

# Interdisciplinary Methods of Teaching Forensic Science in the National Autonomous University of Mexico's Undergraduate Programme were used in COVID-19

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## Abstract

In 2013, the Legal Science Undergrad Program (FSUP) at the Public Independent College of Mexico was made in light of a disturbing criminal circumstance in Mexico, as well with respect to the extreme change of its law enforcement framework. Its central goal is to teach and prepare moral, basic, and humanistic criminological researchers fit for leading requests that fulfill logical quality guidelines and help the equity framework in immovably connecting lawful decisions to the accessible proof. At that point, it was the primary such program in the nation, and the commitments that interdisciplinary scientific researchers could make to criminal examinations were generally obscure among measurable and lawful specialists. During its presence, giving an interdisciplinary, skill based instruction to understudies has been one of the principal challenges. To beat it, educating and evaluation draws near fixated on the accomplishment of explicitly legal capabilities as learning results and the incorporation of measurable disciplines towards the goal of recreated cases have been contrived to assist with fostering the expert range of abilities expected of graduates. The Coronavirus pandemic prompted adjusting these ways to deal with distance or half breed methods of getting the hang of, expanding their adaptability and enhancing the educational collection of the FSUP. Right now, the principal effect of the program lies in the fruitful consolidation of a portion of its alumni to organizations having a place with or connected with the law enforcement framework, for example, the Public Examiner's Office, the Bonus for Truth and Equity for the Ayotzinapa Case, and the Public Commission for the Hunt of Missing and Vanished People, among others.

**Keywords:** Interdisciplinary • Teaching • Forensic science • Pre-pandemic • Post-pandemic

## Introduction

The improvement of criminological science schooling and preparing the first happening basically in quite a while and fixated on mental turn of events, the second cantered for the most part around showing how to perform undertakings with a professional purpose appears to have been impacted by vulnerability about the logical idea of scientific science; by its interdisciplinary and applied nature; and by its reconciliation to and reliance of law enforcement frameworks, each with its own neighbourhood characteristics. As far back as 1975, Turner recognized a few differentiating viewpoints on criminological science guidance. To begin with, he distinguished professional undergrad and graduate criminalistics programs pointed toward creating experts prepared for the gig market however inadequate with regards to planning in the expansive scope of disciplines that contain measurable science, in its set of experiences, and in the jobs that logical perceptions and derivations play in legal actions. (Albeit in some cases utilized as equivalent words, for the reasons for this report we will consider criminalistics as a subdiscipline of measurable science.) On him, this point of view appears to see criminological science to a great extent as a use of criminalistics to the arrangement of issues of lawful interest as opposed to as a science by its own doing. The second point of view he

unequivocally pointed out is described by college programs with a main subject like the ones of science or science majors, along with broad research centre or practice-based preparing in explicitly measurable disciplines. This perspective on scientific science seems to grasp it not as a science itself but rather as a particular use of the innate sciences to criminal requests, one that normally fits the development of experts like measurable physicists or toxicologists. In passing, Turner implies a third viewpoint, in particular, that of criminological science courses focused on to examiners and safeguard directs, an educational direction that underscores the supporting job that logical and specialized mastery plays in the goal of legitimate discussions. At last, he predicted the presence of really interdisciplinary scientific science programs offering schooling particularly important for facilitators and heads of working gatherings that would join "a wide and general" training with "profoundly specific abilities in certain areas" to make a "more complete" criminological researcher [1-3].

Every one of the four points of view depicted above has blended, to a bigger or lesser degree, into a specific guidance model. The professional, criminalistics model endeavours to deliver able crime location experts equipped for finding, creating, gathering, and safeguarding actual proof at the crime location. Generally, a secondary school recognition and hands on preparing were viewed as to the point of acquiring capability in this job, yet mechanical advances in crime location handling, as well as a developing worry about the nature of proof introduced at preliminary, have made it important to turn to a more conventional guidance. At present, foundations like St. Petersburg Junior School in Florida offer a two-year partner of science certification program in crime location innovation that focuses on the professionalization of this field of criminalistics. Aside from general instruction subjects, this program remembers courses for themes like law enforcement, crime location innovation, crime location photography, finger impression grouping and dormant unique finger impression improvement, organic proof, crime location security, court show of logical proof, and a prologue to measurable science. Educationally, this model appears to be identical to the scientific preparation model embraced by some

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law enforcement programs that, as made sense of by Lindquist and Smith, offer a few courses in a couple of areas of criminalistics crime location examination, unique finger impression examination that endeavour to impart in understudies normalized ways of behaving important to perform explicit jobs [4].

The second educational model, with the innate sciences at its centre, seems, by all accounts, to be the most far and wide in advanced education establishments, at both undergrad and postgraduate levels. Conversely, with the first, this model is intended to plan graduates to fill in as examiners both in the field and in the research facility, as opposed to exclusively as crime location experts. Subsequently, it centers on the undertakings associated with the examination of actual proof recuperated at the scene and its possible show in court. Criminological researchers in this vein have a functioning comprehension of essential logical standards and techniques particularly those of science and science, yet in addition of physical science and measurements and a further specialization in a distinctively scientific discipline, for example, follow proof, addressed reports, serology, drug ID, guns, or tool marks, among others, with a sharp comprehension of the criminal settings that outline the translation of proof. This is by all accounts the model upheld by the Specialized Working Gathering for Schooling and Preparing in Criminological Science assembled by the U.S. Division of Equity in its 2004 report. The model can take a generalist structure, prompting a criminological science four year certification, or a more particular one, similar to that of the Measurable and Logical Science college certification [5].

The third sort of educational model is aimed at law enforcement understudies that, in the illumination of current advances in, and reactions of, scientific science, should be very much educated clients regarding actual proof. Since its point isn't to create criminological researchers, this model run of the mill of legal examinations programs can move its endeavours to show the interrelationship among science and the law, as well as to creating legitimate thinking, relational abilities, and logical reasoning rather than preparing understudies to perform down to earth undertakings, such as handling a crime location or dissecting tests. An example educational program made by Fradella, Owen and Burke remembers courses for criminal examinations, starting legal science, protected criminal technique, criminal proof and the preliminary cycle, and a progression of measurable electives. This viewpoint shares a lot of practically speaking with the sociology model of measurable instruction proposed by Lindquist and Smith that endeavours to give expansive based information to understudies, in order to empower them to figure out the overall operations of the inherent sciences and their commitments to the organization of equity [6].

In conclusion, the interdisciplinary model of guidance expected by Turner has created in two unique, yet equal, tracks: one endeavours to oversee and coordinate the examination cycle that starts in the crime location and finishes at court, while the other is worried about get-together and breaking down scientific proof for knowledge purposes. In the main case, the criminological researcher is re-conceptualized as a "logical facilitator" entrusted with, first, assigning, managing, planning, and assessing all activities embraced to explore a crime location, and afterward, during preliminary, directing the show, mix, and comprehension of the realities construed from the actual proof. This direction arose to counter the expanded specialization and fracture experienced in criminological lab work, along with the way that, in numerous nations, especially those with a common regulation framework like Mexico, justices or public examiners lacking satisfactory logical preparation are answerable for controlling the course of legal examinations. As per Scholar's portrayal, one of the vital undertakings of a logical facilitator lies in creating and utilizing information on repeating criminal occasions, which brings their job into contact with the second of the two tracks: legal knowledge. Going past the handling of a crime location and giving grounds to or against a speculation that connections follows found at the scene with reference tests, measurable insight targets finding examples of crime and giving knowledge to "strategic, usable, key, and political" points. This direction, once more, surmises a serious level of interdisciplinary joining and a comprehensive or generalist way to deal with the examination of follows. Despite the fact that measurable knowledge has of late been getting consideration as a subdiscipline of legal science, its foundations have been followed to the instructive model of the School of Scientific Science at the College of Lausanne [7].

## Beginning and advancement of the scientific science undergrad program

In the range of two years, Mexico's law enforcement framework confronted critical difficulties. In 2006, the as of late chosen president sent off a supposed "battle on drugs" that set military powers in opposition to sedate cartels, diving the country into a time of increasing murder rates and constrained vanishings. Group related viciousness was compounded by debasement embarrassments and mounting protests of military and police misuse, torment, and extrajudicial killings that went to a great extent uninvestgated and unpunished. This absence of a sufficient state reaction to wrongdoing is the same old thing: the Mexican equity framework has been generally censured as both bad and wasteful. Expecting to break this stalemate, after an extensive and full regulative cycle the country's law enforcement framework was completely transformed in 2008 when the Government Congress supported a legitimate change that commanded the cross country replacement of the then current inquisitorial overall set of laws with establishes in frontier times for an ill-disposed one, determined to control exemption and making the organization of equity quick, open, and straightforward [8-10].

## Conclusion

In spite of the fact that Mexico is no more peculiar to savagery, as its wild history as an autonomous country can validate the present status of rough wrongdoing drug-related, spurred by disdain, or executed by the state has shown to be both unmanageable and unavoidable, focusing on no unmistakable end. Mismatched to give momentary answers for complex issues, state funded colleges in Mexico by dint of being liable for the training of most of understudies and the vast majority of the exploration directed in the nation is in any case compelled by a solemn obligation to do research and move their mastery to society on the loose through their alumni. The UNAM chose to add to the examination of wrongdoing and the organization of equity by reinforcing the logical capacity of the law enforcement framework. To achieve this, it embraced a model of criminological schooling and preparing unprecedented in the nation that by joining the normal and sociologies with the law means to cultivate an all-encompassing origination of wrongdoing. From that point forward, specialists and teachers have cooperated to bring to completion the thoughts epitomized in the educational program by making interdisciplinary guidance and evaluation approaches zeroed in on fostering understudies' proficient skill.

The five instructing and evaluation moves toward that comprise the highlight of this report have had a beneficial outcome with respect to the three primary difficulties looked by the program. In the first place, they have given approaches to educators without being scientific researchers themselves to fit their instructing to the range of abilities expected of graduates. Furthermore, these methodologies have added to making a reality in homerooms the skill based educational model laid out in the educational program, as well as given reasonable answers for the test of coordinating branches of knowledge in interdisciplinary activities about which the educational program says priceless little. At last, they have urged conversations about how to arrange the educational plan by focusing on the vital items from each discipline, as well as advanced conventional disciplinary guidance with interdisciplinary opportunities for growth.

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## Conflict of Interest

None.

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