

Table.1 Forensic Nursing Education and Curricular Issues

Citation	Country	Purpose	Major Findings/ Recommendations
Burgess, Piatelli, & Pasqualone (2011)	United States	Describe collaborative efforts of the Boston College Biology Department and the Connell School of Nursing's graduate forensic nursing program to develop and offer 12 forensic modules in an undergraduate biology lab course. The course employs a student-centered, inquiry-based approach and the course content meets Forensic Nursing Standards issued by the American Nurses Association and the International Association of Forensic Nurses.	Forensic science courses and laboratories could become foundational courses for application of forensic science to nursing practice by increasing the specialized knowledge and skills relevant to forensic nursing practice.
Freedberg (2008)	United States	Highlight the important role of nurse educators in preventing and reducing the consequences of domestic violence and abuse.	Integrating forensic nursing concepts and skills into the undergraduate nursing curricula will help prepare practitioners who can help break the cycle of violence and close the gap that exists in health care delivery for individuals affected by violence.
Gökdoğan & Erkol (2005)	Turkey	Report the results of a survey is to identify knowledge about forensic nursing by nurses in the province of Bolu, Turkey and determine the influence of education at the undergraduate level and continuing education programs in Istanbul.	Although nurses have been working in settings that require knowledge and skill in the forensic sciences (e.g., emergency departments, trauma, drug treatment facilities, forensic psychiatry, etc.), they have no formal education in the area. Formal education programs must be developed at both, the undergraduate and postgraduate levels to ensure high quality nursing care.
Kent-Wilkinson (2009a)	Canada	This study explored forensic nursing education in North America. Constructed definitions of forensic nursing were generated from the data.	Thematic analysis reveals that forensic nursing involves unique knowledge, differential knowledge, and dual knowledge. Based on these findings, a constructed definition of forensic nursing was offered, as well as a delineation of how forensic nursing was different from nursing in general and how forensic nursing was different from other forensic disciplines.
Kent-Wilkinson (2009b)	Canada	Reports findings of a qualitative study of forensic nurse educators on social factors that facilitated and impeded educational development of the forensic nursing in North America.	The social factors reported have both positive and negative effects on the development of forensic nursing: organizations, institutions of higher learning, social media, economic, technical, and political factors.

Kent-Wilkinson (2011)	Canada	Describes the historical development of each of the forensic nursing subspecialties in North America and identifies gaps in specialty nursing education.	Specialty forensic education did not begin until the mid-1990s, which means that it lagged behind the role development in most of the forensic nursing subspecialties. The findings point to a need for future studies to explore and evaluate forensic nursing educational development.
Lambe, & Gage-Lindner (2007)	Germany	Examines the global response to violence, the role of forensic nursing within this context, and calls for the implementation of a forensic nursing specialty in Germany	Violence remains a major public health problem around the world. The authors call for members of the international nursing community to support the establishment of a forensic nursing specialty in Germany. This support might come in the form of a “train-the-trainer” program, hosting German nursing instructors at their respective facilities to refine their nursing skills as they relate to the care of forensic clients.
Radzyninski (2006)	United States	Offers support for the American Association for the Colleges of Nursing (AACN) recommendation that master's level graduate programs prepare nurses as generalists creates a gap in the educational ladder when master's clinical nurse specialist (CNP) and nurse practitioner (NP) programs are reconfigured as doctoral programs.	A population health framework is an ideal basis for a generalist curriculum for graduate nursing education as it addresses complex care situations related to aggregates, practice, or systems issues. Developing these competencies allows the forensic nurse experts to identify complex forensic healthcare issues at all levels of practice.
Rutty (2006)	England	Reviews the global picture of violence, argues for the worldwide development of the forensic nurse examiner, and debates the boundaries of this advanced nursing role.	Nursing is not making a significant academic contribution to medico-legal care and forensic science despite a major leap in the role development of forensic nursing globally. In many parts of the world, expanded nursing roles in the legal arena currently exist for nurses to be coroners, forensic nurse death scene examiners, custody nurses, SANES, and clinical forensic nurse examiners in hospital emergency rooms.