

Sharing our knowledge: UCD College of Life Sciences

# e-Learning in PG Forensic Medicine

**Dr. Andrew Wilkinson**

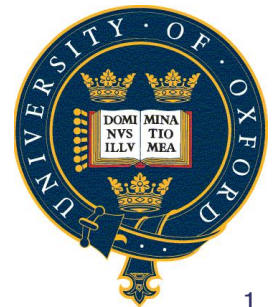
Lecturer, School of Medicine & Medical Science, UCD Dublin.

Tutor in Legal Medicine, Clinical Medical School, University of Oxford.



**UCD School of Medicine  
and Medical Science**

**University of Oxford**



Sharing our knowledge: UCD College of Life Sciences

# e-Learning in PG Forensic Medicine

*The Context is All*



**UCD School of Medicine  
and Medical Science**

**University of Oxford**



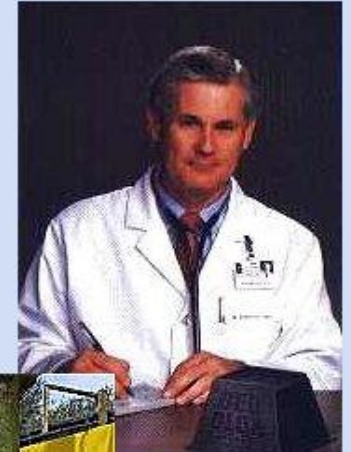
# Dr. Andrew Wilkinson

*LL.M, MBBS, BSc, FFFLM, MRCP, DRCOG, DFFP, DMJ (Clin), MA Status.*

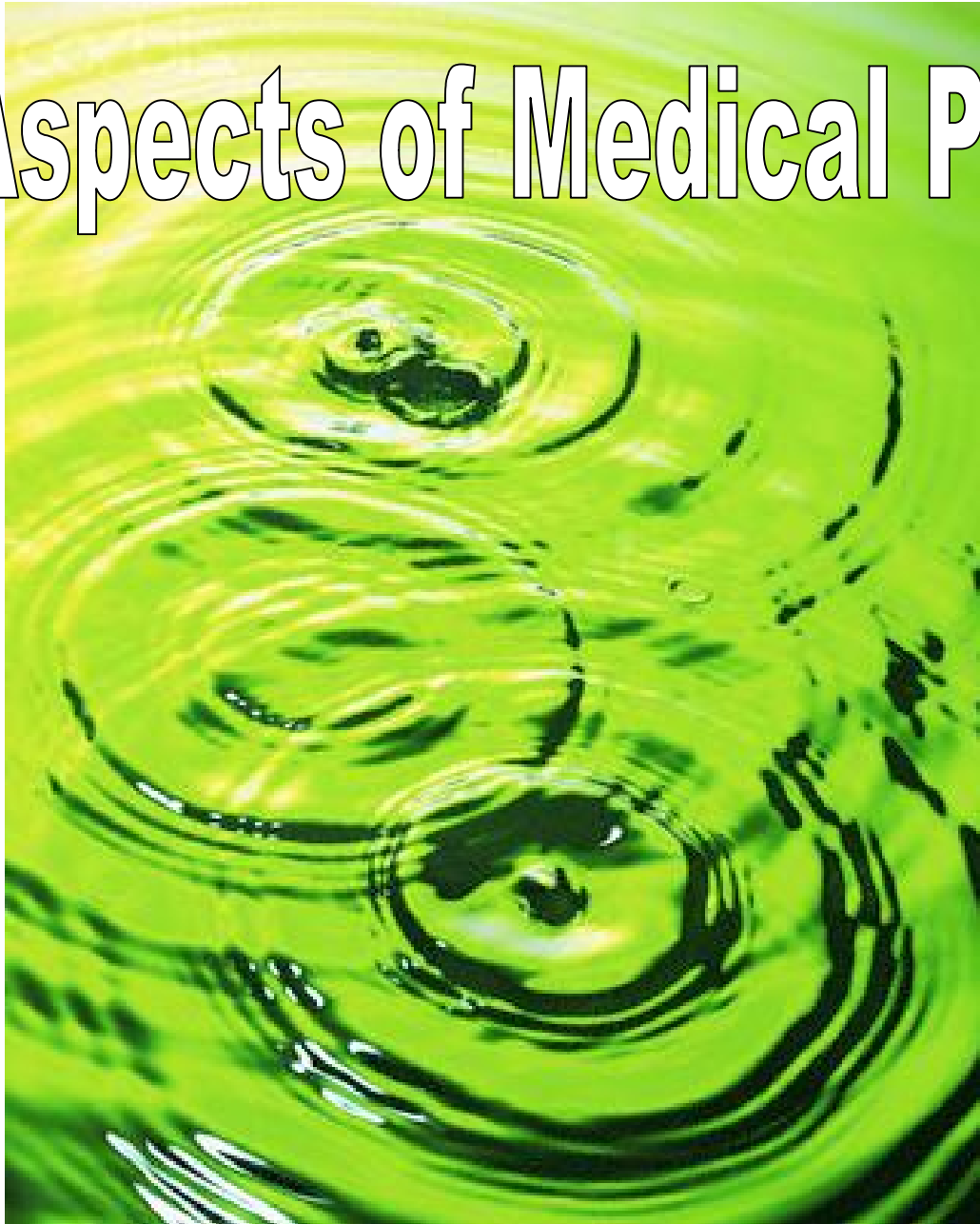
## *Forensic Physician*



# “What’s a Forensic Physician?”



# Legal Aspects of Medical Practice





# Legal Aspects of Medical Practice

## Medicine

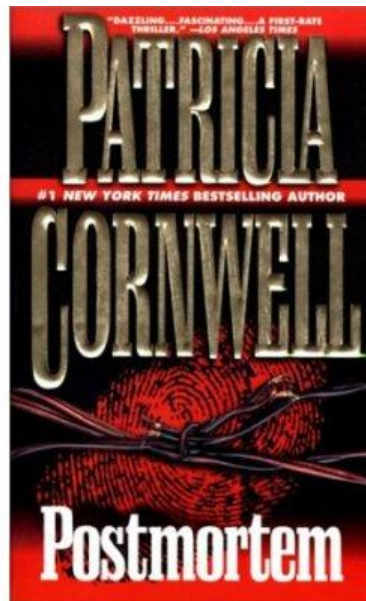
Law

Science

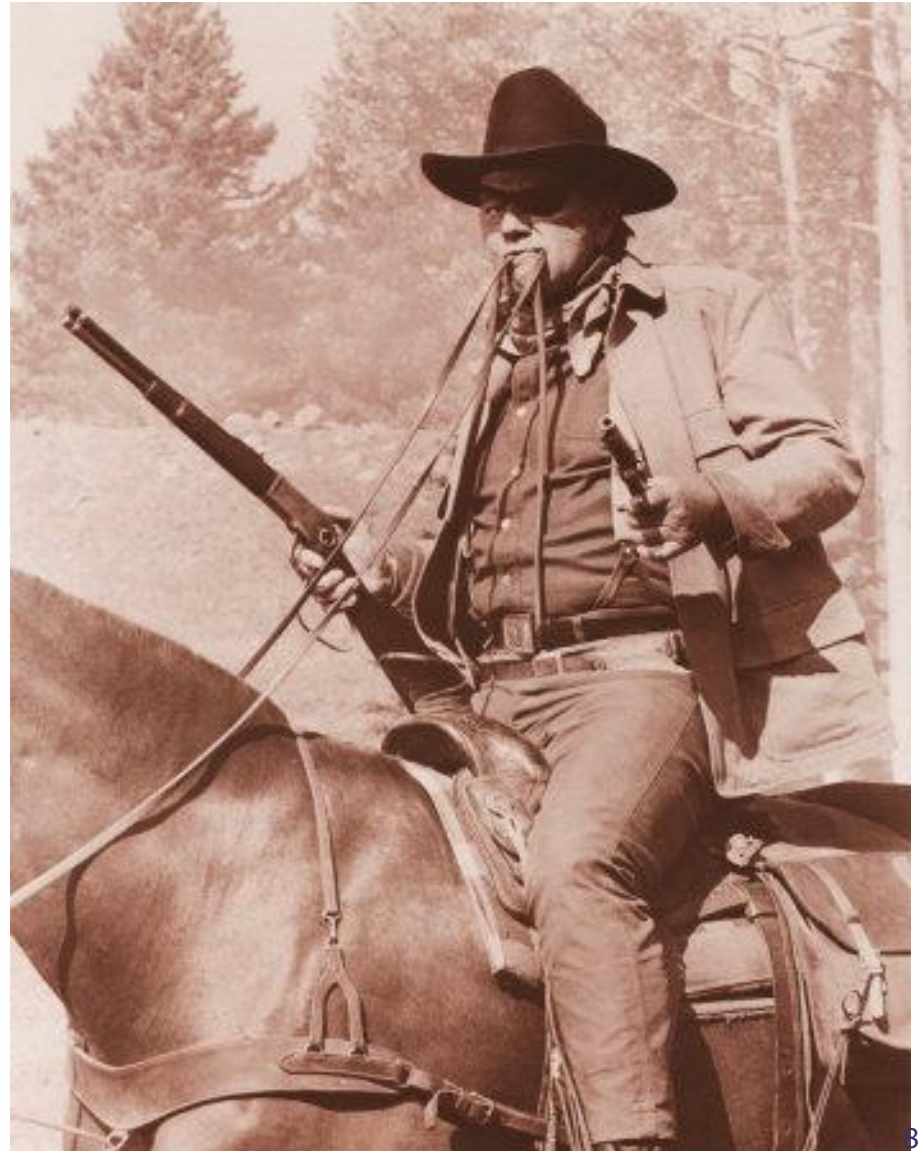
I.T.



# “Is it the same as on TV?”



# “How soon can you get to Court?”





# “Is it really frightening in Court?”



02/02/01

## 'Wrong' leukaemia jab teenager dies in hospital

THE teenager who was mistakenly injected with an anti-cancer drug into his spine while being treated for leukaemia died yesterday.

SUNDAY TELEGRAPH  
11/02/01

## Patient dies following fatal injection blunder

by JENNY BOOTH

A HOSPITAL patient who was wrongly injected with painkiller into a vein rather than into the spine died yesterday.

into the patient's experienced anaesthetist. He gave unreservedly to the family for this error and offered a public apology.

INDEPENDENT  
03/02/01

## Teenage patient dies after doctors' injection mistake

DOCTORS could face manslaughter charges over the death of a teenage patient who died after a drug mix-up.

BY JEREMY LAURANCE  
Health Editor

Doctors are sorry. We apologise unreservedly... and would press our deepest sympathies. He added: "A mistake was made which has caused the death of a young man. We are appalled to learn that other families have suffered similar mistakes."

GUARDIAN  
20/04/01

## Drug mix-up killed leukaemia sufferer

THE EXPRESS  
13/02/01

03/02/01

# Cancer boy dies after blunder over injection

TWO junior doctors who mistakenly injected an anti-cancer drug into an 18-year-old's spine could face manslaughter charges after the teenager died yesterday.

By Sarah Harris

following the mistake on January 4 and the hospital launched its own inquiry.

The QMC University Hospital launched a legal action against the two doctors.

vein. We now wish to be left to grieve in peace.

Ten other patients are known to have died since 1985 after similar errors at other hospitals.

The Jowetts' solicitor, Paul Balen, said: 'My clients have been appalled to learn so many patients have suffered as a result of these mistakes.'

THE EXPRESS  
03/02/01

## Doctors may face death charges after drug-blunder teenager dies

BY ANTHONY MITCHELL

TWO doctors could be charged with manslaughter after a teenage patient died.

Following death from the anti-cancer drug injected on January 4.

Yesterday the app-

Crown Service, which once treated Prince Charles.

Prosecution The hospital, which once treated Prince Charles.

ly." Wayne, from the hospital, worth £100,000.

GUARDIAN  
03/02/01

## Teenager given wrong drug dies

Claire Dyer  
Legal correspondent

Two doctors could face manslaughter charges after the death of a teenage patient.

The medical centre suspended two junior doctors after the incident and an investigation was launched. A police investigation is continuing.

## Doctors will make mistakes

But a simple failsafe system is all it takes to stop drug errors such as the latest two cases in the news

“The ultimate Viva ”

“The worst examination in this life.”

“I felt striped naked in public” ....



With Courtroom Skills Training it can all be completely different....



# The ultimate test of the Forensic Practitioner is to give Expert Testament in Court

An Expert's duty is

“to properly inform the Court in matters  
of which it does not have sufficient  
knowledge.”

To do this, the Expert must become  
a Teacher as well as a Learner



# “How do I get into Forensics?”





# Careers & Prospects



- Most**
- Qualified in other specialities
  - Developed Medico-Legal Interest
  - Medico-Legal continues as minority role
  - Attend court as Professional Witness

- Few**
- Increase proportion of medico-legal work
  - Maintain base of own speciality
  - May become full time in F & LM.
  - May undertake Expert Witness work.
  - May have dual / multiple qualifications.

## Rare and Difficult

- Direct entry
- Poor career pathway or development.

Diversity



# History of Legal Medicine

What is it?

Interface between medicine and law.

= Legal Medicine

= Forensic Medicine

= Medical Jurisprudence



# History - B.C.

Ancient India & China

Egypt - Imhotep

Babylon - Hammurabi

Greece – Hippocrates

Rome - Emperor Justinian

Middle Ages - Charles V



# Exponential Growth ....

Medical Law and Ethics

PI & Clin. Neg.

Clinical Forensic Medicine

Forensic Pathology & Thanatology

Prescribing Law & Toxicology

Forensic Psychiatry

Forensic Psychology

Forensic Science.

Odontology,

Entimology

Radiology

Forensic Computing



# Exponential Growth ....

Knowledge  
Expectations  
Litigation





# Forensic and Legal Medicine

1<sup>o</sup>.

Undergraduate / Primary Professional

P.G.

Higher Professional Training

C.P.D.

Continuing Professional Development

Different Countries

Different Jurisdictions

Different Disciplines



# UK & Irish Medical Schools

100 years ago

Universal core teaching in Ethics and Law.

With the expansion of the curriculum,

“Non-core” subjects lost out.



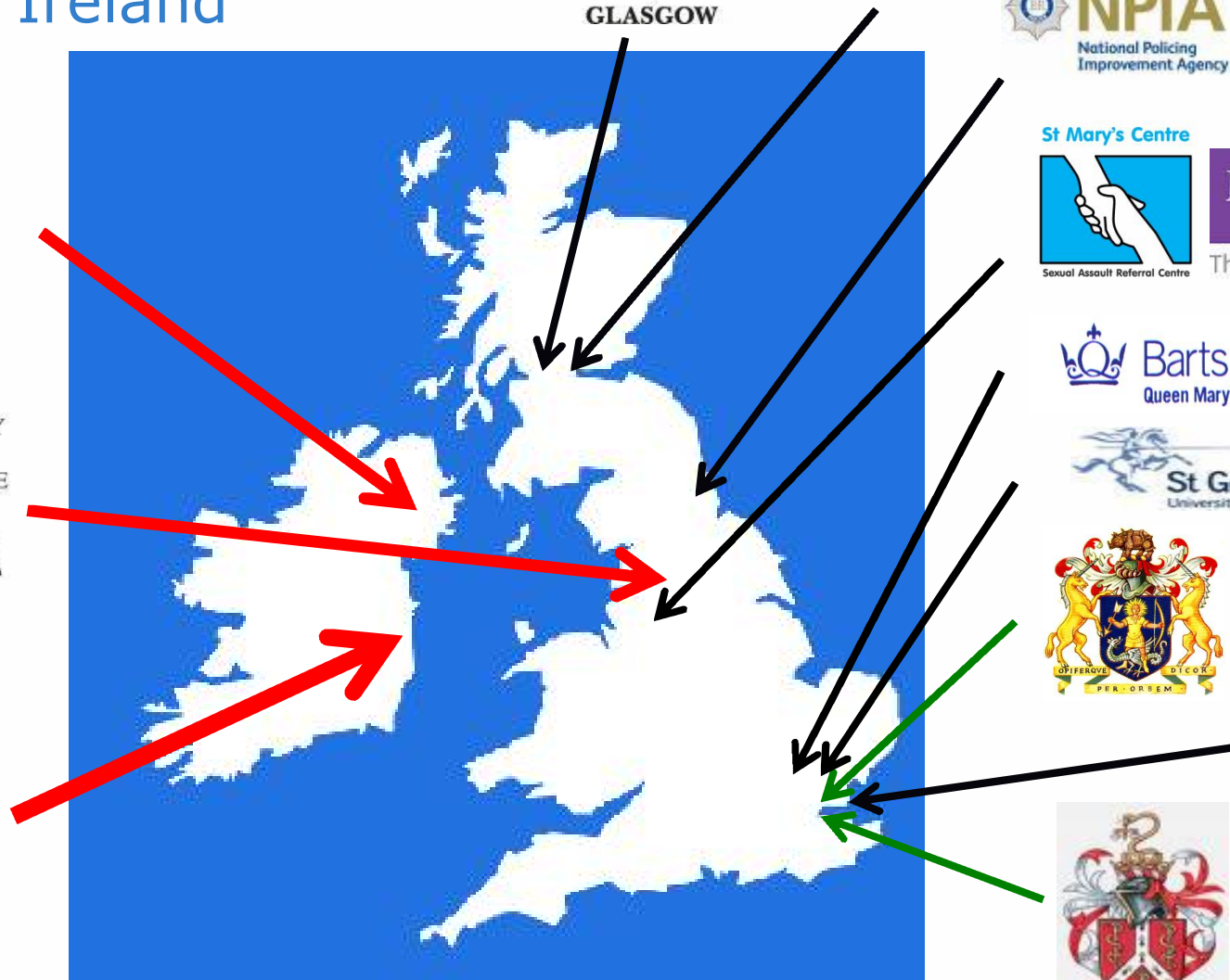
Never lost in Ireland. Fighting back in England

Special Study Modules.

Innovatory courses.



# PG F&LM Academic Centres UK & Ireland



# Higher Professional Training

The Worshipful Society of Apothecaries of London

Founded 1617

Diploma in Medical Jurisprudence

Parts 1 & 2. Casebook



# Faculty of Forensic and Legal Medicine, Royal College of Physicians of London.

Forensic Physicians  
Medico-Legal Advisors  
Medically Qualified Coroners

Starting Oct. 2009.

Membership by examination

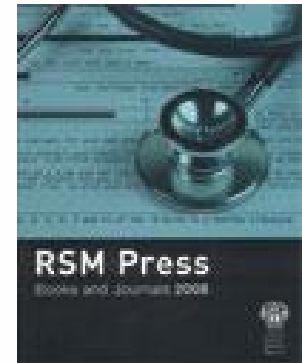






# Royal Society of Medicine

## Section of Clinical Forensic & Legal Medicine

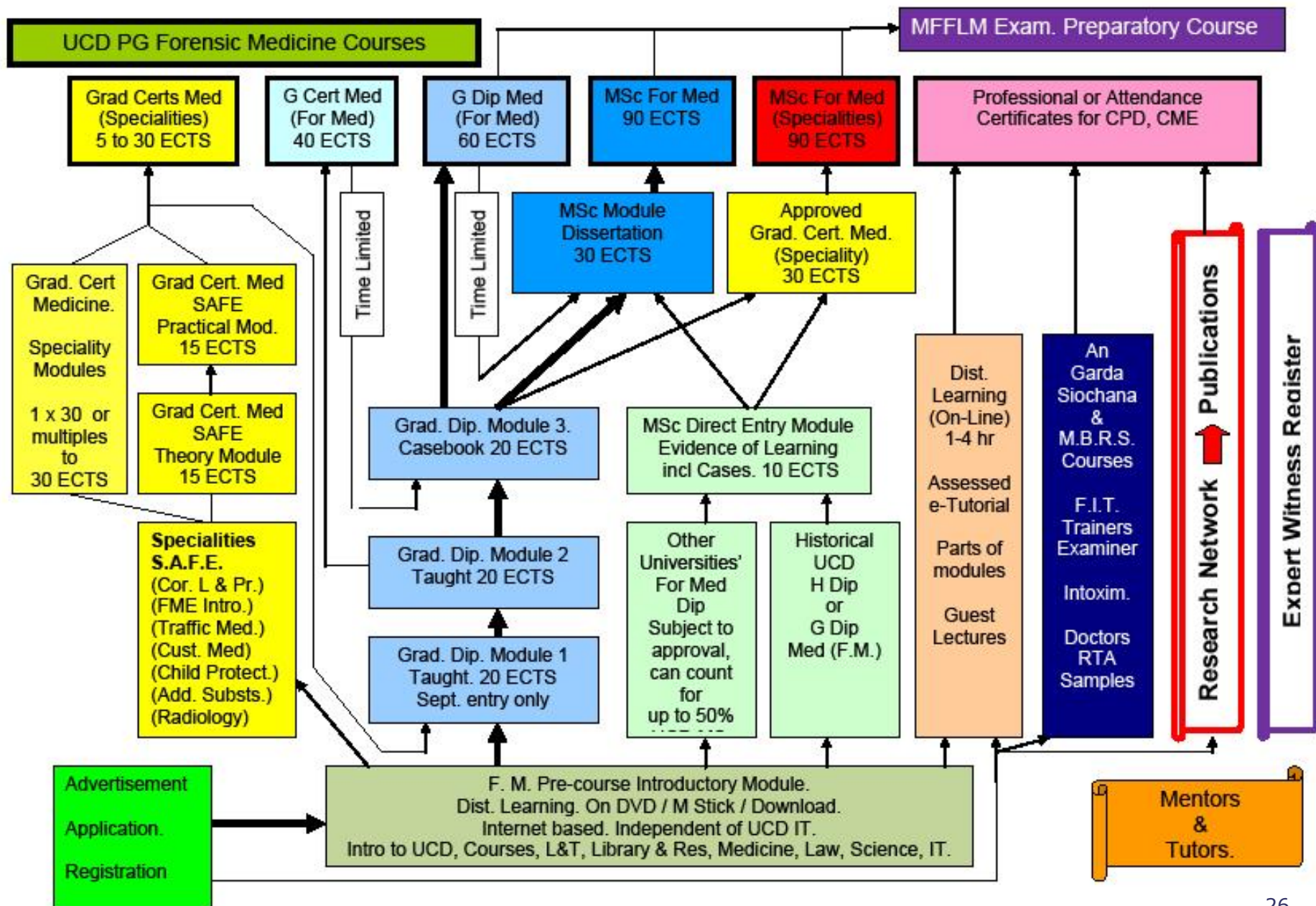


Largest F&LM Library  
Major CPD provider  
Now podcasts



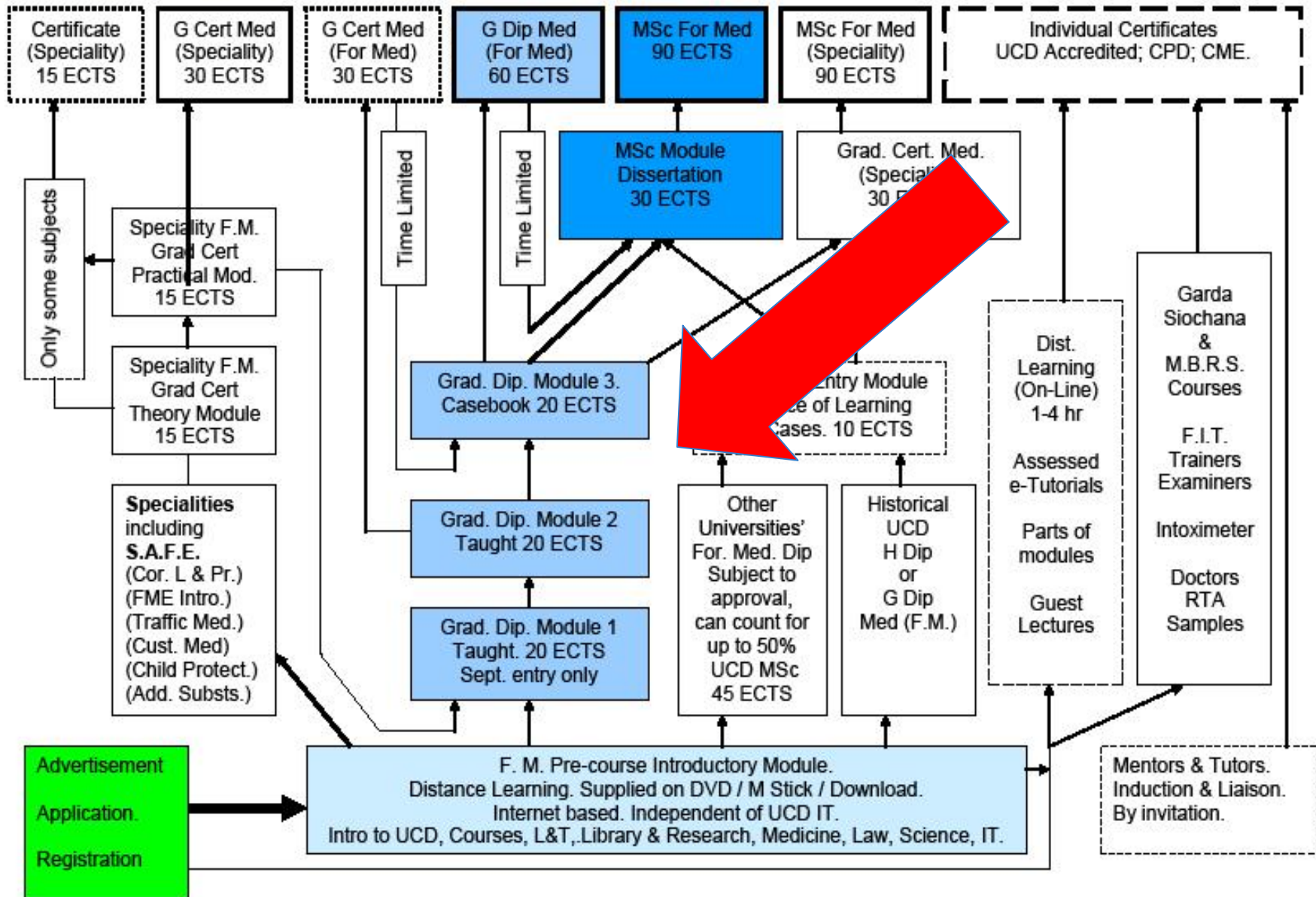
# UCD Postgrad. Forensic Medicine Courses 2003



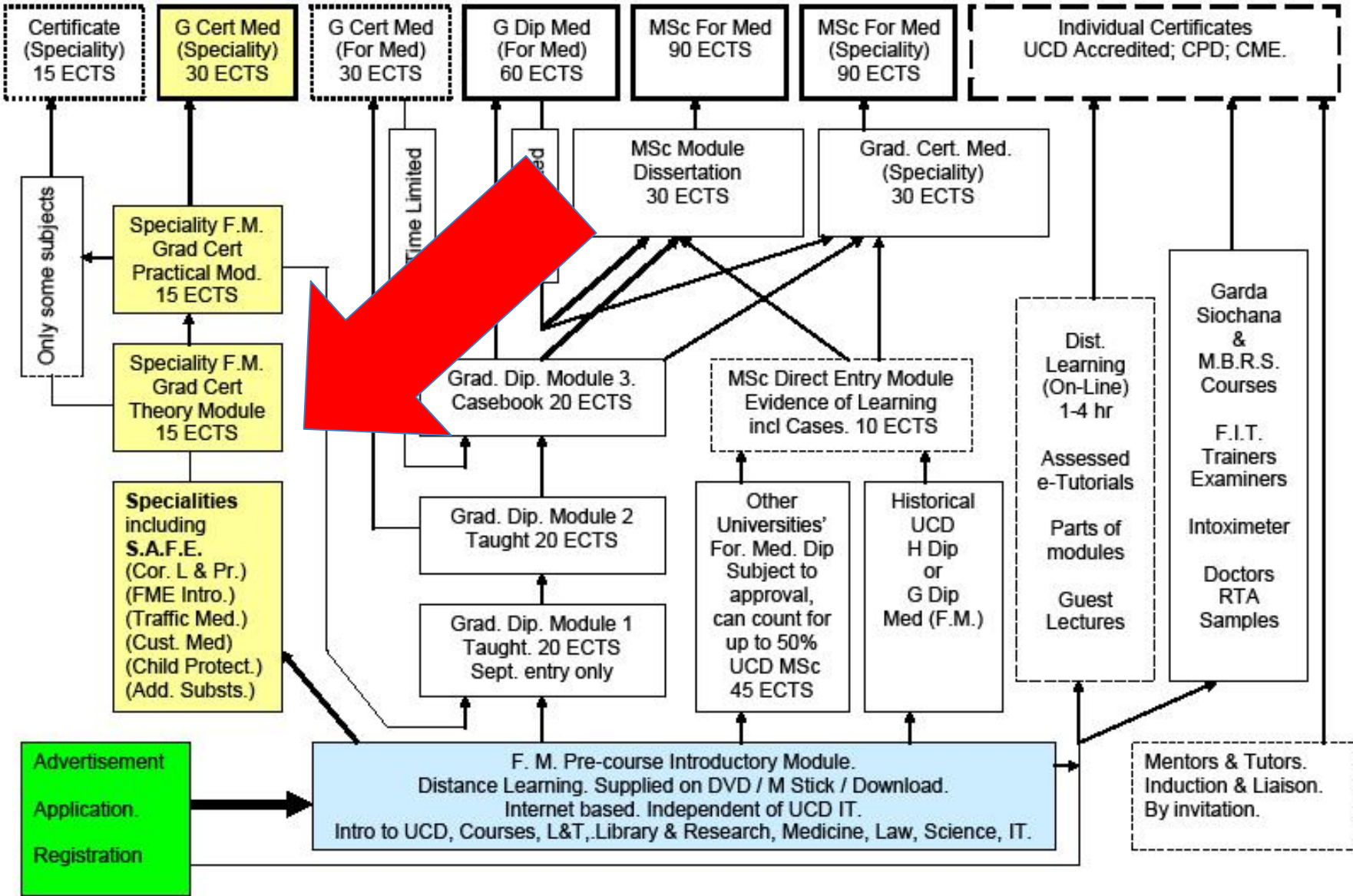




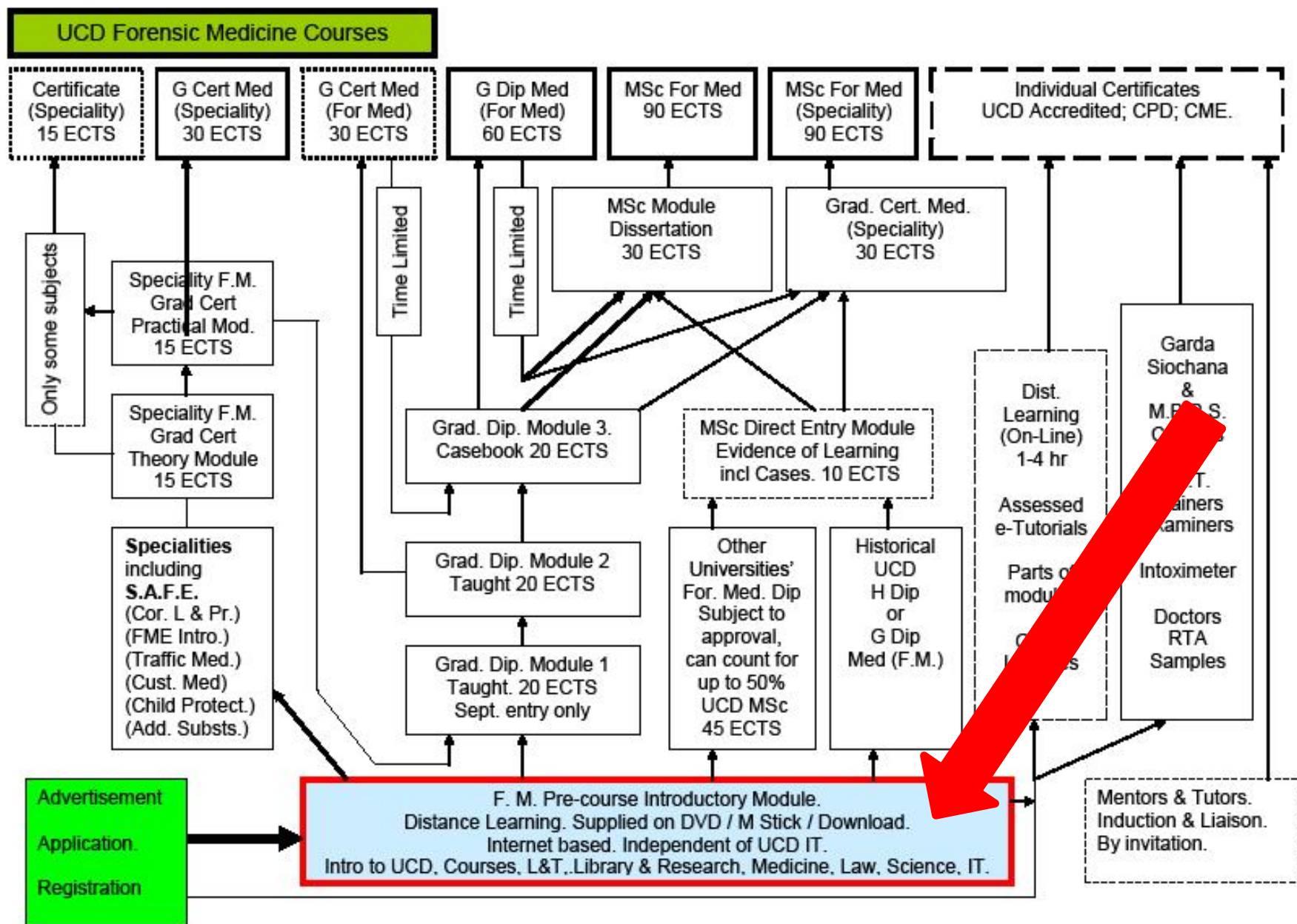
# UCD Forensic Medicine Courses



UCD Forensic Medicine Courses







Study  
Time



“The aim of teaching is simple:

*It is to make student learning possible”.*



Ramsden 2003 Learning to Teach in Higher Education

# Ramsden

*“ A distinctive characteristic of professionals is that they retain theoretical knowledge on which to base their activities”.*

Ramsden 2003 Learning to Teach in Higher Education



# Heath 1990

*“The aims of .. many ...professional faculties,  
generally stress the importance of  
developing problem-solving skills  
and the ability to apply information  
to new problems,  
together with the development of  
professional values  
peculiar to the vocation.”*



Heath. 1990. "Education for the professions: Contemplations and Reflections" ( U of Queensland)

# Learning & Teaching in Higher Education

“Higher education has become part of a global shift

to a new way of creating and using knowledge”.

“The new way is focused on solving problems and using knowledge”.

“It cuts across disciplinary boundaries”.

“It is enlivened by apparently infinite qualities of instantly accessible information”



(Ramsden. 2003. Learning to Teach in Higher Education.)



# How students learn: the Approach to Learning.

The way in which anyone goes  
about learning,  
is a relation between the person  
and the material being learned.



# Relationship between approaches and outcomes

***What*** students learn  
is closely associated with  
***how*** they go about learning it.

Research from USA, Australia, UK, New Zealand, Hungary,  
Venezuela, Hong Kong, Sweden ...



# Eble

*“Learning and teaching are  
constantly interchanging activities.  
One learns by teaching;  
one cannot teach except  
by constantly learning”.*



Eble 1988. The Craft of Teaching.

# Postgraduate Forensic Students



# All Different

Where are  
you coming  
from?

Where are  
you now?

Where to you  
want to get  
to?

What route  
can you  
travel?

How fast can  
you go?

How are you  
getting on?

How do you  
know you've  
got there?

Where do  
you go next?



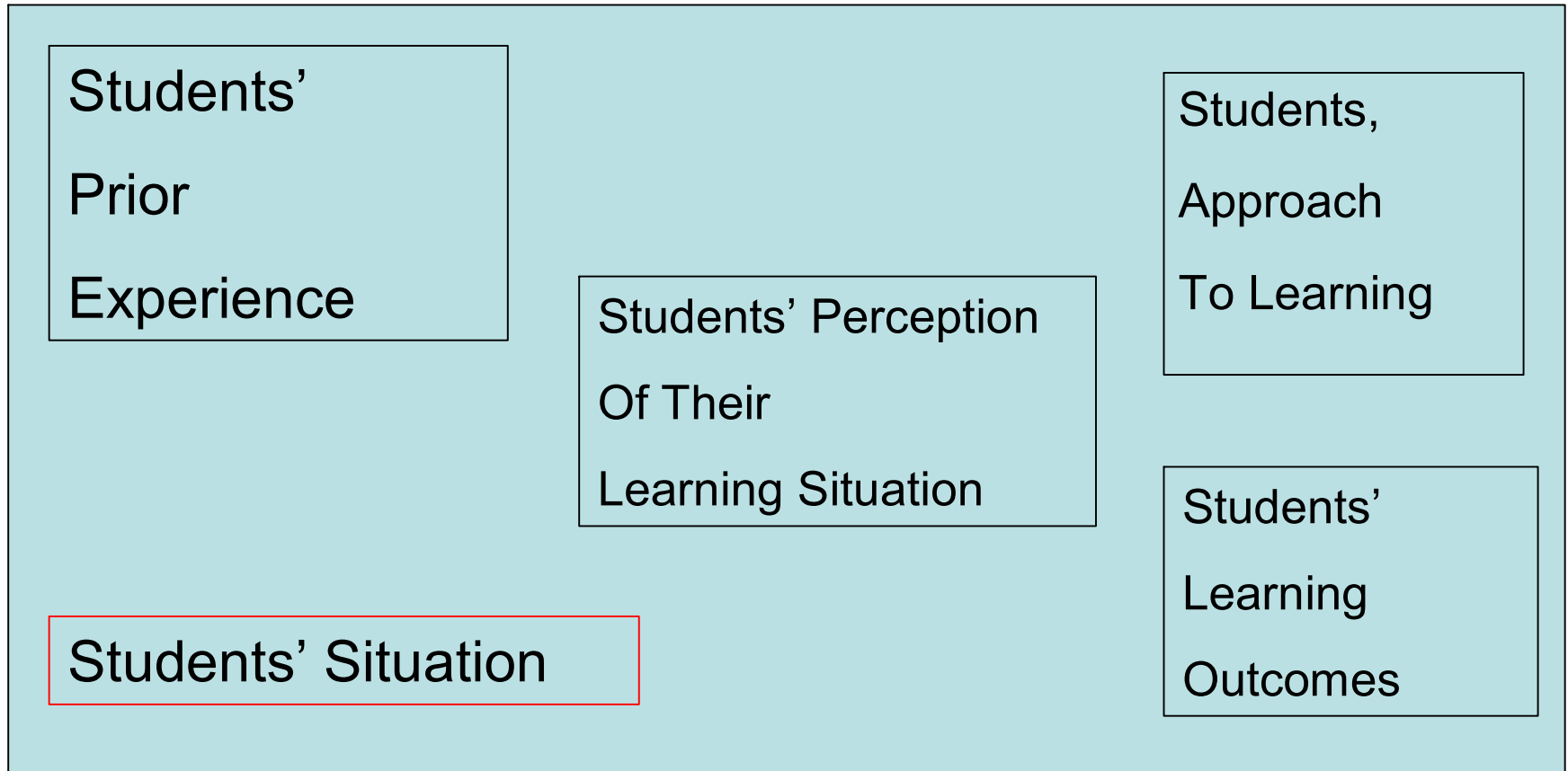
# Utterly different, all of them !

|                 |                   |               |
|-----------------|-------------------|---------------|
| Ages,           | Experiences,      | Doctors       |
| Genders,        | Aspirations,      | Nurses        |
| Backgrounds,    | Expectations,     | Dentists      |
| Nationalities,  | Learning Styles,  | Radiographers |
| Jurisdictions,  | Responsibilities, | Coroners      |
| Cultures,       | Interests,        | Barristers    |
| Education,      | Health,           | Solicitors    |
| Qualifications, |                   | Scientists    |
| Career Paths,   |                   | Toxicologists |
|                 |                   | Gardai        |





# Everyone Is Different .....



After Prosser & Trigwell 2001

# Busy Professionals

## Campus Based

Group formation, i/action.

Resources to hand.

Skills training

Protected time.

Fastest e-access.

Loss income / time.

Travelling.



E-learning

## Distance Learning

Flexibility / time / work.

Facilities on line.

Reduced travelling.

Skills training.

Technology dependency.

Broadband  
availability.

E-learning<sup>42</sup>

# Key Challenges.

Diversity  
Assessment  
Preparation



# Students assume responsibility for their learning and teaching.

Assess learning needs

Set aims and objectives

Monitor progress

Review and revise

Teach and learn

Self and peer assessment

Continual Assessment

Learning Portfolios.

Capstone Reviews

Campus  
Or  
Distant ?

Stone  
Or  
Paper  
Or  
Electronic ?



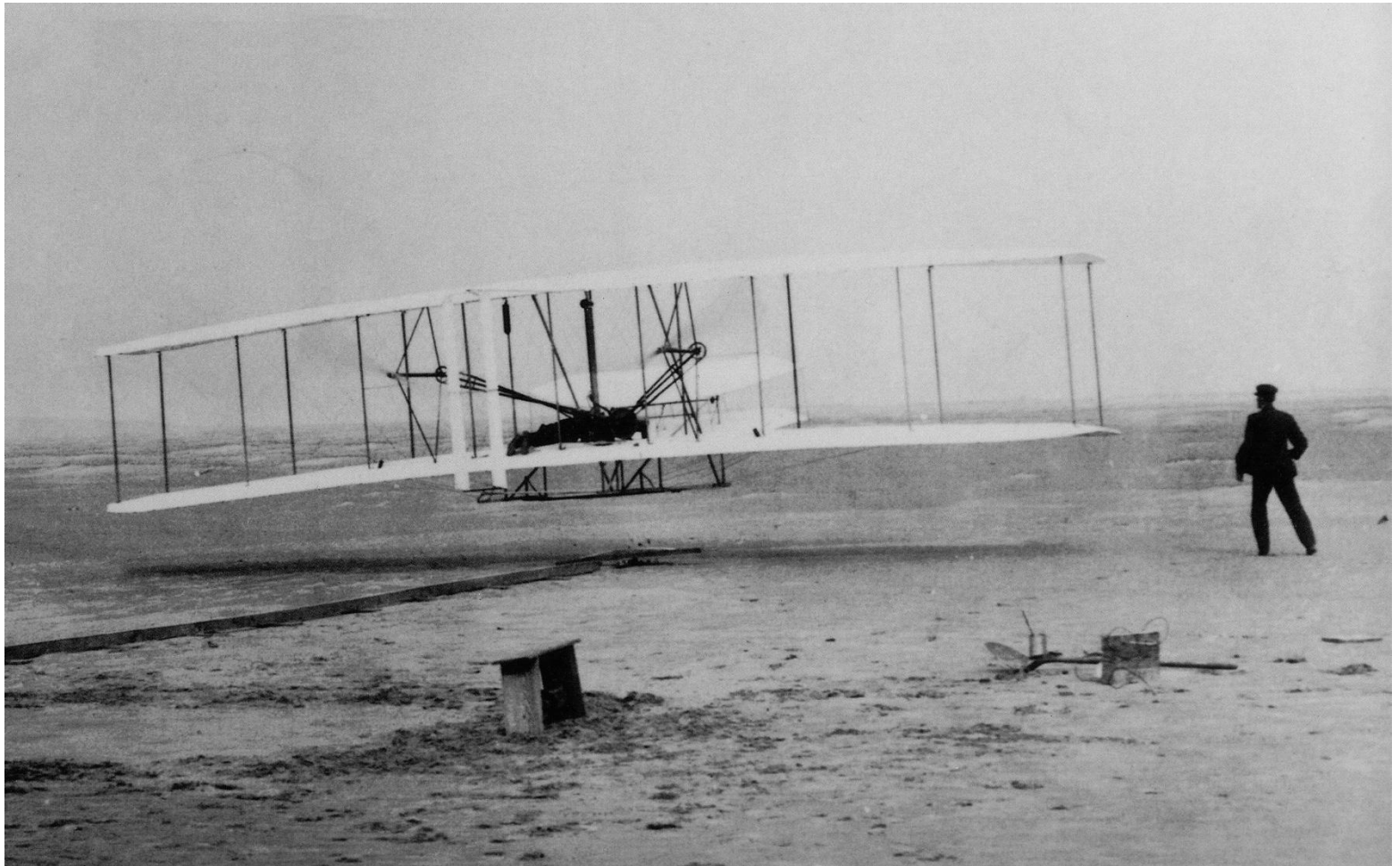
# UCD Postgraduate Forensic Medicine Introductory Pre-course Module





# Preparation:

## “Getting it together for take-off”



# Advertisement Application Registration



## F. M. Pre-course Introductory Module.

Distance Learning.

On DVD / Memory Stick / Download.

Internet based.

Independent of UCD IT.

Introduction to UCD,

Intro. to Medicine

Introduction to Course

Intro to Law

Learning & Teaching

Intro to For. Science

Library & Research

Intro to IT



# Courses



# UCD FM Pre-Course Module

Starter for any FM Module.

Model transferable to other courses.

Independent of UCD Registration / VLE / facilities.

Can run on software / resources available free on internet.

Students can get started for less than € 5

Fits on a memory stick.

Submissions by e-mail.

Video-conferencing possible.

Can form part of CPD / CME / Portfolio.

Can be given 5 ECTAS.

Can form part of a module.

Can form stand-alone module



# Covering Letter sent out with Pre-course Module on Memory Stick.



UCD

Forensic Medicine

Pre-course Module

*Welcome ..*

Welcome to the UCD Graduate Diploma in Medicine (Forensic Medicine) and the MSc Forensic Medicine course. We look forward to meeting you at the start of the course.

Forensic and Legal Medicine covers the wide overlap of medicine, law and science, increasingly using electronic communications and resources. Our courses draw students from a wide range of professions, disciplines, specialities, qualifications, experience, age, nationalities, styles and experience of learning. What course members bring to a course and what they want to get out of it will be very different and completely individual. This diversity brings tremendous vigour and interest to the course and presents great challenges.

This Pre-course Module is designed to provide information about UCD, to introduce the course; to help you identify your goals for the course and the resources you need; and to help you find the areas of your knowledge and skills which need strengthening before you start the course.

We are all now living in an electronic age and you will find it virtually impossible to manage the course without a computer, internet access and good IT skills. If necessary, "beg or borrow" access to a computer to start this Module as soon as possible. It is theoretically possible to do the Module from an Internet Café using a €3 Memory Stick - but we strongly advise that you have your own laptop for the course.

The course starts now, so please load the Course Information and Pre-course Module from the memory stick onto your computer and follow the instructions.....

*Andrew Wilkinson,  
Course Co-ordinator*



If Computer  
challenged,  
please turn  
overleaf





If Computer challenged, follow these instructions

Start your computer



Plug your USB Memory Stick into the USB Port of your computer.



Look for the USB sign



From the "Desktop",  
Click on

1. Start Button
- then
2. "My Computer"
- then
3. "Removable Disk"
- then
4. Folder: "Introductory Module"
- then
5. Document: "Getting Started"



**Extra, Extra...**

## Graduate Diploma in Medicine (Forensic Medicine)

Module 1 – First Taught Module – Semester 1 2008/9

### Provisional dates

This first session of Module 1 of the Diploma course will be held on  
**FRIDAY 5<sup>th</sup> SEPTEMBER 2008**

The other sessions are planned for Fridays September 12<sup>th</sup> and 26<sup>th</sup>; October 10<sup>th</sup> and 24<sup>th</sup>; November 14<sup>th</sup> and 28<sup>th</sup>

An additional / revision session may be planned for early December

We will be requesting an examination date for Friday 12<sup>th</sup> or 19<sup>th</sup> December.

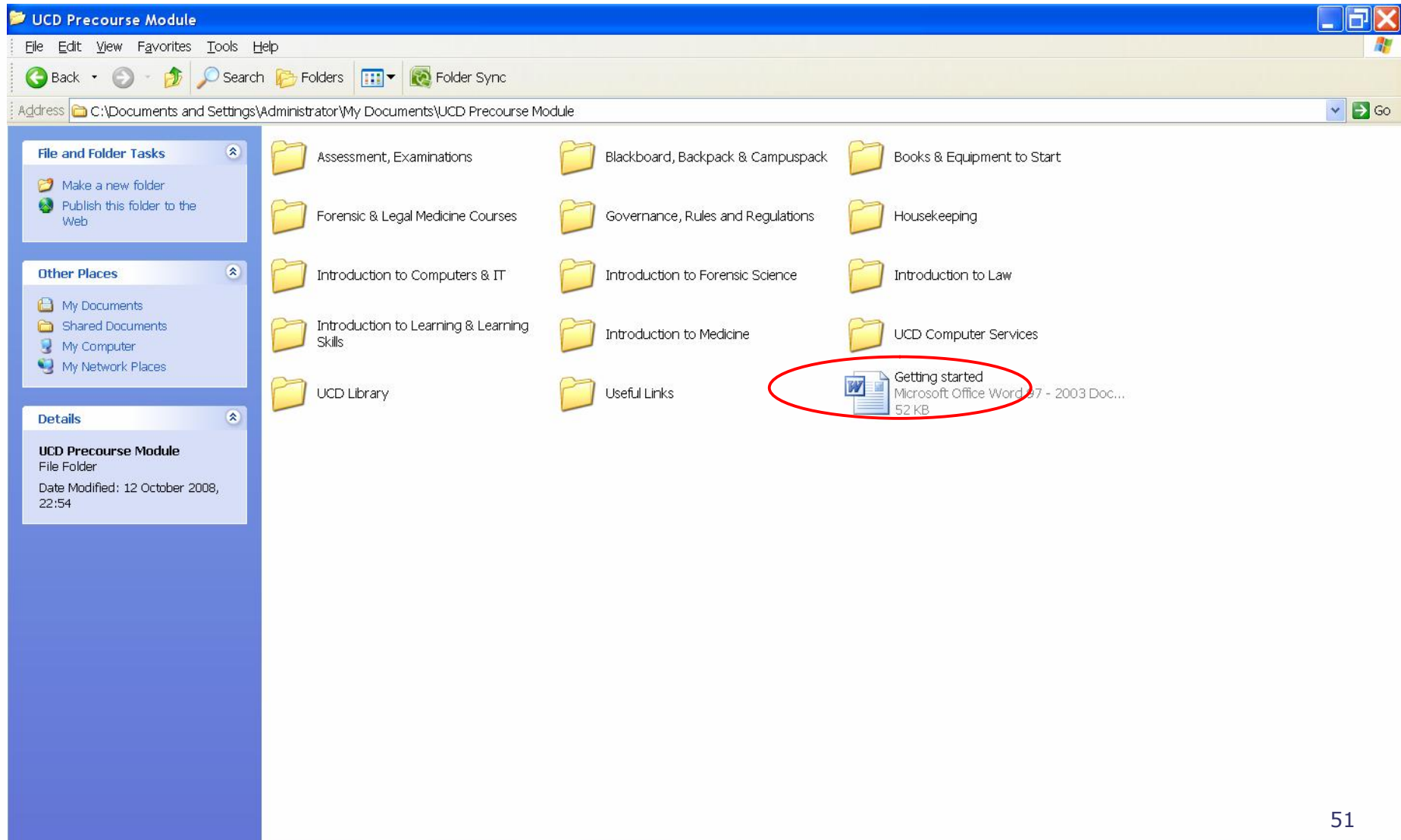
Sessions will be held in the Health Sciences Centre, UCD Dublin unless otherwise notified.

The start time for sessions will be 9am but you may wish to continue last year's popular informal option: "Get to UCD by 8.30 am to get a parking space and then meet over coffee and pastries in O'Brien's Coffee Shop"

Dates for Semester 2 will not be finalised until September, but we expect to start as soon as UCD re-opens in the New Year and work through to the examination period in early May with a break in early April for Easter.



# Downloaded Screen



# FOLDERS

## Getting Started Document

Assessment & Examinations

Blackboard, Backpack, Learning Objects.

Books & Equipment to Start.

Forensic & Legal Medicine Courses.

Governance, Rules & Regulations.

Housekeeping.

Introduction to Computers & IT.

Introduction to Forensic Science.

Introduction to Law.

Introduction to Learning and Learning Skills.

Introduction to Medicine.

UCD Computer Services.

UCD Library.

Useful Links.



# "Getting Started" Document

## Introduction on CD / Memory Stick.



## Getting Started

### Welcome ..

Welcome to the UCD Graduate Diploma in Medicine (Forensic Medicine) and the MSc Forensic Medicine course. We look forward to meeting you at the start of the course.

Please read everything, but particularly the important points enclosed on boxes.

Forensic and Legal Medicine covers the wide overlap of medicine, law and science, increasingly using electronic communications and resources. Our courses draw students from a wide range of professions, disciplines, specialities, qualifications, experience, age, nationalities, styles and experience of learning. What course members bring to a course and what they want to get out of it will be very different and completely individual. This diversity brings tremendous vigour and interest to the course and presents great challenges.

This Pre-course Module is designed to provide information about UCD, to introduce the course; to help you identify your goals for the course and the resources you need; and to help you find the areas of your knowledge and skills which need strengthening before you start the course.

One of the really important "skills" is giving ourselves the space and permission to sit back and think – as well as to read, listen and discuss.

The first two modules of the course appeared "structured" with lectures, assignments, skills workshops and much more. Important as these are, even more important are the opportunities for "reflective learning". Starting with sitting back and thinking about our lives, careers, this course, what we want out of it, how we are going to do this, how we are going to achieve this, reading around the subjects, listening to others.

**A** Assignment. Throughout the Pre-Course Module there are "Assignments" - pieces of work for you to complete before the Course starts. They are marked, like this, with a large A and outlined in a box. As well as being good introductory work, they will link to taught sessions in September.

We all now living in an electronically connected age and you will find it virtually impossible to manage the course without a computer, internet access and IT skills. It is important that you have access to a computer to start this

module as soon as possible. It is theoretically possible to do the module from an internet cafe using a memory stick, but we strongly advise that you have your own laptop for the course.

**A** Assignment. Read the document about computers and organise yourself a computer. Check that its specification and software is suitable. Taking on previous students' opinions, I advise your use a laptop, which you can dedicate to the course.

On the memory stick there is a series of folders and documents, which have not been organised or classified -- yet.

**A** Assignment. Your task is to read through all the documents on this memory stick, construct a filing system and then file them on your computer. There are many away is that you may wish to do this, but I strongly advise of obtaining a piece of software called "Backpack". Please see the "Backpack" folder.

**A** Many documents are provided in Adobe (pdf) format as they are smaller, easier to download and can be read on virtually all computers. If you do not have Adobe Reader, it is available free on:

<http://www.adobe.com/products/acrobat/readstep2.html>



Assignments.  
Self assessment. Training.  
Relevance (made) obvious.

**A** Assignment. Throughout the Pre-Course Module there are “Assignments” - pieces of work for you to complete before the Course starts. They are marked, like this, with a large A and outlined in a box. As well as being good introductory work, they will link to taught sessions in September.



# Aims & Objectives; Learning Styles.

**A** At the beginning of the course, we will discuss aims and objectives for the course so it is important that, before you start, you have thought about your personal aims and objectives for the course. Please bring your thoughts on a single sheet of A4 paper. Remember the KISS principle – “Keep It Short and Simple”

**A** Assignment. Read up about assessment of learning styles and complete an assessment of your choice to form part of your Learning Profile. We will be having a seminar about learning styles at the start of the course.



# Exercise in creating a Spreadsheet

|        |       |         |
|--------|-------|---------|
| TOTALS | HOURS | MINIMUM |
| Module | 0     | 0       |

|            |  |
|------------|--|
| Key        | Examples   |
| Taught     | Lectures, seminars, tutorials, presentations, skills workshops     |
| Distance   | Home-based, distance, virtual classroom, online assignment related |
| Research   | Research, reading, library, online, preparation                    |
| Experience | Attachments, observed examinations, visits, clinical experience    |
| Reflective | Reflection, review, self-assessment, study planning                |
| Revision   | Revision, formal exams and assessments                             |

**DECLARATION**

I certify this is a true summary of the number of hours of learning activities that I have undertaken during the above Module. On request, I will submit my Learning Profile with confirmatory documentation. I realise that a false claim renders me in breach of the UCD statutes and regulations and may make me liable to disciplinary proceedings.

Signed

Date



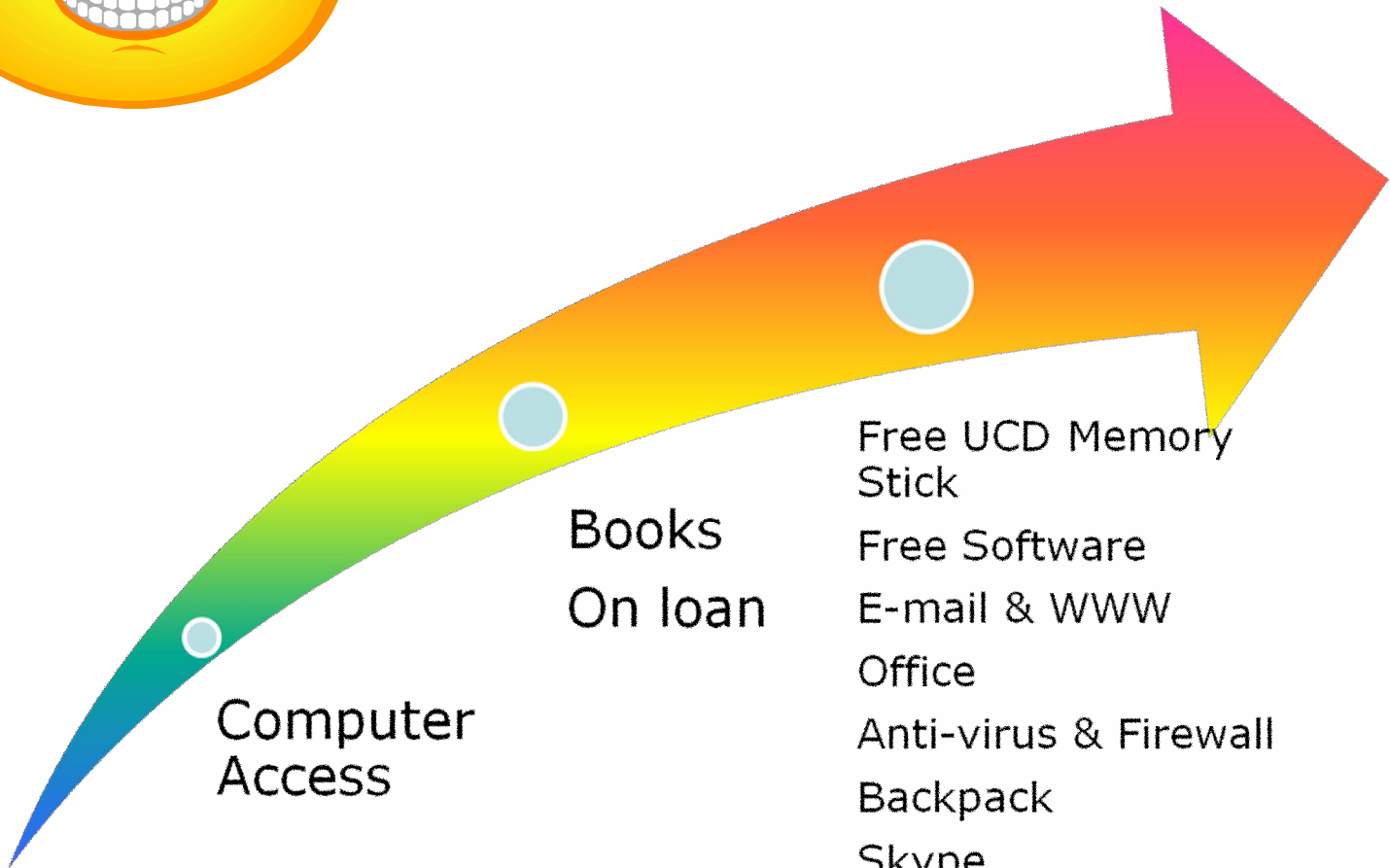
## Exercise in IT; Research & organisation of learning.

**A** Assignment. Your task is to read through all the documents on this memory stick, construct a filing system and then file them on your computer. There are many ways that you may wish to do this, but I strongly advise of obtaining a piece of software called "Backpack". Please see the "Backpack" folder.



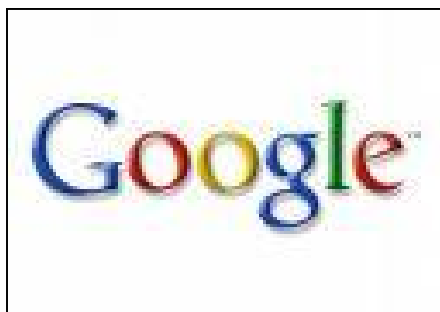


# Getting Started on a shoe-string



Free !

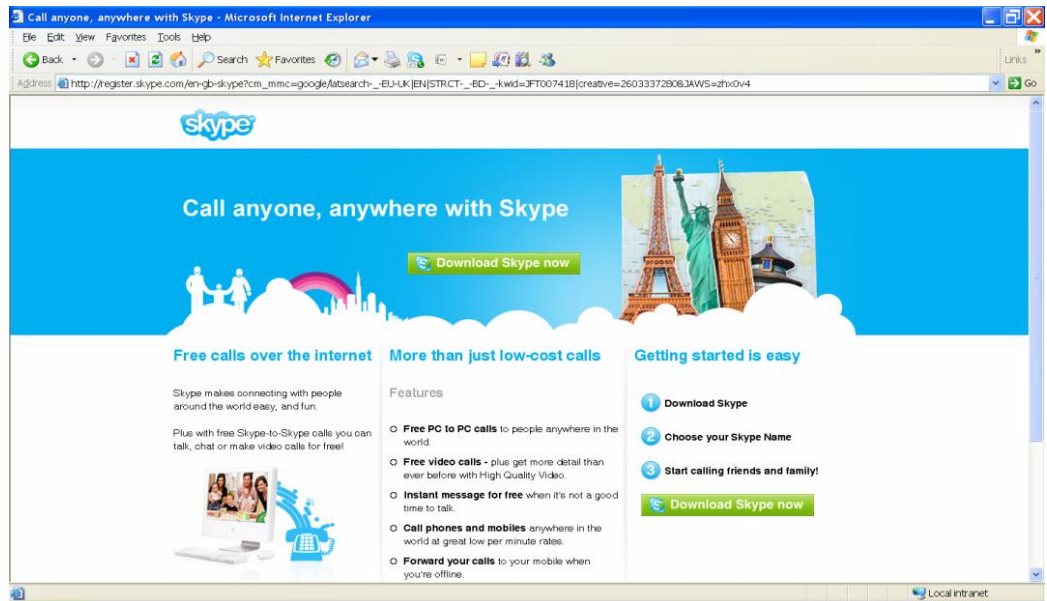
Some Sources:



Broadband free at your local library?

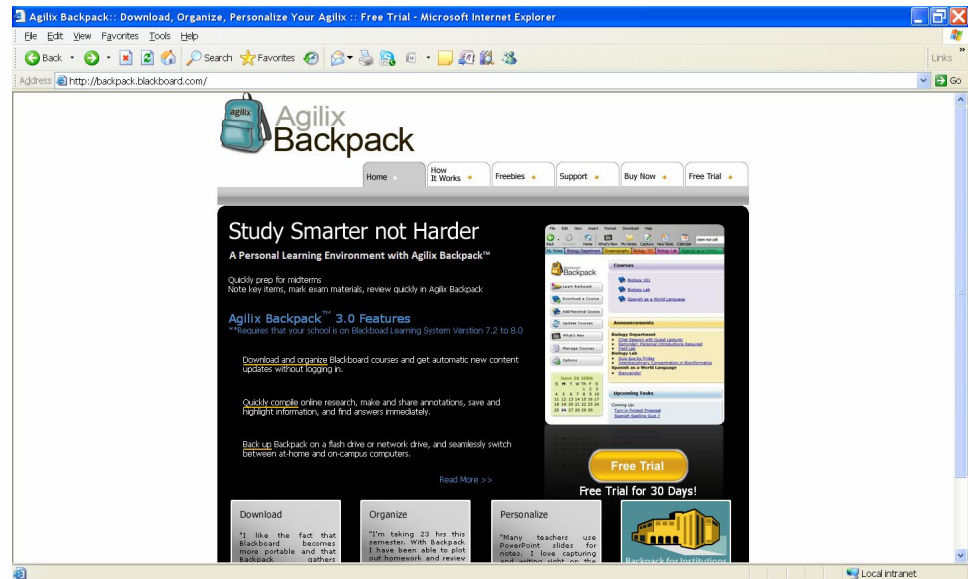
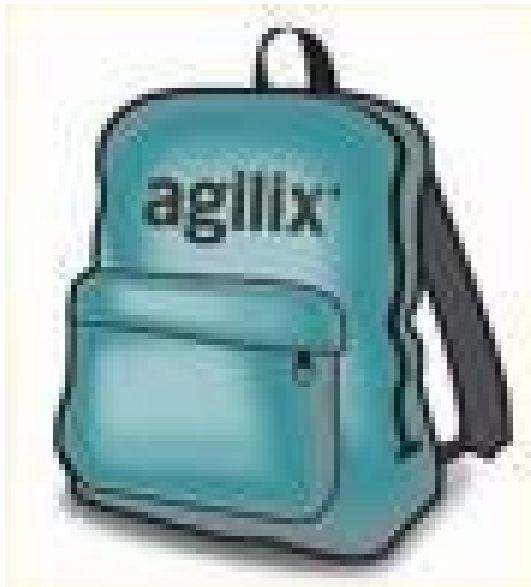
# Skype

- Free download
- Conference Calls – up to 24
- Video-Conferences – 1 to 1



# Backpack

UCD's Blackboard Virtual Learning Environment architecture for free 30-day trial download. Then purchase at discount or free after UCD registration. Remains student's property after course completion.



# Result

Everyone crosses the line together at a full gallop!





# Sexual Assault Forensic Examination



# SAFE – Module 1. One Semester

## Theory

Medicine, Law, Procedure

Resources,

Research, Sources, References

Examination Skills

Forensic Procedures

Record keeping

Report Writing

Courtroom Skills

Continual Assessment, MCQ



# SAFE – Module 2. 1 - 2 Semesters

## Practical - Casebook.

10 Cases

Mentoring

Covering spectrum of SAFE

Case descriptions

Medico-legal issues

M-L commentaries

Discussion / Reflection

Summary

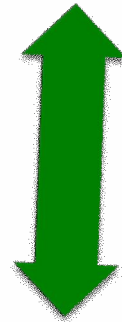
Fully Referenced

Casebook Assessed, Cont. Assessment, Viva



# Learning to e-learn

Pre-  
Course



Course



Sharing our knowledge: UCD College of Life Sciences  
**e-Learning in PG Forensic Medicine**

*The Context is All  
E-Learning*



**UCD School of Medicine  
and Medical Science**

**University of Oxford**



# Whitehead 1929

*“I have been much struck by  
the paralysis of thought  
induced in pupils  
by the aimless accumulation  
of precise knowledge,  
inert and un-utilised...  
But the habit of the active utilisation  
of well understood principals  
is the final possession of wisdom”.*





# Whitehead 1929

A fact is no longer a bare fact:  
it is invested with all its possibilities.  
It is no longer a burden on the  
memory:  
it is energising as the poet of our  
dreams,  
and as the architect of our purposes.



*Whitehead. 1929. The aims of education and other essays.*

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