

Are There Other Areas in Forensic Science that must be Addressed?

Ileana Petra*

Department of Psychiatry and Mental Health, National Autonomous University of Mexico, Mexico

Editorial

Advances in Forensic Sciences have come a long way and probably still have more to go. No doubt research will continue to improve the possibilities of better diagnostic methods and tools in this area, but are there other areas that must be addressed?

There is no reason to limit our view on other situations that also may help improve the way work is being done. One of them is the research that must be developed in the education of future forensic personal [1]. Most universities that teach these young people during their various years of formation, include in the curriculum characteristics that they consider must be present by the time they finish their schooling, such as a multi-disciplinary vision that integrates the analysis of the crime from its beginning, as well as the capacity to apply the adequate methods and technics in processing traces of evidence and be capable of discerning what is important at the scene of the crime, as well as include the diverse aspects of the victim, the perpetrator, the context and social and psychological aspects associated with the crime. Adding to this, they consider the importance of following procedures, being able to support the findings, and acting in an ethical and professional manner. They include in their considerations the development of abilities to work with others, to possess the capacity to resolve problems, to be creative, to have sufficient social abilities that help them to learn during all their professional life as well as to possess an adequate continuous personal growth.

But there are no studies published that sustain that the students have developed these abilities now considered vital in the inclusion of competencies as part of the methods of teaching and learning.

The implementation of competencies has surpassed the barrier of industry and is now considered in many different areas of

knowledge as an important method of teaching that has to be assessed regularly by teachers and officials in many graduate and postgraduate courses. Among these competencies we can observe the presence of communication abilities, critical thinking and personal development and growth that must be evaluated in each future professional [2]. Some of the principals involved are mentioned in theory -in documents- but are no published studies to analyze how the students are responding to interventions in these areas, or to observe different methods and their results when applied during their school years.

This is important is because technology is only one part of the process of the forensic field, the other are the people that apply it and therefore, their capacity must be encouraged and assessed to further correct and stimulate them, through adequate methods that enhance their abilities. This will help teachers to center their efforts in the direction needed to obtain these goals [3].

Therefore education must be considered valuable and commands respect and a place in our research to offer other professionals new instruments to better the future of the forensic master.

References

1. (2004) Technical working group for education and training in forensic science. Education and training in forensic science: A guide for forensic science laboratories, educational institution and students. National Institute of Justice, Washington, DC.
2. Turner RF (1975) Forensic science education: A perspective. En: Davies G (editor) Forensic science. ACS Symposium Series, No. 13. Washington, D.C., American Chemical Society, p: 1-7.
3. Edwards HT (2010) The National Academy of Sciences report on forensic sciences: What it means for the bench and bar presentation. Superior Court of the District of Columbia, USA.

*Corresponding author: Ileana Petra, Department of Psychiatry and Mental Health, National Autonomous University of Mexico, Mexico, E-mail: ileanapetra@yahoo.com

Received October 14, 2016; Accepted October 15, 2016; Published October 22, 2016

Citation: Petra I (2017) Are There Other Areas in Forensic Science that must be Addressed? J Forensic Med 2: e103. doi: [10.4172/2472-1026.1000e103](https://doi.org/10.4172/2472-1026.1000e103)

Copyright: © 2017 Petra I. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.