

## Leadership Connection 2018 (15-18 September)

### Nursing Faculty Assessment of the Integration of Forensic Nursing Concepts in Undergraduate Nursing Curricula

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Nurses frequently encounter patients involved in trauma, exploitation, or maltreatment but are not prepared to care for this vulnerable population. Nurses who care for individuals, families, and populations where accidental and intentional injuries occur should have knowledge and application of forensic nursing concepts. Ensuring students meet competencies geared toward current and future needs of patients, families, and communities is a necessary component of an effective nursing curriculum. The purpose of this convergent parallel mixed method study was to examine the nursing faculty assessment of the importance of including forensic nursing concepts in undergraduate nursing curriculum and explore the integration of forensic nursing concepts in undergraduate nursing curriculum. The Transformative Paradigm theoretical framework (Mertens, 2010) guided the study. The theory leads researchers in supporting societal justice by calling to action to address cultural and societal marginalized populations. A purposive sample of full-time nursing faculty employed in undergraduate accredited nursing programs across the United States was utilized for this study. An investigator designed instrument, the Forensic Nursing Concept Assessment was created, piloted, and implemented for the study. Data was gathered through SurveyMonkey® and analyzed using thematic coding, descriptive statistics, Pearson's correlation, and analysis of variance (ANOVA). Results indicated statistically significant differences between nursing faculty's primary area of clinical practice, teaching area, and type of program and the importance of including forensic nursing concepts in undergraduate nursing curriculum. Also, results indicated statistically significant differences between faculty's primary teaching area, the primary area of clinical practice and curriculum integration perspectives. Thematic coding determined undergraduate nursing faculty introduce forensic nursing concepts on a surface level. Nursing curriculum is built around a national licensure exam. Interdisciplinary collaboration is fundamental in the success of integration of forensic nursing concepts in undergraduate nursing curriculum. The triangulation of qualitative and quantitative data suggests the nursing faculty support forensic nursing concepts in undergraduate nursing curriculum, but require knowledge, skills, and support for successful integration. Undergraduate nursing faculty have a misunderstanding of the term forensic. Nursing faculty are challenged to ensure nurse generalists receive basic forensic education to improve healthcare to victims of violence.

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**Title:**

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**References:**

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### **Abstract Summary:**

A mixed-method study examined nursing faculty's assessment of including forensic nursing concepts in undergraduate nursing curriculum. The amalgamation of qualitative and quantitative data suggests the nursing faculty support the integration of forensic nursing concepts in undergraduate nursing curricula, but require knowledge, skills, and support for successful integration.

### **Content Outline:**

#### **I. Introduction**

1. Nurses encounter forensic patients every day that requires knowledge, skills, and behaviors to care for this vulnerable population.

2. Undergraduate nursing faculty are positioned to equip students with the education required to care for forensic patients.

## II. Methodology

1. Purpose of the Study
2. Transformative Paradigm Theoretical Framework
3. Mixed-method research design
  1. Sample-Full-time nurse educators employed in accredited undergraduate nursing programs.
  2. Setting- Geographic region of the United States
  3. Instrumentation- The Forensic Nursing Concept Assessment researcher designed instrument
  4. Procedure-
    1. IRB approval
    2. Email to accredited undergraduate nursing schools across the US
    3. Access to SurveyMonkey<sup>a</sup>

## III. Analysis of Data

1. Research Questions
  1. Thematic coding
  2. Descriptive statistics
2. Hypotheses Findings
  1. ANOVA
  2. Pearsons Correlation
3. Triangulation of Data

## IV. Conclusion

1. Statistically significant differences were found between faculty's primary teaching area, primary area of clinical practice, and type of program and the inclusion importance of forensic nursing concepts in an undergraduate nursing curriculum.
2. Statistically significant differences were identified between faculty's primary teaching area, primary area of clinical practice, and curriculum integration perspectives.
3. Integration of forensic nursing concepts will be a challenge.
4. Forensic is a misunderstood term.
5. Time is a significant factor in the integration of forensic nursing concepts

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