

Knowledge and Attitude of Nursing Faculty on Integrating Forensic Nursing into the Undergraduate Nursing Curriculum in Selected Nursing Colleges, Durgapur, WB: A Descriptive Study

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ABSTRACT

The advancement of forensic nursing in the last decade has developed a new and better image of the nursing profession and provided services to living and dead people. This discipline provides a new perspective on the approach of holistic care for patients at hospitals or community centers involved in legal issues. Today, applying legal sciences in nursing has formed wider roles in clinical research related to crime and legal processes to promote public health and safety. This study aims to assess the knowledge and attitude of nursing Faculty on Integrating Forensic Nursing into the Undergraduate Nursing Curriculum. A descriptive research design was used with a convenience sample of 100 nursing faculties from various Nursing Colleges in Durgapur. Among the 100 nursing faculties included in this study, the majority (65%) had a moderate level of knowledge, 18% had adequate knowledge and 17% had inadequate knowledge about integrating forensic nursing into the undergraduate nursing curriculum. Attitudes of nursing faculty towards integrating forensic nursing into the nursing curriculum depict that 94% of participants are neutral and 6% have negative attitudes but none of them have positive attitudes. The education background as well as service background were associated ($p < 0.05$) with the level of knowledge of nursing faculty. The study reveals that the integration of forensic nursing into to nursing curriculum can be well implemented for the betterment of the nursing curriculum as a subspecialty which can provide a wider scope in the nursing profession.

Keywords: Knowledge, Attitude, Nursing faculty, Forensic nursing, Nursing curriculum.

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INTRODUCTION

Nursing is a healthcare profession that focuses on the care of individuals and their families to help them recover from illness and maintain optimal health and quality of life nurses are distinct from other healthcare providers as they have a wide scope of practice and approach to medical care.¹ Today, nursing has changed from a passive state to an independent, decision-maker profession. Nurses should increase their knowledge to meet the multiple needs of their patients because their duties are different from the past. To play advanced nursing roles, in addition to professional concepts, nurses should be familiar with legal concepts not only to provide quality care in multidisciplinary teams but also to defend their rights in appropriate situations.²

Forensic nursing is a specialty in the nursing discipline, which brings the concepts as well as principles of both law and nursing sciences together. This creative and evolving specialty seeks to meet the needs of the healthcare system with legal problems. The advancement of forensic nursing in the last decade has developed a new and better image of the nursing profession and provided services to living and dead people.³ This discipline provides a new perspective on the approach of holistic care for patients at hospitals or community centers involved in legal issues. Today, applying legal sciences in nursing has formed wider roles in clinical research related to crime and legal processes to promote public health and safety.⁴

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In the health care system, nurses often meet clients, families, and populations victimized by accidental or deliberate injuries, exploitation or ill-treatment but are not prepared to deal with them.²

A study was conducted at A.P. (Padmakumari, 2022) to assess knowledge and practice on forensic cases among emergency staff. In this study knowledge level of staff nurses was 53.3% had inadequate knowledge, 46.6% had moderate knowledge and none of the staff nurses had adequate knowledge of forensic nursing and they had educational needs that are related to forensic nursing.⁵

A study was conducted at In Hafar AI-Batin University to assess nursing students' knowledge regarding forensic nursing (2023). This study shows that 29.1% of nursing students had

good knowledge of forensic nursing, 13.3% had moderate knowledge and 57.6% had poor knowledge.⁵

The scope of education is also increasing to meet the changing demands of the people in society.⁶ Nursing education plays a vital role in preparing nurses for the well-being of people in various areas. As nursing is expanding its role day by day similarly forensic nursing is also a new trend in nursing. Therefore, all nursing students and nurse educators should be aware of forensic nursing as their sub-specialties and need.³

Need for the Study

Forensic nurses have a key role in providing comprehensive care to victims of violence and their family members. Nurses employed in the emergency hospital care setting possess certain skills related to forensic science such as evidence collection and preservation. However, nurses must possess additional skills to deliver comprehensive and holistic care to be recognized as forensic nurses. These fundamental skills include forensic interviewing examination skills, and evidence preservation.⁴

The proper preservation of evidence is required in all cases where evidence is collected. Therefore, preserving the chain of evidence is important in forensic nursing practice. The initial step for evidence preservation is to observe and record the nature and source of injuries. The nature of trauma might be physical sexual or emotional which might have resulted from the accident, assault, violence, drug abuse, etc.⁴

A study was conducted in Mumbai (2022) to assess the knowledge regarding forensic nursing among undergraduate nursing students. This study shows that the majority of students (64.17%) have average knowledge regarding forensic nursing even though 98.50% didn't have any previous training in forensic nursing.⁸

So, considering this matter the World Health Organization (WHO) and the International Association of Forensic Nurses (IAFN) have stipulated that legal content and concepts should be taught to undergraduate students as well as nursing alumni.²

A study was conducted in Turkey (Emine Tuğba Topçu, 2018) to determine the opinion of senior students about forensic nursing. In this results revealed that 94.7% of students believed that both forensic nursing should be an area of specialization and that nurses should receive forensic nursing education, 42.1% of them stated that this education should be given as an elective course in school, and 40% of the students stated that they wanted to become a forensic nurse when they graduated. The findings suggest that senior nursing students' knowledge of forensic nursing was insufficient and that they were untrained in this area.⁹

Therefore, the addition of courses related to forensic nursing to the undergraduate curriculum in all universities, opening postgraduate training programs related to the subject, and increasing scientific activities such as conferences, seminars, and courses are recommended.

Forensic nursing is an emerging sub-specialty in India holding the potential to rejuvenate the medico-legal system of

the country. Also, in India, with its rampant increase in crime rates, the greatest promise of forensic nursing is the emergence of a new holistic approach to legal issues surrounding patient care in the hospital and community setting.

The Indian Nursing Council has introduced forensic nursing as a subject in the graduate nursing program in the year 2021. The inclusion of forensic nursing as a subject in the nursing curricula introduces the students to a wider role in contemporary nursing practice that contributes to our own and public health safety.⁷ The implementation of graduate and postgraduate programs in forensic nursing further reduces the gap between health care systems and judiciary systems. The knowledge and practice-related realms of forensic nursing are still in the infancy stage among nursing aspirants in India.⁴

Doing so will enable nurse educators to prepare students who can help break the cycle of violence and close the gap that exists in health care delivery for individuals affected by violence.

To overcome all these problems, we suggest that forensic nursing should be introduced all over India and forensic nurses can help in various ways for the successful prosecution of cases.¹⁰

OBJECTIVES

- To assess the knowledge of nursing faculty on integrating forensic nursing into the undergraduate nursing curriculum.
- To assess the attitude of nursing faculty on integrating forensic nursing into the undergraduate nursing curriculum.
- To find an association between the knowledge and attitude of nursing faculty on integrating forensic nursing into the undergraduate nursing curriculum with selected socio-demographic variables.

MATERIALS AND METHODS

Research Approach

A Quantitative approach was considered for the present study.

Study Design

A descriptive research design is used to assess the knowledge and attitude of nursing faculty on integrating forensic nursing into the undergraduate nursing curriculum.

Population

In the present study, it consists of nursing faculty from selected nursing colleges, in Durgapur.

Sample

In this study, the sample consists of 100 nursing faculty who are working from selected nursing colleges in Durgapur.

Sampling Technique

In this study, the sampling technique was used convenient sampling technique.



The Setting of the Study

Selected nursing colleges in Durgapur

Inclusion Criteria

- Faculty who are currently working in selected colleges of nursing, Durgapur.
- Faculty who are willing to participate in the study.
- Faculty who are available at the time of data collection.

Exclusion Criteria

- Faculty who have been exposed to any training program related to forensic nursing in the past.

Ethical Clearance

The institutional ethical committee of IQ City Medical College approved this project before the beginning of the study to consider ethical principles. The participants were assured of the confidentiality of the data.

Description of the Data Collection Tool

To assess the knowledge and attitude of nursing faculty on integrating forensic nursing into the undergraduate nursing curriculum. A structured questionnaire is developed by the investigator.

The data collection tool has been divided into 3 sections.

Section A

A structured questionnaire is used to collect the socio-demographic data. It included age, gender, experience, qualification, etc.

Section B

It consists of 25 multiple-choice questions to assess the knowledge regarding forensic nursing. It depicted the distribution of items according to the area under the main domains: general information on forensic nursing (5 items), concept of forensic nursing (5 items), history and development (4 items), scope of forensic nursing (6 items), qualities of forensic nurse (3 items), role and functions of forensic nurse (2 items). Each item has four options, score 1 for each correct answer and zero scores for each wrong answer.

The scoring of knowledge regarding forensic nursing is shown in Table 1.

Section C

It included 15 attitude questions to assess the attitude of nursing faculty on integrating forensic nursing into the undergraduate curriculum. Each attitude questionnaire was rated using a

5-point Likert rating scale strongly agree, agree, neutral, disagree, and strongly disagree. Score 5 for strongly agree and score 1 for strongly disagree. The total score was 75 converted to percentage. The attitude was graded as positive (75%), neutral (50–75%), and negative (< 50%). Nursing faculty with a < 50% attitude score was described as having a negative attitude, between 50 and 75% score were considered to have a neutral attitude, and > 75% score was considered to have a positive attitude regarding forensic nursing.

Data Collection Method

Formal administrative permission was obtained from Head of the Institutions of selected nursing colleges to collect the data. The data was collected from October 1st to October 15th 2023. All nursing faculty who fulfilled the inclusion criteria were invited through WhatsApp and mail to participate in the study. A total of 100 nursing faculty participated in the present study. A structured online self-administered knowledge, and attitude questionnaire was developed using web-based Google forms with attached information sheets and instructions. Before the data collection the purpose of the study was explained to the participants, confidentiality was assured to all the subjects and informed consent was obtained. The average time taken to answer the questionnaire ranged from 30 to 35 minutes. The master sheet was prepared for the data obtained from the samples.

Table 2: Socio-demographic characteristics of participants

(n = 100)		Percentage
Age (Years)	< 30	55
	30–40	27
	> 40	18
Gender	Male	8
	Female	92
Marital status	Single	59
	Married	41
Education background	B.Sc Nursing	46
	M.Sc Nursing	51
	M. Phil	3
Service background (Years)	< 1	49
	1–4	37
	5–8	8
	> 9	6
Organization position	Clinical Instructor	46
	Tutor	35
	Assistant professor	10
	Associate professor	7
Source of information regarding forensic nursing	Professor	2
	Seminar	24
	Workshop	76

Table 1: Scoring of knowledge regarding forensic nursing

Range	Level of knowledge
1-8	Inadequate
9-16	Moderate
17-25	Adequate

Plan of Data Analysis

The collected data were summarized by using descriptive statistics: frequency, percentage; mean and SD. The Pearson correlation coefficient ("r") was used to find the relation between knowledge and attitude of nursing faculty. The likelihood ratio or Chi-square test was used to find the association between the knowledge, and attitude of nursing faculty on integrating forensic nursing into the undergraduate nursing curriculum and selected socio-demographic variables. The p -value < 0.05 was considered as significant. Data were analyzed by using the SPSS software.

Analysis and Interpretation

- The majority of the participants were female (92%) and under 30 years of age (55%). The highest percentage of participants had a background in M.Sc Nursing (51%) and worked as a clinical instructor (46%). The majority 76% of the participants received information regarding forensic nursing from various workshops.
- The knowledge level of nursing faculty was majority 65% have moderate knowledge, 17% have inadequate knowledge, and 18% have adequate knowledge of forensic nursing.
- Attitudes of nursing faculty toward integrating forensic nursing into the nursing curriculum depict that 94% have neutral and 6% have negative attitudes but none of them have positive attitudes.
- There was no relation between the knowledge and attitude of nursing faculty on integrating forensic nursing into the undergraduate nursing curriculum
- There was a significant association between between knowledge of nursing faculty on integrating forensic nursing into the undergraduate nursing curriculum with selected socio-demographic variables of educational background as well as service background.
- There was no association between the attitude of nursing faculty on integrating forensic nursing into the undergraduate nursing curriculum with selected socio-demographic variables.

Table 3: Items-wise analysis of knowledge regarding forensic nursing

(n = 100)		Correct answer (%)	Wrong answer (%)
General information	The application of scientific, technical or other specialized knowledge to assist courts in resolving questions of fact in civil and criminal trials is a forensic science	55	45
	Forensic science is also known as	55	45
	Scientific methods used to investigate crime are	45	55
	The latest branch of forensic science is	43	57
	In India, the development of the fetal stage is	63	37
Concept	Forensic nursing means	60	40
	Forensic nursing is the application of	44	56
	The most important use of forensic nursing is to	44	56
	Cases where forensic nursing can be used are	43	57
	Forensic nurses are	47	53
History	The title of forensic nurse originated in the year of	46	54
	Founder of forensic nursing	46	54
	First forensic nurse	54	46
	Forensic nursing was officially accepted as a specialty by	54	46
	Forensic nurse can work in	48	52
Scope	Subspecialties of forensic nursing	44	56
	The first health care professional to deal with a victim of violence or abuse in a health care setting	41	59
	Forensic nurses should collect the following types of evidence from the victim	39	61
	Educational options for forensic Nurse	49	51
	Scope of a forensic nurse after master degree	49	51
Qualities	Forensic nurses should have skills in	45	55
	Forensic nurses should be	56	44
	Forensic nurses should have specialized knowledge of except	50	50
Role and functions of forensic nurse	The duties of forensic nurses are	63	37
	Forensic nurses play an integral role in	56	44



RESULTS

The results have been organized and presented in 5 section

Section A

Data on socio-demographic

Table 2 shows the socio-demographic characteristics of participants. The majority of the participants were female (92%) and under 30 years of age (55%). The highest percentage of participants had a background in M.Sc Nursing (51%). Most of the participants (76%) received information regarding forensic nursing from various workshops.

Table 4: Knowledge level of nursing faculty

Knowledge	Percentage (%)
Inadequate (1-8)	17
Moderate (9-16)	65
Adequate (17-25)	18

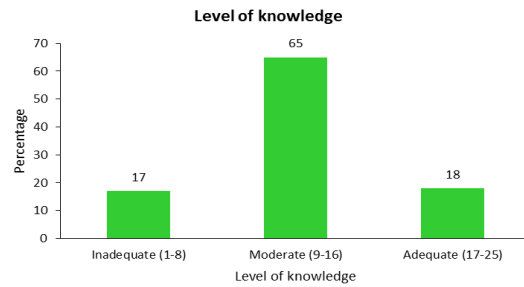


Figure 1: The bar graph represents the level of knowledge of nursing faculty on integrating forensic nursing into the undergraduate nursing curriculum

Section B

As shown in Figure 1, the knowledge level of nursing faculty were majority 65% have moderate knowledge, 17% have inadequate knowledge, and 18% have adequate knowledge of forensic nursing.

Table 5: Items-wise analysis of the attitude of nursing faculty on integrating forensic nursing into the undergraduate nursing curriculum

N = 100

	Strongly agree (%)	Agree (%)	Not sure (%)	Disagree (%)	Strongly disagree (%)
Forensic nursing education is designed to help students know the importance of forensic science in total patient care	4	17	25	32	22
Forensic nursing education as an emerging speciality in health care and nursing practice	18	38	25	15	4
Forensic nursing as a specialty discipline in professional nursing practice	8	29	37	21	5
Forensic nursing education understanding the nature of forensic sciences and issues concerning violence	8	33	32	20	7
Forensic nursing education can give more scope of practice for forensic nurse	8	13	25	31	23
Studying forensic nursing education able to identify forensic team	4	23	33	32	8
In forensic education, students can understand the roles and responsibilities of forensic nurses in the total care of victims of violence	10	25	40	21	4
Forensic nursing education can get skills in the preservation of evidence of victims	9	12	39	35	5
Forensic nursing education develops a basic understanding of the Indian judicial system and legal procedure	5	16	50	27	2
Forensic education can help the student to describe fundamental rights and the human rights commission	3	24	38	33	2
Forensic education helps the students to understand the basic Indian Judicial system and laws	3	13	37	46	1
Forensic nursing education helps students while working in hospitals and community	10	22	40	26	2
Students who have emotional stability, and skills in communication, documentation and observation can go for a specialization in forensic nursing	10	27	40	22	1
Forensic nursing education is necessary for day-to-day nursing work	12	33	40	11	4
Do you think that participating only in workshops, seminar and conferences has a major role in improving skills and knowledge in forensic nursing	6	32	49	10	3

Assessment of knowledge of nursing faculty on integrating forensic nursing into the undergraduate nursing curriculum

Table 3 shows that out of the 25 items of knowledge questions regarding the meaning of forensic nursing, the role, scope and functions of forensic nurses, participants achieved the maximum score. Most of the participants could correct the question related to the history and development of forensic nursing.

Table 4 shows that among the 100 nursing faculties included in this study, the majority (65%) had a moderate level of knowledge, 18% had adequate knowledge and 17% had inadequate knowledge about integrating forensic nursing into the undergraduate nursing curriculum.

Section C

Assessment of the attitude of nursing faculty on integrating forensic nursing into the undergraduate nursing curriculum

Table 5 shows the majority of respondents agree that forensic nursing education is important in understanding the nature of forensic sciences and issues concerning violence. Specifically, 25% of respondents are not sure about the importance of forensic nursing education in knowing the importance of forensic science in total patient care, while 32% of respondents disagree with this statement. Additionally, a significant number of respondents agree that forensic nursing education can give more scope of practice for forensic nurses and that it is necessary for day-to-day nursing work. Specifically, 40% of respondents agree that forensic nursing education is necessary for day-to-day nursing work. Specifically, 49% of respondents are not sure if participating only in workshops, seminars, and conferences has a major role in improving skills and knowledge in forensic nursing. Overall, forensic nursing education is an important and necessary field of study that can help nurses provide better care for victims of violence and abuse.

As shown Table 6 among the 100 nursing faculty majority (94%) had neutral attitude and 6% had negative attitude regarding integrating forensic nursing in to the undergraduate nursing curriculum.

Table 7 shows that the total score of knowledge ranged from 4 to 9 with a mean of 12.38 ± 3.44 and the attitude score ranged from 33 to 56 with a mean of 45.27 ± 4.48 . The Attitude (% of the score) ranged from 44 to 74.7 with a mean of 60.36 ± 5.97 .

As shown, Figure 2 attitudes of nursing faculty towards integrating forensic nursing into the nursing curriculum depict that 94% have neutral and 6% are negative attitude but none of them have positive attitudes.

Table 6: Level of attitude

Attitude	Percentage
Negative (< 50%)	6
Neutral (50–75%)	94

N = 100

Section D

Relation between knowledge and attitude of nursing faculty on integrating forensic nursing into the undergraduate nursing curriculum

The Pearson correlation coefficient ("r") was used to find the relation between knowledge and attitude of nursing faculty. There was no correlation ($p > 0.05$) between the knowledge and attitude of nursing faculty on integrating forensic nursing into the undergraduate nursing curriculum.

Table 7: Total score for knowledge and attitude

Total score	Range	Mean	S.D.
Knowledge	4–19	12.38	3.44
Attitude	33–56	45.27	4.48
Attitude (% of the score)	44–74.7	60.36	5.97

Table 8: Relation between knowledge and attitude of nursing faculty

	Mean	S.D.	"r"	p-value
Knowledge	12.38	3.44	-0.033	0.745
Attitude	45.27	4.48		

("r" = Pearson correlation coefficient)

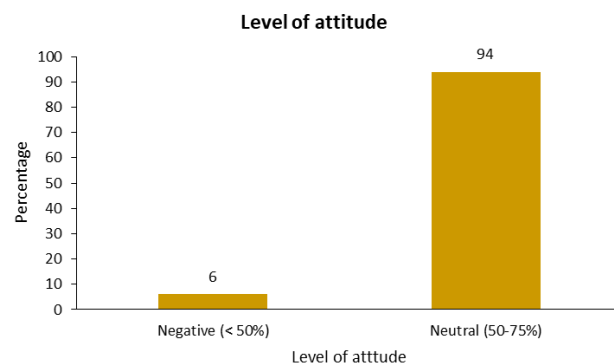


Figure 2: The bar diagram shows the attitude of nursing faculty toward integrating forensic nursing into the undergraduate nursing curriculum

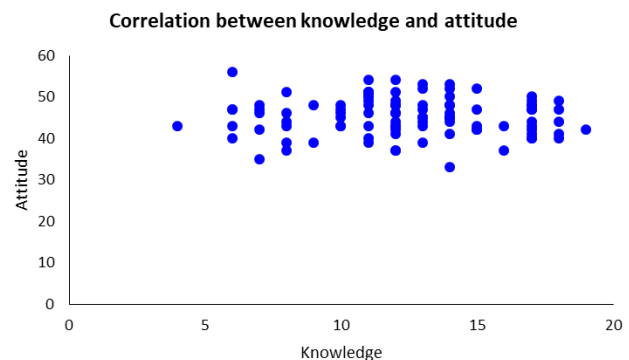


Figure 3: Correlation between knowledge and attitude



Table 9: Association between knowledge of nursing faculty with selected socio-demographic variables

	Knowledge						Likelihood ratio/Chi square#	Df	p-value	
	Inadequate (1–8)		Moderate (9–16)		Adequate (17–25)					
	n	%	n	%	n	%				
Age (Years)	< 30	7	41.2	36	55.4	12	66.7	4.43	4	0.350
	30–40	6	35.3	19	29.2	2	11.1			
	> 40	4	23.5	10	15.4	4	22.2			
Gender	Male	1	5.9	7	10.8	0	0	3.73	2	0.155
	Female	16	94.1	58	89.2	18	100			
Marital status	Single	9	52.9	38	58.5	12	66.7	0.70	2	0.704
	Married	8	47.1	27	41.5	6	33.3			
Education background	B.Sc nursing	12	70.6	31	47.7	3	16.7	11.81	4	0.019*
	M.Sc nursing	5	29.4	32	49.2	14	77.8			
	M. Phil	0	0	2	3.1	1	5.6			
Service background	< 1 year	6	35.3	33	50.8	10	55.6	16.58	6	0.011*
	1–4 years	7	41.2	22	33.8	8	44.4			
	5–8 years	0	0	8	12.3	0	0			
	> 9 years	4	23.5	2	3.1	0	0			
Organization position	Clinical instructor	6	35.3	31	47.7	9	50.0	14.64	8	0.067
	Tutor	6	35.3	21	32.3	8	44.4			
	Assistant professor	1	5.9	9	13.8	0	0			
	Associate professor	4	23.5	3	4.6	0	0			
	Professor	0	0	1	1.5	1	5.6			
Source of information regarding forensic nursing	Seminar	5	29.4	15	23.1	4	22.2	0.32	2	0.851
	Workshop	12	70.6	50	76.9	14	77.8			

(* Significant)

Table 10: Association between the attitude of nursing faculty on integrating forensic nursing into the undergraduate nursing curriculum and selected socio-demographic variables

	Attitude					Likelihood ratio	Df	p-value
	Negative (< 50%)		Neutral (50–75%)					
	n	%	n	%				
Age (Years)	< 30	4	66.7	51	54.3	2.47	2	0.292
	30–40	2	33.3	25	26.6			
	> 40	0	0	18	19.1			
Gender	Male	1	16.7	7	7.4	0.52	1	0.471
	Female	5	83.3	87	92.6			
Marital status	Single	3	50.0	56	59.6	0.21	1	0.646
	Married	3	50.0	38	40.4			
Education background	B.Sc nursing	4	66.7	42	44.7	1.34	2	0.512
	M.Sc nursing	2	33.3	49	52.1			
	M. Phil	0	0	3	3.2			
Service background	< 1 year	3	50.0	46	48.9	1.85	3	0.603
	1–4 years	2	33.3	35	37.2			
	5–8 years	0	0	8	8.5			
	> 9 years	1	16.7	5	5.3			
Organization position	Clinical instructor	3	50.0	43	45.7	2.14	4	0.710
	Tutor	2	33.3	33	35.1			
	Assistant professor	0	0	10	10.6			
	Associate professor	1	16.7	6	6.4			
	Professor	0	0	2	2.1			
Source of information regarding forensic nursing	Seminar	2	33.3	22	23.4	0.28	1	0.594
	Workshop	4	66.7	72	76.6			

As shown, Table 8 there was no correlation ($p > 0.05$) between knowledge and attitude of nursing faculty on integrating forensic nursing in to the undergraduate nursing curriculum.

Figure 3 shows the relation between the knowledge and attitude of nursing faculty on integrating forensic nursing into the undergraduate nursing curriculum.

Section E

Association between knowledge of nursing faculty on integrating forensic nursing into the undergraduate nursing curriculum and selected socio-demographic variables

The Likelihood ratio or Chi-square test was used to find the association between the knowledge of nursing faculty on integrating forensic nursing into the undergraduate nursing curriculum and selected socio-demographic variables. The education background as well as service background were associated ($p < 0.05$) with the level of knowledge of nursing faculty.

As shown, Table 9 the association between knowledge of nursing faculty with selected socio-demographic variables.

The likelihood ratio test was used to find the association between the attitudes of nursing faculty on integrating forensic nursing into the undergraduate nursing curriculum and selected socio-demographic variables. The attitude was not associated ($p > 0.05$) with the socio-demographic characteristics.

As shown, Table 10 the attitude of nursing faculty on integrating forensic nursing in to the undergraduate nursing curriculum not associated with ($p > 0.05$) with sociodemographic variables.

DISCUSSION

The major findings show that the majority (65%) of nursing faculty have moderate knowledge, 18% have adequate and 17% have inadequate knowledge on forensic nursing. A similar study was conducted at A.P. (Padmakumari, 2022) to assess knowledge and practice on forensic cases among emergency staff. In this study knowledge level of staff nurses was 53.3% had inadequate knowledge, 46.6% had moderate knowledge and none of the staff nurses had adequate knowledge of forensic nursing and they have educational needs that are related to forensic nursing.⁵

Attitudes of nursing faculty towards integrating forensic Nursing into the nursing curriculum depict that none of the participants had positive attitudes, 94% are neutral and 6% have negative attitudes. A similar study conducted by Topicu and Kazan 2018 about the opinion of senior nursing students on forensic nursing, revealed that 94.7% of students believed that both forensic nursing should be an area of specialization and that nurses should receive forensic nursing education, 42.1% of them stated that this education should be given as an elective course in school, and 40% of the students stated that they wanted to become a forensic nurse when they graduated.⁹

CONCLUSION

This study finding helps nurse educators to update their knowledge and use the tool to guide student nurses. The

nursing students and clinical instructors should have updated knowledge regarding the need for forensic nursing to preserve the evidence and help the victims get justice.

Nursing Implication

Nursing education

- As nursing is expanding its role day by day similarly forensic nursing is also a new trend in nursing. Therefore, all nursing students and nurse educators should be aware of forensic nursing as their sub-specialties and needs.

Nursing practice

- Understanding the process of evidence collection and its preservation is one of the most important aspects of the forensic nurse.
- The nurse's practice can plan for an in-service program and guide the team in preparing the health education material.

Nursing research

Researchers in forensic nursing will provide new knowledge regarding it, as the technological and thinking level is going on changing.

Limitation

- This study was limited to a descriptive approach.
- This study was restricted to be performed only in a selected nursing college.
- A structured questionnaire constructed by the investigator was used to collect information on forensic nursing which was of restrictive responses

Recommendations For Further Studies

Based on the findings of the study, the following recommendations are made

- A similar study can be conducted with a large sample.
- A study can be conducted to assess the knowledge and attitude of staff nurses regarding the need for forensic nursing.
- Nursing faculty need to attend seminars, conferences, and workshops to update their knowledge.

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