



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

Patti McFadden, PhD, RN
William Carey University



Introduction

- Societal violence is an everyday occurrence (Eldredge, 2008).
- Nurses are positioned to address the gap between the legal system and healthcare (Miller, et al., 2010; Lynch, 1990).
- Every nurse should have the knowledge, skills, and application of forensic concepts to serve this unrecognized population (Drake, et al., 2015).
- Nurse educators must evolve nursing education and prepare learners for contemporary practice (Sekula, et al., 2012).
- Understanding the effects of violence will assist nursing students to identify potential victims and provide an occasion to offer resources and education (Amar & Sekula, 2016).

Hypotheses

Importance

H₀₁ There is no significant relationship between the years of experience and the nursing faculty assessment of the importance of including forensic nursing concepts in the undergraduate nursing curriculum.

H₀₂ ***There is no significant difference between the primary area of teaching and the nursing faculty assessment of the importance of including forensic nursing concepts in the undergraduate nursing curriculum .

H₀₃ ***There is no significant difference between the primary area of clinical practice and the nursing faculty assessment of the importance of including forensic nursing concepts in the undergraduate nursing curriculum.

H₀₄ ***There is no significant difference between the type of undergraduate nursing program and the nursing faculty assessment of the importance of including forensic nursing concepts in the undergraduate nursing curriculum.

Integration

H₀₅ There is no significant relationship between the years of experience and the nursing faculty assessment of integrating forensic nursing concepts in the undergraduate nursing curriculum.

H₀₆ ***There is no significant difference between the primary area of teaching and the nursing faculty assessment of integrating forensic nursing concepts in the undergraduate nursing curriculum.

H₀₇ ***There is no significant difference between the primary area of clinical practice and the nursing faculty assessment of integrating forensic nursing concepts in the undergraduate nursing curriculum..

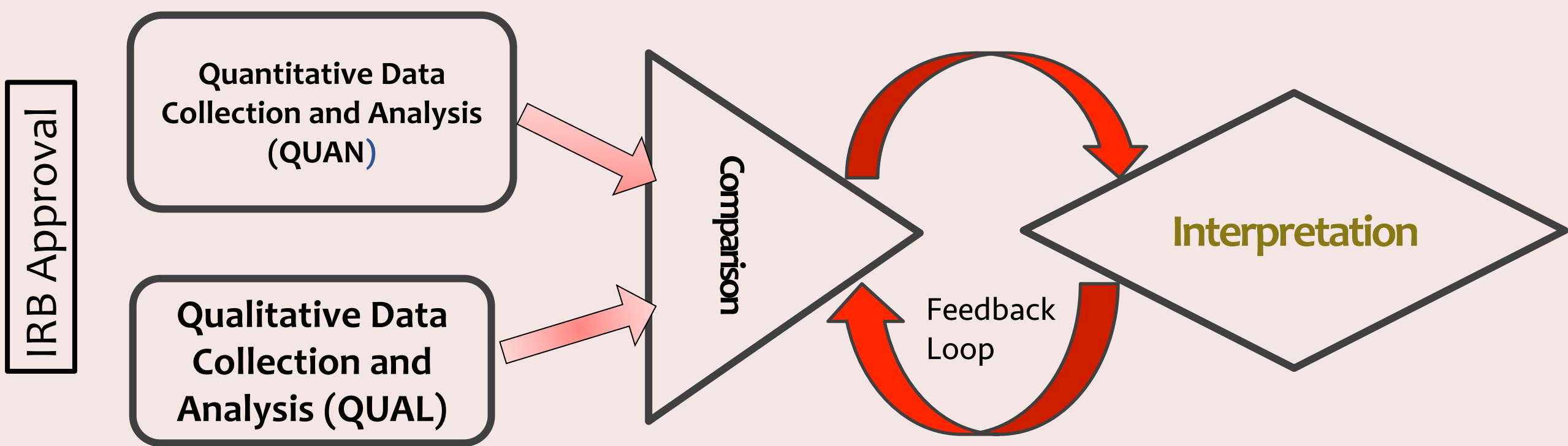
H₀₈ There is no significant difference between the type of undergraduate nursing program and the nursing faculty assessment of integrating forensic nursing concepts in the undergraduate nursing curricula.

*** indicates significant differences were found

Purpose of the Study

The purpose of this 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.

Methodology



Convergent Parallel Mixed Method Design visual representation. Data from Polit & Beck, 2017; Creswell, 2014; Andrew & Halcomb, 2009; and Mertens, 2010.

Conclusions

- Forensic nursing concepts are taught on a surface level.
- Undergraduate nursing faculty competency is a major factor in the facilitation of forensic nursing concepts into a curriculum.
- Nursing faculty participating in this study teach content directly related to the NCLEX-RN® blueprint.
- Nursing faculty understood the importance of teaching basic forensic concepts but had distinct differences in the areas of teaching and clinical practice.
- Program effectiveness of incorporating basic forensic concepts depended on faculty interest, available resources, and a supportive administration.

Triangulation of Data

Nursing faculty were *intrigued but apprehensive* about the integration of forensic nursing concepts in undergraduate nursing curricula

Nursing faculty *lacked the basic knowledge and skills* to teach forensic nursing concepts

Nursing faculty *focused on program outcomes* which did not include core competencies specific to improving care for vulnerable populations

Undergraduate nursing faculty have a *misunderstanding* of the definition of the term forensic.

Faculty are *creative* in including forensic nursing concepts in the classroom, simulation, and clinical opportunities.

Faculty who have had *experience* were more competent and passionate about including basic forensic concepts in undergraduate nursing curricula

Research Questions

Research Question	Theme
1. Which forensic nursing concepts are taught in the undergraduate nursing curriculum?	<ul style="list-style-type: none">▪ Vagueness▪ Familiarity▪ Champions
2. Do nursing faculty perceive it is important that forensic nursing concepts are taught in the undergraduate nursing curriculum?	<ul style="list-style-type: none">▪ Majority agreed (46.1%) n =465 or strongly agreed (29.7%) n = 299 FNC should be taught▪ Only 21.9% (n = 220) of the faculty agreed or strongly agreed FNC was a priority
3. What factors determine the integration of forensic nursing concepts in undergraduate nursing curriculum?	<ul style="list-style-type: none">▪ Restraining Time Curriculum Significance Faculty Resources▪ Facilitating Curriculum & Regulatory Influence Interventions Conceptual Appreciation