

**MODULE-1**  
**INJURY / TRAUMATIC WOUND**  
**Students' Manual**



For students in the 6<sup>th</sup> semester

**FORENSIC MEDICINE & MEDICOLEGAL**  
**FACULTY OF MEDICINE**  
**HASANUDDIN UNIVERSITY**  
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# INJURY / TRAUMATIC WOUND

A physician may encounter a case in which he/she has to examine a person with wound(s). The condition of the wound may be trivial or serious and the injured person may be alive or dead. Therefore, it is utmost important for a physician to have the ability to conduct identification and description of wounds, which may have medico-legal implications at a later stage. Hence, it is essential that different types of wounds should be scrutinized correctly and identified as well as to be described, with a full description being made in notes and photographs taken at the time of the examination.

## A. LEARNING OBJECTIVES

After learning the module, students are expected to have the ability in understanding the basic mechanism related to the occurrence of the injury/traumatic wound, and the condition associated with injury/trauma and the characteristic of the wound. This includes wounds caused by stabbing, blunt trauma (punching, kicking, beating etc), strangling, biting, shooting, falling from a height, being hit by a vehicle, and blast trauma from explosives. In addition, students are also expected to distinguish the time when an injury/traumatic wound happened, whether it happened pre-mortem or post-mortem (prior or after the death of the victims), and to establish the closest possible cause of damage (Cause of Damage) using Proximus Morbus Approach (PMA).

## B. LEARNING TARGETS

After learning the module, the students are expected to be able to:

1. Describe the characteristic of the wounds.
2. Diagnose/conclude the type of the wounds.
3. Explain the pathomechanism of the injury/traumatic wound using the knowledge of anatomy, histology, and physiology of the human body.
4. Establish the Cause of Damage using Proximus Morbus Approach.
5. Explain the characteristic of the agent that might cause the wounds.
6. Explain the severity of the wound in accordance with the Indonesian law.

## **C. LEARNING STRATEGY**

1. A group discussion, facilitated by a tutor
2. A group discussion, without a tutor
3. Consultation with experts
4. Experts lecture
5. Self-learning activities in the library with books, magazines, slides, tape recorder, video or the internet.

## **D. SCENARIO**

A patient came to the Emergency Room with the following condition (see pictures for each scenario).

Students are expected to:

1. Describe the wounds found in forensic examination, and make a diagnosis/conclusion about the result of the examination.
2. Explain the pathomechanism of the injury/traumatic wound using the knowledge of anatomy, histology, and physiology of the human body related to the wound.
3. Establish the Cause of Damage using Proximus Morbus Approach.
4. Explain the characteristic of the agent that might cause the wounds.
5. Explain the severity of the wound in accordance with the Indonesian law.

### Scenario 1.1

A young woman was admitted to the Public Health Center by a police officer. She was found unconscious on Jalan Tamalanrea Km.10 and a motorcycle was found approximately 5 meters from her.



### Scenario 1.2

A 28 year old man was admitted to the ER accompanied by a police officer. He suffered from a wound on his left shin. According to the police officer, the man is a member of a motorcycle gang and a suspect in a case who fled when being questioned.



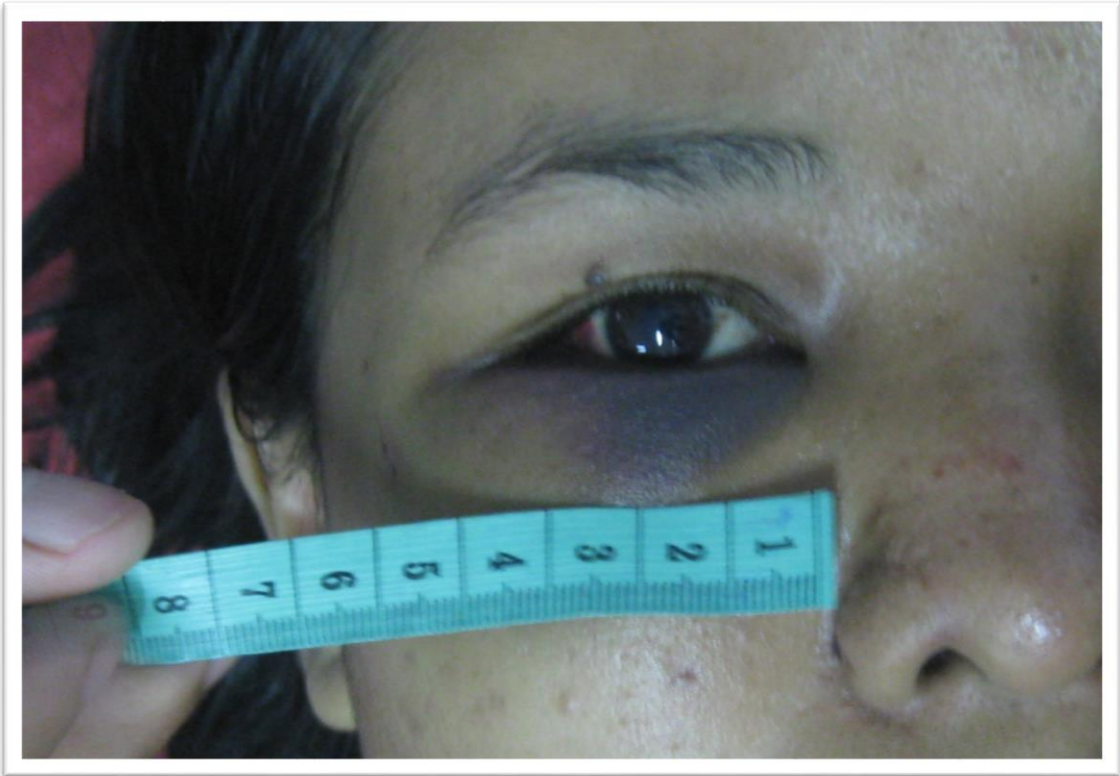
### Scenario 1.3

A 21 year old man came to the ER with his friend. According to the friend, the patient was a victim of a robbery about half an hour ago.



#### Scenario 1.4

A 35 year old woman came to a Public Health Center and stated herself as a victim of a domestic abuse. She said that she had frequently been hit by her husband during their marriage.



### Scenario 1.5

A 30 year old man came to the ER and said that he had been a victim of a hit and run. The patient said that he had been walking when he was hit by a motorcycle. He fell and rolled on the asphalt, and got a wound near his right elbow. There was neither history of loss of consciousness nor vomiting.



**Scenario 1.6**

A 16 year old man was admitted to the Public Health Center after falling from a motorcycle. He complained about dizziness and headache, but no history of loss of consciousness or vomiting.



## **E. TASKS FOR STUDENTS**

1. After reading the scenarios thoroughly, the students must discuss the cases in a group discussion. Both the leader and the secretary are chosen by the members of the group.
2. Conducting a self study by providing data/information to support the discussion.
3. Conducting a self-coached group discussion (without tutor), brain storming among the group member to analyze and synthesize new information.
4. Consulting the problems revealed during the PBL session to the experts for a better understanding about the case.
5. Attending the provided experts' lecture for unsolved problems.

## **F. PROBLEM SOLVING PROCESS**

In a group discussion, the students are expected to solve the problems in the scenarios by conducting these following 7 jumps of problem solving process:

1. Clarifying unclear terms stated in the scenario, then defining the keywords/key statement(s).
2. Identifying the basic problem of the scenario, by creating some leading important questions.
3. Analyzing the problems by answering questions provided from group members.
4. Classifying the answers.
5. Developing study objectives that must be achieved by the students during the case discussion.
6. Looking for other supporting information related to the above cases.
7. Reporting the result of discussion and synthesizing the other identified information.

### **Notes:**

- Step 1 to 5 are conducted during the first coached-tutorial with the tutor.
- Step 6 is a self study; performed out of the class either by a group discussion or by student solely, which will then be discussed together in an un-coached group.
- Step 7 is conducted during the second coached-tutorial with the tutor.

## G. SCHEDULE

1. First meeting in a general lecture; the lecture delivers primarily a one way communication of lecturing, followed with asking question session.

### Objectives:

- Explaining the modul and how to complete the provided tasks.
- Choosing a group leader and a secretary.
- Brain storming for step 1 to 3
- Finally on going to self-study.

2. Second meeting.

### Objectives:

- A group discussion, facilitated by a tutor and to report the self-study result and accomplish the PBL process to the 5th step (study objectives 1 and 2 in first week and 3 until 6 in second week)
- Collecting other new necessary information
- Reporting the last discussion result as well as for synthesizing the recently identified information.

3. Third meeting.

### Objectives:

Conducted in a classroom, with a panel discussion format, in which the students report the final results of each group's discussion, clarifying things that remain unsolved by the groups, and sharing information and findings with other groups.