Water? A Psychiatrist in a Law School." Beginning with a discussion of legal education, he goes on to describe the rationale for the involvement of a psychiatrist in the education of the lawyer. In an illuminating description of his work in the law school clinic and classroom over the past several years, Lacoursiere reviews the contribution that the psychiatrist may make in such a setting, as well as the problems that the psychiatrist is likely to encounter.

In the "Expert Witness as Teacher," Emanuel Tanay, M.D. makes a compelling argument for the expert witness to conceptualize his role in a teaching framework. Tanay states that the expert witness is not only a source of scientific information, but also a vehicle to make this scientific information intelligible to the court. He points out the need to have a conference with an attorney at the beginning of the work, to define the nature of the work, and to make some assessment of the attorney's knowledge of the medical and legal issues at hand. Just as the Forensic Psychiatrist may learn from an attorney who has extensive knowledge

about a particular area of medicine, so too may an attorney benefit from the legal knowledge that a Forensic Psychiatrist may have. Tanay has included in his paper a fascinating transcript of a consultation with an attorney in a case of wrongful death. This material provides us with a unique opportunity to study the interactions between a Forensic Psychiatrist and an attorney. The final contribution, "Legislative Activities and Psychiatric Input" by Irwin N. Perr, M.D., emphasizes another arena in which the Forensic Psychiatrist may have a teaching role. Perr's focus is the process of influencing the development of laws and regulations governing the practice of Psychiatry by acting as a teacher to a legislative body. After describing the structure and the functioning of the legislature, Dr. Perr gives us a thoughtful account of how "outsiders" may influence legislators. His account of his experience with the New Jersey Legislature regarding a bill dealing with involuntary hospitalization, which was introduced into the New Jersey Senate, brings to full circle our discussion of the "Forensic Psychiatrist a Teacher." In the very first paper, Dr. Romano made reference to the statements of Jonas Rappeport, M.D., urging that we declare the rationality of our treatment programs and our right to treat patients with the best possible facilities and in the best manner according to our professional judgment without costly legal trappings. In order to do so we have to be prepared to speak clearly and directly to those individuals who pass the laws which affect the practice of psychiatry.

J. RICHARD CICCONE, M.D.\*

### **Bibliography**

1. Engel GL: The need for a new medical model: A challenge for biomedicine. *Science* 196: 129-136, 1977

---

\*Dr. Ciccone is Associate Professor of Psychiatry and Director of Residency Education, University of Rochester School of Medicine and Dentistry.