



ORIGINAL RESEARCH ARTICLE

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## A PRE- EXPERIMENTAL STUDY ON THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING FORENSIC NURSING AMONG B.Sc (N) 4<sup>th</sup> YEAR STUDENTS OF SELECTED NURSING COLLEGES AT DISTRICT JALANDHAR, PUNJAB, 2012

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### ABSTRACT

**Background:** Forensic nursing is an innovative and evolving nursing specialty that seeks to address healthcare issues that have a medico-legal component and an example of a nursing role that is rapidly increasing in its scope of practice. The clinical forensic nurse investigator documents, secures and preserves evidence while providing forensic consulting services to clients and interdisciplinary partners in healthcare and law-related agencies. Nurses practicing in this unique specialty may apply their knowledge and skills to the care of both victims and perpetrators of crime and in a variety of settings including primary care facilities, hospitals, and correctional institutions.

#### Objectives of the study were

- To assess the pre test knowledge regarding Forensic nursing among B.Sc. (N) 4<sup>th</sup> year students.
- To plan and implement structured teaching programme regarding forensic nursing among B.Sc. (N) 4<sup>th</sup> year students.
- To assess the post test knowledge regarding Forensic nursing among B.Sc. (N) 4<sup>th</sup> year students.
- To compare pre test post test knowledge score regarding Forensic nursing among B.Sc. (N) 4<sup>th</sup> year students.
- To find out association between knowledge regarding Forensic nursing among B.Sc. (N) 4<sup>th</sup> year students with their selected socio-demographic variables.

**Methods:** One group pre test post test design was selected for the study; the study was conducted in selected nursing colleges of district Jalandhar, Punjab. Sixty B.Sc. Nursing 4<sup>th</sup> year students through Convenient sampling technique who met the inclusion criteria were included in the study. Data was collected by using self structured knowledge questionnaire. Data was analyzed using descriptive statistics and inferential statistics.

**Results:** The pretest mean knowledge score was 15.64 and post test mean knowledge score was 22.86. There was no significant association between knowledge and selected socio-demographic variables. **Interpretation:** The result shows that there was significant difference between the pre test and post test knowledge score regarding Forensic Nursing among B.Sc (N) 4<sup>th</sup> year students after the administration of structured teaching programme. **Conclusion:** The study shows that significant increase in the level of knowledge regarding forensic nursing among B.Sc (N) 4<sup>th</sup> year students after the administration of structured teaching programme; hence enhancement of knowledge in the area of forensic nursing can have a positive impact on the care rendered by the nurses to the victims and perpetrators of any crime.

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### INTRODUCTION

**"If you want peace, work for justice" Henry Louis Mencken:** Nursing is an art and science dominated by an ideal service in which certain principles are applied in the skillful care of such an appropriate association with the physician and with others who have related responsibilities. It is concerned equally with prevention of disease and the conservation of health.

Skillful care embraces the person's body as a whole, his mind and soul, his physical, mental and spiritual well-being. The nurses roles continue to increase with the ever-expanding health service delivery system. Word "forensic" means pertaining to law or legal. Forensic nursing is an innovative and evolving nursing specialty that seeks to address healthcare issues that have a medico-legal component and an example of a nursing role that is rapidly increasing in its scope of practice. Although forensic nursing has been practiced informally by

nurses in various sectors for many years, it has only recently been recognized formally in response to an increasing level of sophistication in identifying its unique body of knowledge. Nurses practicing in this unique specialty may apply their skills to the care of both victims and perpetrators of crime and in a variety of settings including primary care facilities, hospitals, and correctional institutions.

**Virginia Lynch (2006)** stated that the forensic nurse examiner as clinical investigator represents one member of an alliance of health care providers, law enforcement official, and forensic scientists joined in a holistic approach to the study and intervention of physical, psychological and sexual violence. While the role of a forensic nurse specialist augments and enhances traditional nursing with exciting and intellectually stimulating responsibilities, it also brings with it a new identity, new language, new terms, and new definitions. It expands the traditional concept of holistic practice, body; mind and spirit-to include the law. The advancement of forensic nursing practice in the last decade has brought a new image and higher profile to nursing as a profession and has redefined forensic services for both the living and the deceased. Benefits derived from clinical forensic intervention, collection and preservation of forensic evidence, effective sexual assault examinations, identification and reporting of abuse, investigation of suspicious forensically skilled experts in nursing are clearly recognized. These forensic services have been historically absent or insufficient as a result of the failure to integrate the practice of clinical forensic medicine or the principles of forensic pathology into traditional clinical medicine and nursing curricula. Forensic nursing practice is a unique practice of the expansive role of registered nurses and is independent and collaborative in nature. The scope of forensic nursing practice encompasses three areas; application of the nursing related sciences, including bio-psychosocial education to public and legal proceedings, application of the forensic aspects of the health care in scientific investigation, treatment of trauma or death victims preparatory of abuse, violence, criminal activities and traumatic accidents.

Forensic psychiatric nursing integrate psychiatric/mental health nursing philosophy and practice with knowledge of the criminal justice system and assessment of the socio-cultural influences on the individual client, the family, and the community, to provide comprehensive psychiatric and mental health nursing. Forensic psychiatric nurses work with mentally ill offenders and with victims of crime. They help victims cope with their emotional wounds and assist in the assessment and care of perpetrators. These nurses assist perpetrators and victims of crime in dealing with the courts and other aspects of the criminal justice system, minimizing further victimization and promoting functional abilities. The scope of forensic nursing is considered to be multidimensional and possesses unique characteristics because it is compelled to provide direction to health care providers, educators, investigators and the public in general. A forensic nurse can practice in a variety of settings like Interpersonal violence, public health and safety, emergency/trauma nursing, patient care facilities, police and corrections. Dr. Gorea R.K. *et al.* (2002) stated that Forensic nursing has its roots in Alberta, Canada, around 1975, where nurses served as medical examiners" investigators in the field of death investigation. It has been a significant resource in the field of forensic psychiatry as nurses worked with victims. They were valued for their biomedical education, their sensitivity in dealing with family members, and their ability to

substitute in the role of the medical examiner was required, but in medically untrained criminal investigative personnel these qualities were often found to be lacking.

### Need of the study

Current global conditions have riveted our attention on violence as an international concern. Recently, the death and disability caused by violence was viewed as a social problem that came under the purview of the criminal justice system. A coalition of these professionals, scientists, and professionals within criminal justice system, gives rise to the hope that strategies will be created and tested that address the problem of violence from the standpoint of both prevention behavior and to protect at risk populations. Professionals are needed who understand the dynamics of both victimization and criminal behavior. While reviewing the research studies regarding Forensic nursing and its subspecialties, it has been identified that there are number of problems that the nurses encountered in their daily practice in different areas of nursing. These studies revealed that there is a lack of knowledge among nurses regarding forensic nursing; mostly nurses are unaware about forensic guidelines, role of nurses in forensic cases, care of victims, collection and preservation of evidences and their importance in legal cases. There is need to implement knowledge program on forensic nursing to bridge the gap between practice and knowledge. Investigator personally felt that nurses, who had completed their professional training programme before the introduction of forensic nursing in the curriculum of nursing profession, might be having little knowledge regarding forensic nursing, its implications and role of forensic nurses that may lead to inappropriate handling of victims in emergency departments and destruction of valuable evidences.

**Statement of the problem:** A pre-experimental study on the effectiveness of structured teaching programme on knowledge regarding Forensic nursing among B.Sc. (N) 4<sup>th</sup> Year students of selected nursing colleges at district Jalandhar, Punjab, 2012.

**Aim of the study:** To facilitate the knowledge of B.Sc (N) 4<sup>th</sup> year students regarding forensic nursing.

### Objectives

- To assess the pre test knowledge regarding Forensic nursing among B.Sc. (N) 4<sup>th</sup> year students.
- To plan and implement structured teaching programme regarding forensic nursing among B.Sc. (N) 4<sup>th</sup> year students.
- To assess the post test knowledge regarding Forensic nursing among B.Sc. (N) 4<sup>th</sup> year students.
- To compare pre test post test knowledge score regarding Forensic nursing among B.Sc. (N) 4<sup>th</sup> year students.
- To find out association between knowledge regarding Forensic nursing among B.Sc. (N) 4<sup>th</sup> year students with selected socio-demographic variables.

### Operational definitions

- **Effectiveness:** It refers to the power of bringing change in knowledge regarding Forensic Nursing among B.Sc (N) 4<sup>th</sup> year students by conducting structured teaching programme.

- **Structured teaching programme:** It refers to preplanned teaching programme prepared on Forensic nursing to teach B.Sc (N) 4<sup>th</sup> year students of selected nursing colleges at district Jalandhar, Punjab.
- **Knowledge:** It refers to awareness regarding Forensic nursing among B.Sc (N) 4<sup>th</sup> year students of selected nursing colleges at district Jalandhar, Punjab.
- **Forensic Nursing:-**Forensic nursing is a nursing specialty that integrates nursing and legal system to bridge the gap between the health care system and the criminal justice system.

### Hypothesis

**H<sub>1</sub>** There will be significant difference between pre test mean knowledge score and Post test mean knowledge score of the B.Sc (N) 4<sup>th</sup> year students.

**H<sub>0</sub>** There will be no significant difference between pre test mean knowledge score and Post test mean knowledge score of the B.Sc (N) 4<sup>th</sup> year students.

### Scope of the study

- The result of this study can have great implications in nursing education which can guide nurses regarding forensic nursing so they will maintain standards of nursing care during their job time and follow the forensic guidelines and work for justice.
- This can put emphasis on the importance and need of knowledge regarding forensic nursing in the health care sector.
- This can contribute in justice for the victims of crime.
- This can stimulate further research in the field of forensic nursing.

**Summary:** This chapter dealt with the statement of the problem, objectives, operational definitions, hypothesis, conceptual framework, and scope of the study. The following chapter deals with the review of related literature.

## MATERIALS AND METHODS

This chapter deals with the methodology of the present study which includes research Design, research setting, target population sample size, sampling technique, inclusion criteria and exclusion criteria, socio-demographic variables, development of tool, description of tool, criterion measure, content Validity, ethical consideration, pilot study, reliability of tool data collection procedure and plan of data analysis.

**Setting:** The study was conducted at selected nursing colleges of district Jalandhar, Punjab.

**Population:** Population is the total number of people who meet the criteria that the researcher has established for the study, from whom subjects will be selected and to whom the findings will be generalized (Polit, 1999).The population in his study included B.Sc (N) 4<sup>th</sup> year students of SGL Nursing College, Semi, Jalandhar and Mahatma Hans Raj D.A.V Institute of Nursing Education, Jalandhar, Punjab and who were available at the time of data collection.

**Sample and sampling Technique:** Sample is the subject of the units that comprise the population (Polit, 1999). Sampling

is a process of selecting a subset of the population to obtain data regarding the problem (Polit, 1999). Convenient sampling technique was used to collect the data. The sample in the study consisted of sixty B.Sc (N) 4<sup>th</sup> Year students.

**Inclusion Criteria:** Students who were willing to participate in research study.

**Exclusion Criteria:** Those were not present at the time of data collection.

**Development of the Tool:** The following steps were adopted in the development of the tool:

- Review of literature
- Discussion with experts
- Construction of tool
- Content validity
- Reliability

**Construction of Tool:** The tool was developed based on the review of literature and discussion with experts. It comprised of two parts:-Socio-demographic variables with 6 items and self structured knowledge questionnaire with 30 questions.

**Content validity:** Content validity is refers to the extent to which an instrument measures what it is supposed to measure (Polit, 1999).The tool along with structured teaching programme was submitted to 13 experts to establish the content validity. The experts were 6 mental health nursing experts, 1 Clinical Psychologist, 1 Psychiatrist, 1 Senior Advocate, 1 Statistician, 1 English Expert, 1 Joint Director of Research and medical Education and Ms. Virginia Lynch who is pioneer of Forensic Nursing (RN,MSN,FAAFS,FAAN) from USA. They were requested to verify the items for their relevance, accuracy, and appropriateness. There was 100% agreement on almost all items, but suggestions were given to modify a few items. Based on the suggestions given by experts modification was done in the tool.

**Establishing reliability of the tool:** Reliability is the degree of consistency that the instrument or procedure demonstrates. Reliability of the tool was carried out among 10 B.Sc (N) 4<sup>th</sup> year students. Split half technique was used to estimate the reliability of the self structured knowledge questionnaire. Karl's Pearson co-efficient of co-relation and Spearman brown prophecy formula was used to determine the reliability. The value obtained was 0.88.Hence the tool is considered reliable.

**Description of the final tool:** The final tool consisted of the following two parts:

**Tool-I:** Socio-Demographic Variables.

**Tool-II:** Self Structured knowledge questionnaire to assess the knowledge of B.Sc (N) 4<sup>th</sup> year students regarding Forensic Nursing. The items in the knowledge questionnaire was divided into definition of forensic nursing, its origin, role and responsibilities of forensic nurse and laws involved in forensic nursing. Scores were assigned as 1 or 0 for correct and incorrect answer respectively. The maximum possible score was 30 and 0 was the minimum score.

**Development of Structured Teaching Programme:** Structured Teaching programme was developed based on the

review of literature. The steps adopted in the development of structured teaching programme were:

- Preparation of first draft of Structured Teaching Programme
- Editing
- Preparation of final draft of Structured Teaching Programme.

**Preparation of Structured Teaching Programme:** The structured teaching programme was prepared on the basis of review of literature, which pertained to the development of structured teaching programme on Forensic Nursing.

**Content Validity of Structured teaching programme:** To ensure content validity of structured teaching programme, it was given to the mental health nursing experts. The experts were requested to give their opinions and suggestions on the content of the structured teaching programme. Necessary modification was made on the basis of the expert’s suggestions.

**Pilot Study:** Pilot study is a small preliminary investigation of the same general character as a major study. The main aim was to assess the feasibility, practicability, adequacy and assessment of adequacy of measurement (Polit, 1999). The investigator conducted the pilot study on 10 subjects.

**The objectives of the pilot study were**

- To find out how much time is needed to answer all the questions.
- To identify whether the subjects understood questions.
- To refine the tool.

Prior to the pilot study, permission was obtained from the concerned authority. The purpose of the pilot study was explained to the subjects prior to the study, to obtain their cooperation, an informed consent was taken from all the participants. After obtaining the consent, knowledge questionnaire was administered to the students. Each participant took about 30 minutes to complete the questionnaire. Structured teaching programme was administered to the participants after pre test. After 7 days post test was done on the same participants to assess the effectiveness of structured teaching programme. The study was found to be feasible and practicable. No modification was made in the tool after the pilot study. Data analysis was done by using descriptive and inferential statistics.

**Data collection process:** A formal written permission was obtained from the Principals of selected nursing colleges of district Jalandhar. Data was collected in the first week of January, 2012. The investigator personally visited the nursing colleges and introduced herself to the principal and explained the purpose of the study. Prior to data collection, the investigator familiarized her with students and explained them the purpose of the study. She requested the participants’ full cooperation and assured them confidentiality of their response. An informed consent was obtained from the subjects. The investigator was motivated throughout the study by the cooperation of the subjects and their positive response. The subjects were very cooperative and showed much interest in the study. The investigator was satisfied and happy with the

cooperation, interest and appreciated from others. The data collected was compiled for data analysis.

**Plan for data analysis:** Data was planned to be analyzed on the basis of objectives and hypothesis.

- Demographic variables were analyzed in terms of frequency and percentage and presented in the form of tables and figures.
- The knowledge scores of the students were analyzed in terms of mean, mean percentage, standard deviation and presented in the form of tables and figures.
- The association between knowledge and selected variables were analyzed by t test and ANOVA F test.

**Problems faced during data collection:** The data collection time varied for each sample according to the duty timings of the students as students were posted in different hospitals and were on different shifts.

**Summary:** In this chapter the research approach, setting of the study, population, sample and sampling technique, sampling criteria, development and testing of the tool, development of the structured teaching programme, pilot study, data collection process, and plan for data analysis are discussed. The next chapter deals with the result of the study.

**RESULTS**

**Organization of findings:** The data is analyzed and presented under the following headings.

**Section 1:** The Socio-demographic variables.

**Section II:** Knowledge score of students regarding forensic nursing.

**Section III:** Association between knowledge score and Socio-demographic variables.

**Section 1:** The Demographic Characteristics.

This section deals with the analysis of data related to the demographic characteristics of the students.

**Table 1. Frequency and Percentage according to age**

Variables	N=60	
	Frequency (f)	Percentage (%)
Age in Years		
1.20-21	44	73.33
2.22-24	16	26.67
3.24 or above	0	0.0

Data in Table 1 and Figure 1 shows that 73.33% students were in the age group of 21-22 years whereas 26.67% were in age group 22-23 years and no student was in age group 24 or above.

**Table 2. Frequency and percentage distribution according to the Religion**

Variables	N=60	
	Frequency (f)	Percentage (%)
Religion		
1.Sikh	36	60
2.Hindu	24	40
3.Muslim	0	0.0
4.Christian	0	0.0

Data in Table 2 and Figure 2 shows that 60% students were Sikh and 40 % students were Hindu whereas no Muslim and Christian student was there.

**Table 3. Frequency and Percentage according to Education of Father**

N=60		
Variable	Frequency (f)	(%)
Education of Father		
1. Illiterate	0	0.0
2. Primary	8	13.33
3. Secondary or Senior Secondary	24	40
4. Graduate or Above	28	46.67

Data in table 3 figure 3 shows that fathers' of 46.67% students were graduate or above whereas, 40% students' father were having education up to secondary or senior secondary and only fathers' of 8% students were having primary education.

**Table 4. Frequency and Percentage according to Education of Mother**

N=60		
Variable	Frequency (f)	(%)
Education of Mother		
1. Illiterate	01	1.66
2. Primary	13	21.67
3. Secondary or Senior Secondary	24	40
4. Graduate or Above	22	36.67

Data in Table 3 Figure 3 shows that mothers' of 36.67% students were graduate or above whereas, 40% students' mothers were having education up to secondary or senior secondary and only mothers' of 21.67% students were having primary education and only 1.66% student had an illiterate mother.

**Table 5. Frequency and Percentage according to Occupation of Father**

N=60		
Variable	Frequency (f)	(%)
Occupation of Father		
1. Teacher	9	15
2. Lawyer	0	0.0
3. Agriculture	13	21.67
4. Doctor	2	3.33
5. Any other	36	60

Data in Table 5 Figure 5 shows that fathers' of 15% students were Teacher whereas, 21.67% students' father were having agriculture as an occupation and fathers' of 60% students were having any other occupation.

**Table 6. Frequency and Percentage according to Occupation of Mother**

N=60		
Variable	Frequency (f)	(%)
Occupation of Mother		
1. Teacher	8	13.33
2. Lawyer	0	0.0
3. Homemaker	47	78.34
4. Doctor	0	0.0
5. Any other	5	8.33

Data in Table 6 Figure 6 shows that mothers' of 13.33% students were Teacher whereas, 78.34% mothers were homemaker and mothers' of 8.33% students were having any other occupation.

**Objective-1:** To assess pre test knowledge regarding forensic nursing among B.Sc. Nursing 4<sup>th</sup> year students.

N=60			
Pre test			
Level of Knowledge	Score	n	%
Good	26-30	0	0.0
Average	16-25	32	53.33
Below Average	≤15	28	46.67

**Objective-2:** To assess post test knowledge regarding forensic nursing among B.Sc. Nursing 4<sup>th</sup> year students.

N=60			
Post test			
Level of Knowledge	Score	n	%
Good	26-30	13	21.66
Average	16-25	46	76.67
Below Average	≤15	01	1.67

**Objective 4:** To compare the pre test and post test knowledge score regarding forensic nursing among B.Sc. Nursing 4<sup>th</sup> year students.

N	Mean	S.D.	Variance	Value
Pre test	60	15.649	4.204	17.67
Post test	60	22.866	9.53	t=10.717*

**Objective-5:** To find out the association between knowledge regarding forensic nursing among B.Sc. Nursing 4<sup>th</sup> year students with socio-demographic variables.

**Table 8. ANOVA test and t-test for association between post test knowledge score with their selected socio-demographic variables**

Variable	n	Mean	SD	t-test/ anova F test
1. Age (in years)				
a. 20-21	44	22.7	2.82	
b. 22-23	16	23.31	3.44	t=0.6359
2. Religion				
a. Sikh	36	23.66	2.47	
b. Hindu	24	22.04	3.08	
c. Christian	0	0	0	
d. Muslim	0	0	0	t=0.152
3. Education of Father				
a. Primary	8	22.38	2.18	
b. Secondary or Senior Secondary	24	23.25	2.58	
c. Graduate or above	28	22.14	4.97	F=0.5465
4. Education of Mother				
a. Illiterate	1	21	0	
b. Primary	13	21.77	6.25	
c. Secondary or Senior Secondary	24	22.88	2.74	
d. Graduate or above	22	23.14	3.17	F=0.4178
4. Occupation of Father				
a. Teacher	9	23.44	3.86	
b. Lawyer	0	0	0	
c. Agriculture	13	24.92	2.2	
d. Doctor	2	24	0	
e. Any other	36	22.36	2.61	F=2.9288
5. Occupation of Mother				
a. Teacher	8	23.375	2.546	
b. Doctor	0	0	0	
c. Lawyer	0	0	0	
d. Homemaker	47	23	2.88	
e. Any other	5	22	2.97	F=0.3721

The findings in table 8 shows that there was no association between post test knowledge score and their selected socio-demographic variables at 0.05 level.

## Summary

This chapter dealt with analysis and interpretation of the data collected from 60 B.Sc 4<sup>th</sup> year students of selected nursing

colleges, Jalandhar, Punjab. Descriptive and inferential statistics were used for analysis. It was shown that there was difference between the pre test and post test knowledge scores of the respondents after the administration of Structured teaching programme. Hence, Structured Teaching Programme was effective.

### Major Findings of the study

**Sample characteristics:** According to age majority 73.33% belonged to age group 20-21 years, 26.67% were in age group 22-23 years and there was no student in age group 24 or above

- According to religion maximum 60% students were Sikh, 40% were Hindu and no student was Muslim or Christian.
- According to education of father maximum 46.67% fathers of the students had education up to graduate and above, 40% had education up to secondary or senior secondary and minimum 13.33% had education up to primary.
- According to education of mother maximum 40% mothers of the students had education up to secondary or senior secondary and senior secondary or senior secondary, 36.675 had education up to graduate and above, 21.67% had education upto primary and minimum 1.66% was illiterate.
- According to occupation of father maximum 60% fathers of the students had any other occupation, 21.67% were in agriculture, 15% were teacher and minimum 3.33% were doctor and no mother was lawyer.
- According to occupation of mother maximum 78.34% mothers of the students were home maker, 13.33% were teacher and minimum 8.33% were in any other occupation and no mother was doctor or lawyer.
- In post test majority 76.67% students had average knowledge regarding forensic nursing, 21.66% had good knowledge regarding forensic nursing and 1.67% had below average knowledge regarding forensic nursing.
- The pre test mean knowledge score was 15.649 and post test mean knowledge score was 22.866. On comparison, t value was 10.717 which was more than 1.96 at 5% level of significance, so research hypothesis was accepted and null hypothesis was rejected.

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