OAKLAND UNIVERSITY
GRADUATE COUNCIL

Create New Graduate Certificate Program

Approved Graduate Certificate programs are planned programs limited to departments and schools authorized to offer graduate degrees. An Approved Graduate Certificate must be associated with a graduate degree program where the certificate courses are comprised primarily from courses already present in the degree curriculum. Generally, the courses required in the Graduate Certificate program may be eligible to apply to the related degree program. The Graduate Certificate program should not be confused with State certification or endorsement programs.

The Graduate Council approves all new graduate certificate and degree program proposals. These proposals and other actions pertaining to policies and procedures governing graduate education must be approved by the appropriate academic department and the College or School BEFORE Graduate Council can submit a formal recommendation to the Provost for Senate and, as applicable, Board approval.

Please complete this brief proposal and submit an electronic copy to Executive Director, Graduate Study and Lifelong Learning mailto:rammel@oakland.edu

| X graduate certificate program | □ post masters graduate certificate program |

**Effective Term/Year**

**Fall 2014**

**Proposed Title of Graduate Certificate program**
Graduate Certificate in Forensic Nursing

**Associated Graduate Degree program**

**Department**
Nursing

**College/School**
School of Nursing

The delivery method for the Graduate Certificate program is

| X face to face (100%) | □ fully online (100%) | □ partially online (50%) |

I certify that the above proposal has been reviewed and approved by the appropriate Department and College/School committees:

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**DECISION OF GRADUATE COUNCIL**

[Signature]  
[Date]
PROPOSAL FOR GRADUATE CERTIFICATE IN FORENSIC NURSING

Prepared by:
Kelly A Berishaj, DNP, RN, ACNS-BC
Margaret M Glembocki, DNP, RN, ACNP-BC, FAANP

Submitted by:
Oakland University
School of Nursing

Requested Implementation Term: Fall 2014

PROPOSAL APPROVAL

<table>
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<th>School Governance</th>
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<td>School of Nursing</td>
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<td>Graduate Council on Instruction</td>
<td>August 30, 2013</td>
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<tr>
<td>Dean School of Nursing</td>
<td>August 15, 2013</td>
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Abstract

The Oakland University School of Nursing seeks approval for the proposed Graduate Certificate in Forensic Nursing (GCFN). Forensic nursing was designated as a nursing specialty in 1995 by the American Nurses Association (ANA) (2010). As a result of this designation, the need for formal nursing educational programs related to forensic nursing was created. The proposed GCFN will be the first academic program related to forensic nursing offered in the State of Michigan. Further, it will be one of the first forensic nursing programs in the nation to provide a curriculum developed from a generalist perspective grounded in both forensic and nursing science. The GCFN is guided by four foundational concepts: (1) a generalist perspective on forensic nursing practice, (2) a basis in and application of nursing science knowledge and principles, (3) a basis in and application of forensic science knowledge and principles, and (4) interprofessional education of students. Objectives of the GCFN ensure that graduates will be prepared to: (1) engage in professional practice as a forensic nurse generalist with the ability to subspecialize in specific areas of forensic nursing; (2) provide advanced, specialized nursing assessment and care to individuals, families, survivors, populations, communities, and systems that have experienced violence or trauma while collaborating with members of a multidisciplinary forensic team; and (3) contribute to the scientific knowledge base of forensic nursing by generating, disseminating, and utilizing best evidence while practicing in an ever-changing global healthcare environment.
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PROPOSAL FOR GRADUATE CERTIFICATE IN FORENSIC NURSING

Introduction

Forensic nursing is a nursing specialty that combines the concepts and principles of forensic science and nursing science. Forensic nurses (FN) work independently as members of the multidisciplinary forensic team which includes health, social, government, and legal systems. As part of this team, the FN focuses on identification, management, and prevention of intentional and unintentional injury, as well as provides direct services to individuals, families, survivors, suspects, perpetrators, communities, and systems that have experienced violence or trauma (Lynch & Duval, 2011). The FN must be able to apply the nursing process, nursing’s critical thinking framework, at an advanced level, which includes assessment, diagnosis, planning, outcome identification, implementation, and evaluation of patient-centered care specific to forensic nursing practice (ANA & International Association of Forensic Nurses [IAFN], 2009).

FNs care for patients who are victims or suspects of intimate partner violence, sexual assault/abuse, child and elder maltreatment, unexplained death, human trafficking, gang violence, and hate crimes. FNs may also respond to and care for patients who have experienced trauma as a result of man-made catastrophe or natural disaster (ANA & IAFN, 2009). FNs may provide care in a variety of settings, including but not limited to hospitals, community agencies, medical examiner’s offices, law enforcement agencies, district attorney’s offices, correctional centers, and various governmental agencies. FNs currently function in several well-developed subspecialties within forensic practice, e.g. Sexual Assault Nurse Examiners (SANE), Forensic Nurse Death Investigators (FNDI), Legal Nurse Consultants (LNC), and members of emergency preparedness teams (ANA & IAFN, 2009). With the advent of academic nursing programs designed to educate nurses to become FNs, there is a tremendous opportunity for forensic nursing to expand. This includes forensic nursing’s visibility in the healthcare and legal systems, the roles and responsibilities of FNs, and demonstrating forensic nursing’s impact on patient outcomes in all settings of care.

NEED FOR FORENSIC NURSING PROGRAM

FNs care for individuals, families, communities, and systems that have experienced violence or trauma (Lynch & Duvall, 2011). As identified in the Michigan Incident Crime Reporting...
In criminal situations such as those described above, the FN role is vital as it is the FN who collects, manages, and documents evidence that may be used later in a criminal case (Lynch & Duvall, 2011). The FN’s role becomes even more important in situations where there is no sign of physical injury to the victim. Despite the lack of obvious injury, other forms of “invisible” evidence may be present. The FN is educated on how to collect this evidence which could be crucial when attempting to prosecute a criminal case. FNs are in a unique position to address the needs of Michigan residents who have witnessed and/or experienced violence or trauma.

However, in order to meet this need, FNs must be educated based on accepted national standards to ensure that quality, safe, nursing care is provided to this vulnerable patient population.

Forensic nursing was recognized as a nursing specialty in 1995 by the American Nurses Association (ANA & IAFN, 2009). As a recently recognized nursing specialty, there is an acute need for academic nursing institutions to develop formal education programs related to forensic nursing in order to fulfill the specialty’s societal mandate, to enhance the professional
development of the specialty, and to help contribute to the well-being of victims of violence and/or trauma.

At present, there are three ways for registered nurses (RNs) in the State of Michigan to become a FN. First, an RN may participate in a course that offers training limited to one subspecialty within forensic nursing practice, e.g. Sexual Assault Nurse Examination, Legal Nurse Consulting. While this approach to becoming an FN may allow an RN to receive continuing education units upon completion of the course, no academic credit is awarded.

Second, an RN may receive “on-the-job” forensic training within the unit or department in which he/she works. This type of training is usually job-specific, thus preventing the FN from practicing in other subspecialties within forensic nursing. In addition, this type of training may not meet the educational standards set forth by the various regulating agencies (ANA, IAFN, US Department of Justice) that provide the framework for FN education and practice. As a result, the lack of formal FN education prevents the nurse from practicing within the full role and scope of forensic nursing, or from becoming certified as a FN.

The final way for an RN in the State of Michigan to become a FN presently is via education in an out-of-state academic institution. RNs can receive FN education via a certificate program (post-baccalaureate, post-masters) or a graduate nursing program (MSN, DNP). Currently, there are no formal forensic nursing academic programs offered in the State of Michigan.

As a result of the aforementioned deficits in FN education in the State of Michigan, the Oakland University (OU) School of Nursing (SON) has the unique opportunity to implement the first academically-based forensic nursing educational program in the state. Another important feature of the Graduate Certificate in Forensic Nursing (GCFN) is that while other FN certificate programs around the country tend to place their emphasis on one subspecialty within forensic nursing practice, the OU SON curriculum, in contrast, will address all of the currently identified subspecialties within forensic nursing practice (sexual assault, intimate partner violence, child/elder maltreatment, death investigation, and emergency preparedness and disaster management).
## Comparison of Select Graduate Certificate in Forensic Nursing Programs

<table>
<thead>
<tr>
<th>Institution</th>
<th>Oakland University</th>
<th>Boston College</th>
<th>Duquesne University</th>
<th>Johns Hopkins</th>
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<td>Post-BSN</td>
<td>Post-BSN</td>
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<td>Curriculum Focus</td>
<td>-Sexual Assault (SA)</td>
<td>-SA - IPV</td>
<td>-Family Violence -Disaster Training, emergency preparedness</td>
<td>-SA - Child maltreatment -Violence</td>
<td>-SA - DI</td>
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<td>Focus</td>
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<td></td>
<td>-Child and Elder Maltreatment -Death Investigation (DI)</td>
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<td></td>
<td>-Emergency Preparedness/Disaster Management</td>
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### 1. PROGRAM DESCRIPTION

The OU SON 18-credit, graduate certificate program in forensic nursing prepares nurses to practice professionally in the role of the forensic nurse through the application of knowledge and principles foundational to nursing science and forensic science. The GCFN also emphasizes interprofessional education related to the diverse roles and responsibilities of the forensic nurse as both an independent practitioner and a collaborator within the multidisciplinary forensic team (health, social, government, and legal systems). The curriculum focuses on application of the nursing process and best practice to provide specialized care to individuals, families, communities, populations, and systems that have experienced violence or trauma. Course content prepares graduates to practice globally as a forensic nurse generalist with the ability to sub-specialize in a specific area of forensic nursing if so desired.

### A. DEFINING THE CERTIFICATE PROGRAM

The GCFN is guided by four foundational concepts: (1) a generalist perspective on forensic nursing practice, (2) a basis in and application of nursing science knowledge and principles, (3) a basis in and application of forensic science knowledge and principles, and (4) interprofessional education of students.
1. Generalist Perspective on Forensic Nursing Practice

Forensic nurses are among the most diverse groups of clinicians in the nursing profession with respect to patient populations served, practice settings, and forensic and healthcare services provided. Yet all forensic nurses share a body of knowledge related to the identification, assessment, and analysis of forensic patient data (ANA & IAFN, 2009). Current trends in forensic nursing support development of formal education with a generalist scope of practice (Lynch & Duvall, 2011), yet most academic forensic nursing programs nationwide highlight a specific subspecialty within forensic nursing practice e.g. sexual assault or emergency preparedness. A unique feature of the GCFN program is that it will educate students from a generalist perspective on forensic nursing. The curriculum has been developed to emphasize all of the currently identified major subspecialties of forensic nursing practice, thus providing graduates with a well-rounded FN education. The SON was assisted in its curriculum development through consultation with several leading forensic nursing experts: Renae Diegel, RN, BBL, SANE-A, CMI-III, D-ABMDI, CFN, CFC, DABFN, DABFE, Forensic Nurse Consultant, Legal Nurse Consultant, Medical Death Investigator; Jamie Ferrell, BSN, RN, CFN, SANE-A, Forensic Nursing Clinical Manager Memorial Herman Health System, Forensic Nursing Consultant, National Forensic Nursing Institute; Carey Goryl, MSW, CEO IAFN; and Virginia Lynch, MSN, RN, FAAN, FAAFS, International Consultant in Forensic Nursing Science, Fulbright Scholar to India, Punjabi University, Faculty at Beth-el College of Nursing and Health Science, University of Colorado.

2. Basis in and Application of Nursing Science Knowledge and Principles

The GCFN program will have its basis in the science of nursing through the use and application of nursing’s critical thinking framework, the nursing process. The nursing process is used by all registered nurses to guide their clinical decision making and includes the six steps of assessment, diagnosis, outcome identification, planning, implementation, and evaluation (ANA, 2010). As the specialty of forensic nursing continues to develop, it is critical that nursing science, via the nursing process, be used to guide FN education and practice.
3. **Basis in and Application of Forensic Science Knowledge and Principles**  
Current trends in forensic nursing demonstrate a shift toward the inclusion and application of forensic science knowledge and principles (Lynch & Duval, 2011). The core of forensic nursing practice must have a scientific basis in order to be deemed creditable by law enforcement and members of the judicial system (Lynch & Duval). The GCFN program has been designed to build upon existing forensic science knowledge and principles to further the science of FN. Forensic nursing is a developing specialty in the discipline of nursing; therefore, formal education based on forensic science and theory is essential for the specialty’s continued growth and development.

4. **Interprofessional Education of Students**  
Forensic nurses are independent practitioners who are collaborators within a multidisciplinary forensic team (ANA & IAFN, 2009). As such, the GCFN program will educate students regarding the importance and roles of these interdisciplinary partners through the use of interprofessional experts to collaborate on lectures and field experiences throughout the curriculum. Interprofessional collaborators will include experts in medicine, social work, criminal justice, public health, community engagement, and law enforcement.

**B. PROGRAM OBJECTIVES**  
Graduates of the Graduate Certificate in Forensic Nursing program will be able to:

1. Engage in professional practice as a forensic nurse generalist with the ability to subspecialize in specific areas of forensic nursing.

2. Provide advanced, specialized nursing assessment and care to individuals, families, survivors, populations, communities, and systems that have experienced violence or trauma while collaborating with members of a multidisciplinary forensic team.

3. Contribute to the scientific knowledge base of forensic nursing by generating, disseminating, and utilizing best evidence while practicing in an ever-changing global healthcare environment.
C. CERTIFICATION

Certification in a nursing specialty is important for several reasons. First, certification provides patients and families with the knowledge that the nurse caring for them has demonstrated advanced knowledge and experience within their practice specialty (American Association of Critical Care Nurses [AACN], 2013). Specialty certification is attractive to institutions who wish to demonstrate a desire to employ professional nurses committed to education and best practice. Certification also provides the nurse with a sense of accomplishment, as well as lends credibility to his/her practice (AACN, 2013) which is of particular importance in forensic nursing as credibility is integral to the FN’s work as a member of the multidisciplinary forensic team (Lynch & Duval, 2011).

Upon successful completion of the GCFN, graduates will have the opportunity to obtain certification in in the specialty of forensic nursing. Several certifications are offered within the specialty, including:

1. Certified Forensic Nurse (CFN) through the American College of Forensic Examiners International (ACFEI)
2. Advanced Forensic Nursing- Board Certified (AFN-BC) through the American Nurses Credentialing Center (ANCC)
3. Sexual Assault Nurse Examiner- Adult/Adolescent (SANE-A) through the Forensic Nursing Certification Board (FNCB)
4. Registered Medicolegal Death Investigator (RMDI) through the American Board of Medicolegal Death Investigators (ABMDI)

CLINICAL/FIELD EXPERIENCES AND CERTIFICATION

There are two FN generalist certifications- CFN and AFN-BC. Neither credential requires the completion of clinical education hours to obtain the certification. Requirements for CFN certification are: current, unrestricted RN license; 2) minimum of three years of experience as an RN; and 3) a member of ACFEI (ACFEI, 2013). Requirements for AFNC certification are: 1) current RN license; 2) two years of full-time practice as RN; 3) RN must hold a graduate degree in nursing; 4) have a minimum of 2,000 practice hours in forensic nursing within the last three years; 5) completed 30 continuing education hours within forensic
nursing in the last three years; and 6) fulfilled select professional development requirements (ANA, 2013).

There are also two subspecialty certifications for FNs- SANE-A and RMDI. SANE-A certification is obtained after completing a minimum of 40 hours of required didactic content (provided in the GCFN program). There is also a precepted clinical component required to sit for this certification. As part of coursework, the GCFN program will offer select field experiences to students which may serve as part of the SANE-A clinical requirement. Field experiences may include: court room observation of criminal proceedings, a law enforcement ride along, and a tour of the Michigan State Crime Lab. Field experiences will be selected based on relevance to FN generalist practice; thus, the program will not cover all precepted clinical requirements needed for SANE-A certification. The remainder of the SANE-A precepted clinical requirements will need to be obtained and completed independently by the student and only if they choose to subspecialize and seek certification as a SANE-A. Further, there is no “set number” of precepted clinical hours mandated by the IAFN. Satisfaction of this component is “train to competency” based on the clinical preceptor’s judgment of the FN’s skill and their ability to meet the requirements set forth by the IAFN and agency in which the FN plans to practice.

The second subspecialty certification is RMDI. This certification does not require an educational clinical component to sit for the examination; however, the FN must be actively working in a medical examiner (ME) or coroner’s office and have at least 640 hours of death investigative experience. The GCFN program will educate students to work in the aforementioned settings by following the IAFN’s educational guidelines for Forensic Nurse Death Investigator (FNDI) practice and the U.S. Department of Justice’s guidelines for general death investigator practice. While the IAFN does not currently offer a certification exam specifically for FNDIs, the organization does stipulate a required didactic and precepted clinical experience for competent FNDI practice; these requirements are similar to that of the SANE-A described above. Select field experiences will once again be offered during the FNDI course and may serve as part of the FNDI precepted clinical requirement. These field experiences include: autopsy observation, forensic pathologist/scientist
observation, and organ/tissue transplant agency observation. The objectives of these field experiences are to enhance FN generalist education and practice; thus, students who would like to subspecialize as an FNDI will be required to independently obtain and complete the remainder of the required precepted clinical experiences.

Students will be notified of required field experiences during the program information session, the admission interview, at orientation, and also within the related course syllabi. All efforts will be made to hold field experiences during scheduled course meeting times. Students will be notified of dates as early as possible for all other field experiences scheduled outside of class time. The need for flexibility in scheduling will be emphasized with students as the field experiences are held at outside community agencies and could be subject to change despite the best efforts of the program.

2. RATIONALE AND BENEFITS OF THE PROGRAM

A. OAKLAND UNIVERSITY’S STRATEGIC PLAN AND THE GRADUATE CERTIFICATE IN FORENSIC NURSING

The OU 2020 strategic plan states “student experiences linking theory and research with the community engagement to produce graduates whose critical thinking skills and problem-solving spirit make them highly valued in the workplace and society.” This sentiment is consistent with and expressed throughout the proposed GCFN program. The program complements the university’s strategic plan in four ways: instruction, research and scholarship, public service, and student development.

1. Instruction

The GCFN program complements OU’s mission of excellence in instruction in that it will offer a rigorous, post-baccalaureate nursing education related to forensic nursing with a foundation in both nursing and forensic science and an emphasis on interprofessional education. The program will meet the educational needs of Michigan RNs as it will be the first academic program related to forensic nursing in the state. Further, the program will also contribute to the educational needs of RNs nationwide as it will offer a
generalist perspective on forensic nursing, which is not currently emphasized within most other forensic nursing certificate programs.

The GCFN program seeks to remain current in its educational offerings by having nursing faculty teach the curriculum who are certified specialists and practicing in many of the FN subspecialties. Quality forensic nursing practice also requires collaboration with a multidisciplinary forensic team. Consequently, in order to provide a quality forensic nursing education, instruction will be supplemented by lectures and field experiences provided by interprofessional colleagues who are experts in the various multidisciplinary areas within forensic practice, such as criminal justice, social work, health sciences, and medicine.

2. **Research and Scholarship**

   The GCFN program will emphasize instruction on the foundations, trends, and future goals of forensic nursing science and practice. As a rapidly developing specialty in the discipline of nursing, it will be a critical component of the program for its students, graduates, faculty, etc. to recognize the importance of and engage in the development, dissemination, and use of evidence-based research. It is expected that FN faculty participate in scholarship and research, and disseminate important findings through publication and presentation at the local, state, national, and global levels. Also important is that a SON faculty (M Glembocki) has been accepted as a member of the IAFN’s task force regarding the revision of the Forensic Nursing Scope and Standards. In addition, there are opportunities for interprofessional research as the GCFN program will be partnering with various OU departments and schools and community agencies.

3. **Public Service**

   An important consideration within forensic nursing practice is the care and provision of services to vulnerable populations. Patients who have witnessed or experienced violence or trauma are some of the most vulnerable patients cared for, and the FN is a caregiver and advocate for these patients (ANA & IAFN, 2009).
Graduates of the GCFN program will receive education regarding the delivery of professional forensic nursing care to individuals, families, populations, and systems within their community of interest. Students will also have the opportunity to partner with the multidisciplinary forensic team while working with members of health, social, government, and legal systems. The GCFN program has formed relationships with several community agencies and seeks to expand this list as it moves forward. The GCFN program plans to collaborate with and have students work with many of these organizations through the exchange of professional and academic offerings, trainings, activities, and research opportunities.

4. **Student Development**

The GCFN will contribute to the cognitive, psychomotor, affective, and professional development of its students/graduates in many ways. GCFN students will expand their nursing, scientific, and clinical skillset within FN practice. GCFN students will learn to care for some of the most vulnerable and underserved patient populations via incorporation of scientific principles from nursing and forensic science and practice. Professional practice will be enhanced through student participation with a complex multidisciplinary forensic team that extends beyond common healthcare relationships and into other disciplines such as government, social, and law enforcement agencies. Students will be encouraged to join the IAFN, the professional organization for forensic nursing practice, in order to engage in collaboration with other forensic nurse professionals.

B. **GRADUATE CERTIFICATE IN FORENSIC NURSING MISSION AND VISION**

Consistent with the SON mission and vision, the mission of the GCFN program is to prepare graduates with specialized nursing education in forensic nursing science that uses best evidence in nursing research, education, and practice when caring for vulnerable populations affected by violence or trauma in a global community.
The vision of the GCFN is to have faculty and graduates recognized as innovative leaders in forensic nursing science and practice and in the care of vulnerable populations affected by violence or trauma in a global community.

C. SCHOOL OF NURSING MISSION AND VISION

SCHOOL OF NURSING - MISSION STATEMENT
The mission of Oakland University School of Nursing is to prepare transformational leaders committed to caring and using the best evidence in nursing practice, education and research to optimize the health of the public in a diverse ever-changing global society.

SCHOOL OF NURSING - VISION STATEMENT
The faculty and graduates of Oakland University School of Nursing will be recognized as transformational leaders, caring practitioners and scholars who optimize the health and well-being of a diverse global society.

The GCFN complements the School of Nursing’s mission and vision as it seeks to graduate students who will serve as leaders in the discipline of nursing, specifically in the specialty of forensic nursing. These leaders will be committed to furthering the profession of nursing through continued education, participation in research, and delivery of expert care to vulnerable populations globally.

D. PARTNERSHIPS
While the program and all courses will be offered through the SON, forensics is a multidisciplinary field that requires expertise from many disciplines including healthcare, criminal justice, social justice, and the legal system. As a result, there will be a strong interprofessional education component within the program. The SON has received support from the Department of Sociology, Anthropology, Social Work and Criminal Justice, the School of Health Sciences, and the William Beaumont School of Medicine. Faculty from these disciplines have offered advice on curriculum development and course content, as well as volunteered to guest lecture on course content that relates to their area of expertise that is applicable to forensic nursing. There may also be opportunities for students to partner with
faculty/students from the various departments/schools around OU during their field experiences. Further, there will be opportunities for interprofessional research among faculty and students from these same departments/schools as forensic nursing science and the discipline of forensics, in general, is a rapidly growing scientific area.

In addition to partnerships on campus, the GCFN program has the support of many local, state, and national organizations. These organizations will allow the program to have access to experts in the sub-specialties of forensic nursing (see list below). There is a distinct possibility that the GCFN program will be held at the Anton Frankel Center in Macomb County. Many of our collaborating partners, such as criminal justice, social work, and public health are also housed at this facility. Further, many of our key community partners are located within Macomb County. This location will contribute considerably to the multidisciplinary and interprofessional education of students as well as the ability to significantly impact our community of interest.

| Organizational Partnerships and Contacts Established for Program Development and Support |
|----------------------------------|-----------------|------------------|
| **National**                     | **State and Local** | **Oakland University** |
| International Association of Forensic Nurses (IAFN) | Michigan chapter: IAFN | Department of Sociology, Anthropology, Social Work and Criminal Justice |
| Emergency Nurses Association (ENA) | Michigan chapter: ENA | School of Health Sciences |
| American Red Cross               | Macomb Community College Emergency Training Center | Oakland University, William Beaumont School of Medicine |
| Federal Emergency Management Agency (FEMA) | Michigan State Police Forensic Science Division | Sexual Assault Task Force |
| Gift of Life                     | Sexual Assault Nurse Examiner (SANE) programs |
|                                  | • Turning Point of Macomb County |
|                                  | • HAVEN of Oakland County |
|                                  | • Wayne County SAFE |
|                                  | Oakland County Prosecutors’ Office | Oakland University Police Department |
|                                  | Graham Health Center |
Appendix A contains letters of support for the GCFN. Please see table below:

<table>
<thead>
<tr>
<th>Letters of Support - Appendix A</th>
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<tbody>
<tr>
<td>Michigan State Crime Lab - Melinda Jackson</td>
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<tr>
<td>Wayne County Health Department – Patricia Tackitt, RN</td>
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<td>Graham Health Center – David Schwartz, PhD</td>
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<td>Macomb County Medical Examiner – Daniel J. Spitz, MD</td>
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<td>Oakland University Police Department – Samuel C. Lucido</td>
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<tr>
<td>Turning Point – Deborah McPeek, Interim CEO</td>
</tr>
<tr>
<td>Wayne County SAFE- Kimberly Hurst</td>
</tr>
<tr>
<td>Graham Health Center – Nancy Jansen, ANP-BC</td>
</tr>
<tr>
<td>Macomb Community College Criminal Justice Training Center – Carl W. Seitz</td>
</tr>
<tr>
<td>Wayne County Sexual Assault Forensic Examiner Program – Kimberly Hurst, PA-C</td>
</tr>
</tbody>
</table>

**E. CAREER OPPORTUNITIES FOR THE FORENSIC NURSE**

While there are currently several well-recognized roles and practice settings for the FN, the opportunity for growth and development into new roles and areas of practice will be significantly impacted by the GCFN and its graduates. Careers as FNs currently include but are not limited to:

- Hospitals: generalist forensic nurse, emergency departments, critical care, women’s health, pediatrics, geriatrics
- Sexual assault nurse examiner programs
- Medical examiner’s office
- Psychiatric facilities
- Correctional facilities
- Legal Nurse Consultants
- Expert witness testimony
- Government agencies: Disaster preparedness, military affairs
- Public health organizations
- Child and Elder maltreatment investigation
F. DESCRIPTION OF EXPECTED STUDENTS

The SON’s GCFN is designed for RNs who have earned a baccalaureate degree in nursing and have at least one year of clinical experience as a practicing nurse. RNs that meet these requirements and are interested in expanding their nursing expertise through education as a FN would be a main source of student enrollment for the program. Currently practicing FNs would also find the program appealing. First, it would provide graduates with academic credit and a graduate certificate upon completion of the program lending credibility to their FN practice. Second, the program would provide the FN with extensive education as a FN generalist, expanding upon their previously received subspecialty training, allowing them to practice in other areas within FN practice. While the program is designed for nurses educated at the BSN level, it may motivate RNs who currently hold their Associates Degree or Diploma in nursing to obtain their BSN at OU in order to be eligible for the program. As a result, the SON may see an increase in enrollment in the RN to BSN completion program.

In regards to program interest, a survey was administered in April 2013 to current students in OU’s SON inquiring if they would consider pursuing a Graduate Certificate in Forensic Nursing at OU. Out of 156 students surveyed, 76 students responded: 44- yes, 13- no, and 19- maybe. A presentation on the SON GCFN program was also delivered to RNs participating in a Sexual Assault Nurse Examiner course offered by Turning Point in Macomb County in April 2013. All 25 RNs that participated in the course signed up to receive additional information about OU’s FN program. In addition, after an article on the forensic nursing program appeared in a June 2013 issue of the Pulse magazine, the SON immediately received an influx of phone calls and emails from nurses practicing in our community requesting additional information on the forensic program.

3. SCHOOL OF NURSING – BUDGET AND NEEDS

A. BUDGET TABLE

<table>
<thead>
<tr>
<th>Revenue Variables:</th>
<th>Year 1 2014-15</th>
<th>Year 2 2015-16</th>
<th>Year 3 2016-17</th>
<th>Year 4 2017-18</th>
<th>Year 5 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>270</td>
<td>360</td>
<td>450</td>
<td>450</td>
<td>450</td>
</tr>
<tr>
<td>Graduate</td>
<td>270</td>
<td>360</td>
<td>450</td>
<td>450</td>
<td>450</td>
</tr>
</tbody>
</table>
Graduate FYES | 11.25 | 15 | 18.75 | 18.75 | 18.75
---|---|---|---|---|---
Total FYES | 11.25 | 15 | 18.75 | 18.75 | 18.75
Graduate FTE | 22.5 | 30 | 37.5 | 37.5 | 37.5
Total FTE | 22.5 | 30 | 37.5 | 37.5 | 37.5

Tuition Rate Per Credit Hour
Graduate | $600.50 | $612.50 | $624.75 | $637.25 | $650.00

Income
Gift | $25,000 | - | - | - | -
Tuition | $162,135 | $220,500 | $281,138 | $286,763 | $292,500
Total Income | $187,135 | $220,500 | $281,138 | $286,763 | $292,500

Expenses
Salaries/Wages
Faculty Salaries | 6101 | - | - | - | -
Administrative Professionals | 6201 | $11,750 | $12,103 | $12,466 | $12,840 | $13,225
Clerical Technical | 6211 | $10,750 | $11,073 | $11,405 | $11,747 | $12,099
Faculty Inload (Replacement Costs) | 6301 | $19,800 | $23,000 | $23,000 | $23,000 | $25,000
Faculty Overload | 6301 | $30,972 | $31,901 | $32,858 | $33,844 | $34,859
Part-time Faculty | 6301 | $36,500 | $37,595 | $37,595 | $38,723 | $38,723
Graduate Assistant | 6311 | - | - | - | - | -
Wages | 6401 | $12,300 | $12,700 | $12,700 | $13,100 | $13,100
Student | 6501 | - | - | - | - | -
Total Salary Expenses | 122,072 | 128,371 | 130,023 | 133,253 | 137,006
Fringe Benefits | 6701 | $19,235 | $20,023 | $20,447 | $21,007 | $21,618
Total Compensation Expenses | $141,307 | $148,394 | $150,471 | $154,261 | $158,624

Operating Expenses
Graduate Assistant Tuition | 7101 | - | - | - | - | -
Supplies and Services | 7101 | $1,000 | $2,500 | $2,500 | $2,500 | $2,500
Forensic Lab Set-Up (1-time costs) | 7101 | 25,000 | - | - | - | -
Facility | 7101 | - | - | - | - | -
E-Learning Support | 7102 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000
Travel | 7201 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000
Library | 7401 | $2,000 | $2,000 | $2,000 | $2,000 | $2,000
Equipment | 7501 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000
Total Operating Expenses | $35,000 | $11,500 | $11,500 | $11,500 | $11,500
Total Expenses | $176,307 | $159,894 | $161,971 | $165,761 | $170,124
Net Income/Loss | $10,828 | $60,606 | $119,167 | $121,002 | $122,376

Graduate tuition rate of projected 2% increase each year.

A charitable contribution in the amount of $25,000 (identified as “gift” in the budget table above) has been received by the SON in the amount of $25,000 and has been specifically allocated for the GCFN program once approved.
B. FACULTY/STAFFING NEEDS
The anticipated staff needs with the GCFN program will be phased in over the next five years. Teaching assignments will need to be adjusted to facilitate faculty working on development of the program. Additionally one part-time lecturer, who is a noted expert in our community within the specialty of forensic nursing, is needed to assist with program development and instruction.

In the SON, there is a vast amount of experience and expertise to guest lecture in the courses. There are also experts from other departments at OU who have expressed the desire to guest lecture in areas of their expertise. The table below details faculty within the SON who have the expertise to teach within the program:

| Faculty Teaching/Lecturing in Graduate Certificate in Forensic Nursing Program |
|-------------------------------------------------|---------------------------------|---------------------------------|
| Faculty                                         | Topic of Expertise              | Department within Oakland University |
| Kelly Berishaj, DNP                             | Death Investigation / SANE       | Nursing                          |
| Renae Diegel, MS                                | SANE / Death Investigation / IPV | Nursing                          |
| Margaret Glembocki, DNP                         | SANE / IPV / Death Investigation| Nursing                          |
| Kim Holka, MSN                                  | Emergency Preparedness          | Nursing                          |
| Stephanie Vallie, MSN                           | Pediatrics in Forensics         | Nursing                          |
| Claudia Grobbel, DNP                            | Leadership / Policy             | Nursing                          |
| Karen Dunn, PhD                                 | Gerontology                     | Nursing                          |
| Cheryl Riley-Ducet, PhD                         | Psychiatric Nursing             | Nursing                          |
| Kathleen Spencer, DNP                           | Military Affairs                | Nursing                          |
| David Schwartz, PhD                             | Suicide/Anxiety/Depression Identification | Graham Health Center |

C. FACULTY QUALIFICATIONS
See Appendix B for curriculum vitae for faculty projected to teach in the GCFN program. These faculty have been trained in and/or are engaged in continuing education in several subspecialties within forensic nursing practice.
D. EXPERT GUEST LECTURERS

Expert guest lectures outside the university are essential to the education of graduates for the GCFN program. Most experts that are currently practicing in the field of forensics offer these services without associated fees. Some experts will require a fee and travel expenses. These potential fees have been listed in the budget worksheet (see section B).

<table>
<thead>
<tr>
<th>Expert</th>
<th>Topic of Expertise</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melinda Jackson</td>
<td>Evidence Collection</td>
<td>Michigan State Crime Lab</td>
</tr>
<tr>
<td>Larry West</td>
<td>Criminal Justice Training</td>
<td>Macomb Community College Criminal Justice Training Center</td>
</tr>
<tr>
<td>Daniel Spitz, MD</td>
<td>Medical Forensic Death Investigation</td>
<td>Macomb County Medical Examiner’s Office</td>
</tr>
<tr>
<td>Kim Hurst, PA</td>
<td>Sexual Assault</td>
<td>Wayne County SAFE</td>
</tr>
<tr>
<td>Patricia Tackitt, RN</td>
<td>Child Death Investigation</td>
<td>Wayne County Health Department</td>
</tr>
</tbody>
</table>

E. ADMINISTRATIVE PROFESSIONALS/CLERICAL SUPPORT

At this time, the faculty developing this program will need minimal assistance from administrative professionals as the faculty will perform their own services such as advising and mentoring of the students. We expect to use no more than 25% of the SON’s administrative professionals and clerical support time.

F. SPACE REQUIREMENTS

All courses are proposed to be held at OU’s Macomb County site, the Anton Frankel Center. Classrooms will need to accommodate approximately 15-20 students the first semester and 20-25 students every semester thereafter. The program also requires use of a laboratory facility for learning and demonstrating assessment of the patient.

G. LIBRARY NEEDS

A list of books and journal subscriptions has been communicated with the SON’s librarian. See Appendix A for the Library Report.
H. FACILITIES
The current proposal is to hold the GCFN program at the Anton Frankel Center located in Macomb County. All courses will be held out of this facility. Not yet finalized.

I. EQUIPMENT
A list of laboratory equipment and supplies purchases initially needed to transform space into forensic lab to provide student a quality lab experience.

<table>
<thead>
<tr>
<th>Equipment/Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Bedside tables</td>
</tr>
<tr>
<td>5 Exam tables with stirrups</td>
</tr>
<tr>
<td>AED trainer</td>
</tr>
<tr>
<td>Alternative light source – UV light</td>
</tr>
<tr>
<td>AV equipment</td>
</tr>
<tr>
<td>Backboard</td>
</tr>
<tr>
<td>Biohazard suits</td>
</tr>
<tr>
<td>C-collar</td>
</tr>
<tr>
<td>Colposcope</td>
</tr>
<tr>
<td>Digital camera</td>
</tr>
<tr>
<td>Educational posters for the walls</td>
</tr>
<tr>
<td>Exam lamps</td>
</tr>
<tr>
<td>Foley cath</td>
</tr>
<tr>
<td>Injury trainer</td>
</tr>
<tr>
<td>IV equipment for simulation</td>
</tr>
<tr>
<td>Manikins</td>
</tr>
<tr>
<td>O2 simulation</td>
</tr>
<tr>
<td>Oral and nasal airways</td>
</tr>
<tr>
<td>Privacy curtains</td>
</tr>
<tr>
<td>Reenactment dolls</td>
</tr>
<tr>
<td>Speculum light source</td>
</tr>
<tr>
<td>Speculums</td>
</tr>
<tr>
<td>Storage locker for valuable equipment</td>
</tr>
<tr>
<td>Wire rack for evidence</td>
</tr>
</tbody>
</table>
J. IMPACT ON OTHER PROGRAMS IN THE SCHOOL OF NURSING
There could be a possible increase in enrollment in the ADN to BSN program. Nurses that may be interested in forensic nursing but do not meet the qualifications of having a BSN may seek this degree in order to enroll in the GCFN program.

4. PROGRAM PLAN
A. ADMISSION REQUIREMENTS FOR THE GRADUATE CERTIFICATE IN FORENSIC NURSING
The GCFN program plans to admit students annually in the fall. Applicants must meet the following requirements:

- Completion of a bachelor’s degree in nursing from an institution accredited by the National League for Nursing or the Commission on Collegiate Nursing Education with an undergraduate cumulative grade point average of 3.0 or above.
- Completion of an independent, undergraduate, physical assessment course or equivalent.
- Have a current, unrestricted license as a Registered Nurse (RN) in their state of practice.
- At least one (1) year of clinical experience as a practicing RN.
- Submission of a School of Nursing Supplemental Application
- Have a clean criminal background check and negative drug screen
- Submit a 500 to 1,000 word, professional goal statement. The goal statement should focus on recent clinical experience, how a Graduate Certificate in Forensic Nursing will enhance professional development and career goals after completion of the program. The goal statement will be evaluated on content and appropriate use of grammar, style, spelling, and rhetoric.
- Two (2) recommendation letters (Recommendation for Graduate Admission forms). Letters must be from healthcare professionals (prefer letters from nurses in leadership/education) who can attest to applicant’s nursing skills and/or abilities.
- Individual interview with School of Nursing faculty will be scheduled after all admission materials have been submitted.
B. COURSE REQUIREMENTS FOR THE GRADUATE CERTIFICATE IN FORENSIC NURSING

The GCFN program is 18-credits delivered within six courses over three consecutive semesters. See section E for the plan of study. The required courses are as follows:

A. NRS XXX Foundations of Forensic Nursing Science
B. NRS XXX Foundations of Clinical Forensic Nursing Assessment
C. NRS XXX Forensic Nursing’s Role in Sexual Assault/Abuse
D. NRS XXX Forensic Nursing’s Role in Intimate Partner Violence and Child/Elder Maltreatment
E. NRS XXX Forensic Nursing’s Role in Disaster Management and Global/Societal Crimes
F. NRS XXX Forensic Nurse Death Investigation

C. OVERVIEW AND RATIONALE FOR REQUIRED COURSES

All students will be required to take all (new) courses required for GCFN. The new courses were developed using the ANA and IAFN Scope and Standards of Practice as well as the educational guidelines developed for subspecialties in FN science (death investigation, sexual assault, etc.). This not only prepares the graduate for practice in the specialty of forensic nursing, it also helps graduates take the steps needed for FN certification. The overviews for each course are detailed below. See Appendix A for a draft of the course syllabi including course overviews, course objectives, and essential content.

NRS XXX Foundations of Forensic Nursing Science

This course concentrates on the scientific underpinnings fundamental to professional forensic nursing practice. The evolution of the role, education, credentialing, and subspecialties within forensic nursing will be examined. Trends and issues, as well as legal, ethical, and psychological considerations impacting forensic nursing practice will be explored. Course content will also focus on the role and function of the nurse and other members of the multidisciplinary, forensic, investigative, protective team.
NRS XXX Foundations of Clinical Forensic Nursing Assessment
This course focuses on the clinical forensic nursing assessment performed when caring for patients who are victims or suspects of trauma and/or violence. Importance is placed on the comprehensive, general patient examination as well as the primary, secondary, and head-to-toe assessment of the trauma patient. Emphasis is placed on injury identification, injury causation, and the ability to differentiate between traumatic and non-traumatic clinical assessment findings. Students will be introduced to specialized data collection techniques and equipment specific to forensic nursing practice such as the Colposcope, medical forensic photography, and alternative light sources. Importance is placed on the collection of data as well as the thorough and accurate documentation of assessment findings. Instruction will further include appropriate developmental related assessment variations encountered throughout the lifespan.

NRS XXX Forensic Nursing’s Role in Sexual Assault/Abuse
This course meets the International Association of Forensic Nurses (IAFN) basic education guidelines for the Sexual Assault Nurse Examiner Adult/Adolescent (SANE-A). Students will learn how to conduct a comprehensive forensic nursing evaluation on adult and adolescent patients who have experienced or where there is a suspicion of sexual assault/abuse. Students will be educated on the dynamics of adult/adolescent sexual assault and receive training in the patient history, assessment, treatment, evidence collection and management, documentation, and legal testimony in cases of sexual assault/abuse. Students will learn to meet the needs of patients, families, communities, and systems as part of a multidisciplinary team while assuring that adult/adolescent patients experiencing sexual assault/abuse receive competent nursing care in the context of culture, age, sexuality, spirituality, and socioeconomic status.

NRS XXX Forensic Nursing’s Role in Intimate Partner Violence and Child/Elder Maltreatment
This course follows the International Association of Forensic Nurses (IAFN) Forensic Nurse Education Guidelines on Intimate Partner Violence (IPV) and their formalized
curriculum on elder maltreatment. This course examines the forensic nurse’s role when responding to and managing cases of IPV and child/elder maltreatment. The forensic nurse’s role includes but is not limited to: enhanced screening, completion of a forensic nursing evaluation, evidence collection, documentation of findings (including photography), treatment of injury, multidisciplinary collaboration, referral of services, and participation in legal proceedings. Forensic nurses work as part of a multidisciplinary team to ensure that patients experiencing IPV or child/elder maltreatment receive quality care in the context of culture, age, sexuality, spirituality, and socioeconomic status. Students will learn to deliver care that is comprehensive, holistic, and patient-family centered to improve the health and safety of patients, families, and communities that have experienced IPV or child/elder maltreatment.

The dynamics of IPV throughout the lifespan will be highlighted with emphasis placed on the unique challenges that specific vulnerable populations experience in relation to IPV and child/elder maltreatment. Importance will be placed on the ability to identify characteristics that increase patient vulnerability and the likelihood of violence and maltreatment. Focus is also placed on relevant laws, regulations, and policies that impact forensic nursing practice in cases of IPV and child/elder maltreatment.

**NRS XXX Forensic Nursing’s Role in Disaster Management and Global/Societal Crimes**

This course focuses on the role of the forensic nurse when caring for individuals, families, populations, and communities that have experienced trauma or violence as a result of manmade or natural disasters and global or societal crimes. Students will be trained as leaders and collaborators within a multidisciplinary team that implement best practice in all levels of disaster management, including: prevention, preparedness, response, and recovery at the global, federal, state, and local levels of government. Course content further examines the role and impact of the forensic nurse on prevention and management of global and societal crimes such as terrorism, bullying, and hate crimes. The psychological impact of disasters and global/societal crimes on survivors and responders will also be explored.
**NRS XXX Forensic Nurse Death Investigation**

This course meets the International Association of Forensic Nurses (IAFN) Education Guidelines for the Forensic Nurse Death Investigator (FNDI). Course content will provide foundational knowledge to those new to the field of forensic nursing and the subspecialty of death investigation. This course focuses on forensic nursing evaluation and death scene investigation by a nurse who has received specialized education and training as a FNDI. Students will learn to utilize the nursing process to manage aspects of death investigation including assessment of the scene to collection, management, and evaluation of forensic evidence. FNDIs are one member of a multidisciplinary forensic team which collaborates together to provide competent, comprehensive services to the family and/or survivors of the decedents and the community during the death investigative process. The importance, roles, and responsibilities of the FNDI and other members of the multidisciplinary forensic team will be explored as well as the impact of the criminal justice and death investigative systems on FNDI practice.

**D. COURSES, COURSE DELIVERY METHOD, AND NEW COURSES**

All courses are new and have been developed specifically for the GCFN program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Pre-requisite</th>
<th>Co-requisite</th>
<th>Delivery</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS XXX</td>
<td>Foundations of Forensic Nursing Science</td>
<td>3</td>
<td></td>
<td>Foundations of Clinical Forensic Nursing Assessment</td>
<td>Hybrid</td>
<td>New</td>
</tr>
<tr>
<td>NRS XXX</td>
<td>Foundations of Clinical Forensic Nursing Assessment</td>
<td>3</td>
<td></td>
<td>Foundations of Forensic Nursing Science</td>
<td>Face-to-face</td>
<td>New</td>
</tr>
<tr>
<td>NRS XXX</td>
<td>Forensic Nursing’s Role in Sexual Assault/Abuse</td>
<td>3</td>
<td>Foundations of Forensic Nursing Science &amp; Foundations of Clinical Forensic Nursing Assessment</td>
<td>Hybrid</td>
<td>New</td>
<td></td>
</tr>
</tbody>
</table>

NR New Graduate Certificate Forensic Nursing 2013 V3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Core Courses</th>
<th>Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS XXX</td>
<td>Forensic Nursing’s Role in Disaster Management and Global/Societal Crimes</td>
<td>3</td>
<td>Forensic Nursing’s Role in Sexual Assault/Abuse &amp; Forensic Nursing’s Role in Intimate Partner Violence and Child/Elder Maltreatment</td>
<td>Forensic Nurse Death Investigation</td>
</tr>
<tr>
<td>NRS XXX</td>
<td>Forensic Nurse Death Investigation</td>
<td>3</td>
<td>Forensic Nursing’s Role in Sexual Assault/Abuse &amp; Forensic Nursing’s Role in Intimate Partner Violence and Child/Elder Maltreatment</td>
<td>Forensic Nursing’s Role in Disaster Management and Global/Societal Crimes</td>
</tr>
</tbody>
</table>

### E. PLAN OF STUDY

Plan of study for the GCFN program will consist of 3 consecutive semesters that will contain a total of six credits each (two, three credit courses). Courses must be taken simultaneously and in sequence as each semester builds on the previous. Below is a typical plan of study for a full-time student enrolled in the program.
<table>
<thead>
<tr>
<th></th>
<th>Fall I</th>
<th>Winter I</th>
<th>Summer I</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS XXX – 3 credits</td>
<td>NRS XXX – 3 credits</td>
<td>NRS XXX – 3 credits</td>
<td></td>
</tr>
<tr>
<td>Foundations of Forensic Nursing Science</td>
<td>Forensic Nursing’s Role in Sexual Assault/Abuse</td>
<td>Forensic Nursing’s Role in Disaster Management and Global/Societal Crimes</td>
<td></td>
</tr>
<tr>
<td>NRS XXX – 3 credits</td>
<td>Forensic Nursing’s Role in Intimate Partner Violence and Child/Elder Maltreatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations of Clinical Forensic Nursing Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**F. RECRUITING, RETENTION, MONITORING, AND ADVISING STUDENTS**

The program will recruit students in several ways. First the OU magazine, the *Pulse*, ran an article on the program in the Spring 2013 edition. The SON received numerous phone calls and emails from current students and OU alumni inquiring on information regarding the program. In addition to reaching out to these potential students, we can send program information to all OU SON of alumni via email list-serve. Second, the Communication and Marketing Department will assist with advertising material for the program, this includes but is not limited to: area hospitals, community-based agencies such as Turning Point, HAVEN, and Wayne County SAFE, the health department, medical examiners offices, and correctional institutions. The program will also recruit students by faculty participation in several nursing organization events, such as the Michigan-IAFN chapter meeting and the Michigan-Emergency Nurses’ Association (ENA) Annual Conference.

Students will receive advising services by faculty teaching in the program. Prior to starting the program, students will be advised as to the course work and expectations of the program so that they can decide if the program would be a good fit for their lives at the time of admittance. Faulty advisement will help to increase support to the students throughout the program allowing faculty to make adjustments, if possible, for students who may otherwise withdraw assisting with retention of students. With a small cohort of students (approximately 15-20) and faculty advising, student progress and success will be closely monitored.
G. PROGRAM EVALUATION AND ASSESSMENT

Program evaluation and assessment will be completed in several ways. First, attainment of course objectives and course satisfaction will be assessed via completion of student surveys at the end of each semester. Second, graduates will be asked to complete exit surveys upon successful completion of the program to evaluate overall student satisfaction. Finally, graduates will be contacted to complete a survey one year after completion of the program and at two year increments to discern if program objectives are being met long term. Survey results will help to determine FN employment rates and certification pass rates. Results will be part of the SON’s evaluation process and plan.
References


   [http://www.aacn.org/wd/certifications/content/benefitstopemptnrs.pems?menu=](http://www.aacn.org/wd/certifications/content/benefitstopemptnrs.pems?menu=)


APPENDIX A

LIBRARY REPORT
To: Kelly Berishaj, DNP, ACNS-BC, RN Visiting Instructor, Oakland University School of Nursing

From: Shawn V. Lombardo, Interim Associate Dean for Collections and Collections Support Services, OU Libraries
Julia Rodriguez, Librarian Liaison to the School of Nursing

Re: Library collection evaluation for proposed graduate certificate in Forensic Nursing (GCFN)

Date: September 23, 2013

To conduct this library collection evaluation for the proposed graduate certificate in Forensic Nursing (GCFN), we reviewed the draft program proposal in relation to the University Libraries’ current resources related to nursing. The new graduate certificate program establishes six new School of Nursing (SON) courses that will be held at Oakland’s Anton Frankel Center location. Overall, the Libraries’ current offerings are sufficient to address the teaching, research and learning needs of faculty and students in the new program, with a few exceptions. These needs are listed below and should be addressed. The following is our assessment of the library’s ability to support the proposed program.

Nursing Indexes
The University Libraries subscribe to a number of important nursing and health sciences indexes that would support the GCFN program effectively; these include CINAHL, the Cochrane Library (which provides full-text access to evidence-based information), Medline/PubMed, Health Reference Center Academic and Alt-Health Watch, a database that covers alternative health topics. All of these resources provide access to at least some full-text journal content and also connect to the library’s other electronic journal content through the “Get It” links included in the databases.

Nursing Journals
The library subscribes to numerous nursing journals and professional magazines, almost all of which are available online to enhance off-campus access to the nursing literature. Of particular note is the Libraries’ subscription to the Lippincott, Williams & Wilkins Total Access
Collection, which includes more than 140 nursing-specific journals (including the *Journal of Forensic Nursing*) and over 330 health sciences and biomedicine journal titles. In addition, there are a number of important nursing titles included in the library’s other major publisher journal packages, including ScienceDirect (709 nursing and health sciences journals from Elsevier), Wiley-Blackwell (approximately 120 nursing and related titles, including *Journal of Forensic Science*), Springer and Sage (includes *Child Maltreatment*). Of the titles that the SON faculty recommended for the GCFN program, the library maintains subscriptions to all but *Hospital Pediatrics*. The cost of a subscription to this title is included in Appendix A.

**Monographs and Reference Materials**

The library’s print monograph holdings generally are sufficient to support this proposed program. The School of Nursing currently is allocated funding to purchase print and electronic books that nursing faculty request. In addition, the library acquires newly published monographs and reference materials through other means, including the library’s approval plan with its major book vendor and the Springer eBook collection, which contains hundreds of monographs on forensic medicine, and hundreds more on nursing and allied health topics, generally. A brief search of the library’s monographic holdings identifies more than 105 titles addressing forensic nursing and forensic medicine, including approximately 50 titles that were published in the last five years. The SON faculty have identified several books that would need to be purchased for the collection; the current price of these texts totals approximately $2,100. However, as the program will be held at the OU Anton Frankel Center location, we anticipate that the library will need to supplement its nursing eBook collection, and especially focus on forensic nursing topics, to support this program adequately; funding for these materials, including inflationary increases, has been included in Appendix A. Additionally, the sixteen titles on the Forensic Nursing textbook list (see Appendix B) would need to be purchased. The library recommends that these titles be purchased as a special reserve collection available for short-term in-library use only or electronically when possible. Initial funding for the collection is built into the budget for year one of the program; years two through five include funding to purchase new editions as they become available.

**Critical Funding Needs**

As noted above, University Libraries already subscribes to a number of online resources that would effectively support the GCFN program. However, due to anticipated annual inflationary cost increases for journals and research databases (historically averaging eight percent or more per year), the library cannot guarantee that we will be able to maintain subscriptions even to our current resources. Therefore, we ask that the library be given an additional $500 per year (adjusted for inflation) to assist us in funding these resources that are critical to the GCFN program as well as the entire School of Nursing curriculum.

C: Adriene Lim, Dean of OU Libraries
Anne Switzer, Library Representative to the University Senate
Appendix A

Library Budget for Forensic Nursing Program

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
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<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<td>eBooks &amp; electronic reference titles$^1$</td>
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$^1$Presumes the purchase of approximately 5-8 eBooks per year, with a 5% annual inflationary increase.

$^2$Presumes an 8% annual inflation rate

Appendix B

**Required Forensic Nurse Textbooks**

(Suggested for textbook special reserve collection)

- Medicolegal Investigation of Death, Spitz & Fisher 4th Ed $130
- Forensic Nursing Science, Virginia Lynch, 2nd Ed $113
- Sexual Assault Victimization Across the Life Span: color atlas 2 volume set and CD $400
- Medical, Legal & Social Science Aspects of Child Sexual Exploitation 2 volume set and CD $275
- Color Atlas of Sexual Violence, Tara Henry $85
- Color Atlas of Domestic Violence, Jennifer Markowicz $100
- Forensic Emergency Medicine, Olshaker, Smock, 2nd Ed $130
- The Slave Next Door: Human Trafficking, Kevin Bales $20
- Disposable People: New Slavery in the Global Economy, Kevin Bales $30
- Medical Legal Aspects of Medical Records, Iyer, 2nd Ed (2 volumes) $130
- Investigating Infant Deaths, Bobbi Jo O'Neal $100
- Forensic Pathology, DiMaio, 2nd Ed $90
- Family Violence and Nursing Practice, Campbell, 2nd ed $60
- Drug Facilitated Sexual Assault, Marc LeBeau $123
- Legal Nurse Consultant Scope & Standards Practice, American Nurse’s Association $205
- Scope & standards of practice: Forensic nursing, American Nurse Association $95
APPENDIX B

DRAFT OF COURSE SYLLABI
Semester I

NRS xxx- Foundations of Forensic Nursing Science- 3 credits

Co-requisite: Foundations of Clinical Forensic Nursing Assessment

Course Overview
This course concentrates on the scientific underpinnings fundamental to professional forensic nursing practice. The evolution of the role, education, credentialing, and subspecialties within forensic nursing will be examined. Trends and issues, as well as legal, ethical, and psychological considerations impacting forensic nursing practice will be explored. Course content will also focus on the role and function of the nurse and other members of the multidisciplinary, forensic, investigative, protective team.

Course Objectives
1. Examine the history, present, and future of forensic nursing as a scientific discipline.
2. Describe the role, education, credentialing, and subspecialties of forensic nursing practice.
3. Demonstrate understanding and applicability of the American Nurses Association (ANA)/International Association of Forensic Nurses (IAFN) Scope and Standards of Practice to forensic nursing practice.
4. Discuss the impact and importance of forensic nursing practice on vulnerable populations.
5. Identify ethical and psychological considerations that impact forensic nursing practice.
6. Describe the relationship and impact of forensic nursing practice on the legal system.
7. Relate the role and responsibilities of the multidisciplinary forensic team.

Essential Content
Forensic Nursing Science

ANA/IAFN Scope and Standards of Practice

Roles and Subspecialties in Forensic Nursing Practice

Education and Credentialing of the Forensic Nurse

Vulnerable populations in forensic nursing practice

Psychological Considerations in Forensic Nursing Practice

Ethical Considerations in Forensic Nursing Practice

Legal considerations for the forensic nurse

Legal Nurse Consulting

Forensic Multidisciplinary Team
NRS xxx - *Foundations of Clinical Forensic Nursing Assessment* - 3 credits

Co-requisite: *Foundations of Forensic Nursing Science*

**Course Overview**
This course focuses on the clinical forensic nursing assessment performed when caring for patients who are victims or suspects of intentional or unintentional trauma. Importance is placed on the comprehensive, general patient examination as well as the primary, secondary, and head-to-toe assessment of the trauma patient. Emphasis is placed on injury identification, injury causation, and the ability to differentiate between traumatic and non-traumatic clinical assessment findings. Students will be introduced to specialized data collection techniques and equipment specific to forensic nursing practice such as the Colposcope, medical forensic photography, and alternative light sources. Importance is placed on the collection of data as well as the thorough and accurate documentation of assessment findings. Instruction will further include appropriate developmental related assessment variations encountered throughout the lifespan.

**Course Objectives**
1. Demonstrate competence in conducting a clinical forensic nursing assessment in patients that have experienced various forms of trauma.
2. Demonstrate ability to identify various types of injuries resulting from trauma as well as the ability to differentiate between traumatic and non-traumatic assessment findings.
3. Identify developmental related variations in the patient as part of the forensic nursing assessment.
4. Demonstrate ability to correctly and thoroughly document assessment findings as part of the forensic nursing assessment.

**Essential Content**

Patient history

Therapeutic communication

Clinical Forensic Nursing Assessment

Primary, secondary, and head-to-toe assessment of trauma patients

Normal vs. abnormal assessment findings

Injury Identification

Developmental assessment changes through the lifespan

Documentation of assessment findings

Medical Forensic Photography
Semester II

NRS xxx- Forensic Nursing’s Role in Sexual Assault/Abuse- 3 credits

Pre-requisites: Foundations of Forensic Nursing Science
Foundations of Clinical Forensic Nursing Assessment

Co-requisite: Forensic Nursing’s Role in Intimate Partner Violence and Child/Elder Maltreatment

Course Overview
This course meets the International Association of Forensic Nurses (IAFN) basic education guidelines for the Sexual Assault Nurse Examiner Adult/Adolescent (SANE- A). Students will learn how to conduct a comprehensive forensic nursing evaluation on adult and adolescent patients who have experienced or where there is a suspicion of sexual assault/abuse. Students will be educated on the dynamics of adult/adolescent sexual assault and receive training in the patient history, assessment, treatment, evidence collection and management, documentation, and legal testimony in cases of sexual assault/abuse. Students will learn to meet the needs of patients, families, communities, and systems as part of a multidisciplinary team while assuring that adult/adolescent patients experiencing sexual assault/abuse receive competent nursing care in the context of culture, age, sexuality, spirituality, and socioeconomic status. Students may be placed in a variety of field experiences throughout this course. Experiences will be determined by faculty and will be used to assist with mastery of essential course content. Provided experiences/assignments will be scheduled on various days in cooperation with affiliated agencies/organizations.

Course Objectives
1. Identify the forensic nurse’s role and responsibilities in response to adult/adolescent sexual assault/abuse including but not limited to: assessment of injuries, evidence collection, documentation of findings, legal proceedings, and collaboration with multidisciplinary partners.
2. Implement a standardized body of scientific knowledge during the forensic nursing evaluation of adult/adolescent patients who are victims of sexual assault.
3. Discuss the concept, development, function and collaboration of the multidisciplinary team as it relates to adult/adolescent sexual assault/abuse.
4. Demonstrate understanding of the dynamics of adult/adolescent sexual assault and awareness of professional practice issues for the sexual assault nurse examiner.

Essential Content

Forensic Nursing Science

Roles and Responsibilities of the Adult/Adolescent SANE

Multidisciplinary Team Concepts
Dynamics of Adult/Adolescent Sexual Assault

Adult/Adolescent Sexual Assault Forensic Nursing Evaluation

Evidence Evaluation- Role of the Forensic Scientist

Nursing Management

Criminal Justice System

Ethics

Evaluation

NRS xxx- Forensic Nursing’s Role in Intimate Partner Violence and Child/Elder Maltreatment- 3 Credits

Pre-requisites: Foundations of Forensic Nursing Science
Foundations of Clinical Forensic Nursing Assessment

Co-requisite: Forensic Nursing’s Role in Sexual Assault/Abuse

Course Overview
This course follows the International Association of Forensic Nurses (IAFN) Forensic Nurse Education Guidelines on Intimate Partner Violence (IPV) and their formalized curriculum on elder maltreatment.
This course examines the forensic nurse’s role when responding to and managing cases of IPV and child/elder maltreatment. The forensic nurse’s role includes but is not limited to: enhanced screening, completion of a forensic nursing evaluation, evidence collection, documentation of findings (including photography), treatment of injury, multidisciplinary collaboration, referral of services, and participation in legal proceedings. Forensic nurses work as part of a multidisciplinary team to ensure that patients experiencing IPV or child/elder maltreatment receive quality care in the context of culture, age, sexuality, spirituality, and socioeconomic status. Students will learn to deliver care that is comprehensive, holistic, and patient-family centered to improve the health and safety of patients, families, and communities that have experienced IPV or child/elder maltreatment.

The dynamics of IPV throughout the lifespan will be highlighted with emphasis placed on the unique challenges that specific vulnerable populations experience in relation to IPV and child/elder maltreatment. Importance will be placed on the ability to identify characteristics that increase patient vulnerability and the likelihood of violence and maltreatment. Focus is also placed on relevant laws, regulations, and policies that impact forensic nursing practice in cases of IPV and child/elder maltreatment.
Students may be placed in a variety of field experiences throughout this course. Experiences will be determined by faculty and will be used to assist with mastery of essential course content. Provided experiences/assignments will be scheduled on various days in cooperation with affiliated agencies/organizations.

**Course Objectives**

1. Identify the forensic nurse’s role and responsibilities, and that of the multidisciplinary forensic team, in the response and management of IPV and child/elder maltreatment.

2. Demonstrate ability to implement a standardized body of scientific knowledge during the forensic nursing evaluation of patients and families who are victims of IPV or child/elder maltreatment.

3. Discuss dynamics of IPV and characteristics that increase patient vulnerability and the likelihood of violence and maltreatment.

4. Demonstrate awareness of professional practice issues, relevant laws, regulations, and policies that impact forensic nurses caring for patients who are victims of IPV or child/elder maltreatment.

5. Demonstrate ability to assess (screen) for IPV and maltreatment across all age groups, populations, and practice settings.

**Essential Content**

Forensic Nursing Science

Dynamics of Intimate Partner Violence

Forensic Nursing Evaluation and Management

Program/Operational Issues

Multidisciplinary Collaboration

Legal System

Ethics

Evaluation

Human Trafficking

Child Maltreatment

Elder Maltreatment

Patient Safety
Semester III

NRS xxx- Forensic Nursing’s Role in Disaster Management and Global/Societal Crimes (3 credits)

Co-requisite: Forensic Nurse Death Investigation

Pre-requisites: Forensic Nursing’s Role in Sexual Assault/Abuse
Forensic Nursing’s Role in Intimate Partner Violence and Child/Elder Maltreatment

Course Overview
This course focuses on the role of the forensic nurse when caring for individuals, families, populations, and communities that have experienced trauma or violence as a result of manmade or natural disasters and global or societal crimes. Students will be trained as leaders and collaborators within a multidisciplinary team that implement best practice in all levels of disaster management, including: prevention, preparedness, response, and recovery at the global, federal, state, and local levels of government. Course content further examines the role and impact of the forensic nurse on prevention and management of global and societal crimes such as terrorism, bullying, and hate crimes. The psychological impact of disasters and global/societal crimes on survivors and responders will also be explored.

Students may be placed in a variety of field experiences throughout this course. Experiences will be determined by faculty and will be used to assist with mastery of essential course content. Provided experiences/assignments will be scheduled on various days in cooperation with affiliated agencies/organizations.

Course Objectives
1. Describe the role of the forensic nurse as a member of the multidisciplinary team in the disaster management cycle.
2. Examine sources of intentional and unintentional trauma and violence in society and the forensic nurse’s role.
3. Identify resources, organizations, and multidisciplinary groups which the forensic nurse may partner with in the management of disasters and global and societal crimes.
4. Evaluate the effects of violence, disaster, and trauma on individuals, families, populations, and communities.
5. Evaluate the impact of vicarious trauma on the nurse.

Essential Content
Natural and Manmade Disasters

Levels of Disaster Prevention

Disaster Preparedness and Management
Mass Casualty Situations

Global Crimes

Societal Crimes

Self-inflicted Violence

Military Affairs

Violence in Society

Psychological Impact

**NRS xxx- Forensic Nurse Death Investigation (3 credits)**

*Co-requisite: Forensic Nursing’s Role in Disaster Management and Global/Societal Crimes*

*Pre-requisites: Forensic Nursing’s Role in Sexual Assault/Abuse
Forensic Nursing’s Role in Intimate Partner Violence and Child/Elder Maltreatment*

**Course Overview**

This course meets the International Association of Forensic Nurses (IAFN) Education Guidelines for the Forensic Nurse Death Investigator (FNDI). Course content will provide foundational knowledge to those new to the field of forensic nursing and the subspecialty of death investigation.

This course focuses on forensic nursing evaluation and death scene investigation by a nurse who has received specialized education and training as a FNDI. Students will learn to utilize the nursing process to manage aspects of death investigation including assessment of the scene to collection, management, and evaluation of forensic evidence. FNDIs are one member of a multidisciplinary forensic team which collaborates together to provide competent, comprehensive services to the family and/or survivors of the decedents and the community during the death investigative process. The importance, roles, and responsibilities of the FNDI and other members of the multidisciplinary forensic team will be explored as well as the impact of the criminal justice and death investigative systems on FNDI practice.

Students may be placed in a variety of field experiences throughout this course. Experiences will be determined by faculty and will be used to assist with mastery of essential course content. Provided experiences/assignments will be scheduled on various days in cooperation with affiliated agencies/organizations.
Course Objectives
1. Describe the importance, roles, and responsibilities of the FNDI and other members of the multidisciplinary forensic team during the death investigative process.
2. Demonstrate understanding of how the FNDI interacts and engages within the criminal justice and death investigation systems.
3. Demonstrate ability to conduct a complete forensic nursing evaluation of the deceased that includes evaluation of the body and environment as well as collection, management, and evaluation of forensic evidence.
4. Identify developmental, lifespan variations in the deceased as part of the forensic nursing evaluation.
5. Discuss ethical, religious, and cultural considerations related to FNDI practice.
6. Describe the importance of maintaining dignity and patient rights for the deceased, family and/or survivors, and community during the death investigative process.

Essential Content
Forensic Nursing Science

Roles and Responsibilities of the FNDI

Multidisciplinary Team Concepts of Forensic Death Investigation

Death Investigation Systems

Forensic Nursing Assessment and Evaluation

Collection, Management, and Evaluation of Forensic Evidence

Nursing Management in Death Investigation

Criminal Justice System

Ethics

Evaluation
APPENDIX C

LETTERS OF SUPPORT
September 1, 2013

Kelly A Berishaj, DNP, RN, ACNS-BC
Oakland University, School of Nursing
2019 Human Health Building
Rochester, MI 48309

Margaret M Glembocki, DNP, RN, ACNP-BC, FAANP
Oakland University, School of Nursing
3052 Human Health Building
Rochester, MI 48309

Dear Drs. Berishaj and Glembocki:

I have reviewed your proposed curriculum for the Graduate Certificate in Forensic Nursing Science to be offered through Oakland University’s School of Nursing. I commend your endeavors in recognition of this significant specialty and fully support your initiative to establish higher education in this emergent discipline without delay.

You are poised to make a vital contribution to both the health and justice systems by addressing the broad perspectives of identified subjects within this curriculum that will help to project quality forensic nursing education worldwide. Although several institutions have developed various curricular options, they are limited in comparison. To date, none have implemented a program of such magnitude as you have proposed. Considering all institutions of higher learning that have, or are considering inclusion of the forensic sciences in nursing education, none appear ready to assume the mission for a state-of-the-art program such as you have envisioned at this time.

Graduates of Oakland University School of Nursing will be uniquely qualified to serve in a variety of forensic roles in both private and public agencies and be prepared to enhance our current level of forensic nursing practice. The demand for services of nurses with forensic expertise is great and will become even greater in the decade to come. Your institution will be distinguished as the forensic nursing pace-setter for decades to come.

You are to be commended for obtaining the momentum and support required for this opportune curriculum at a time when you can make a substantial difference in the character of how global societies respond to the victims, suspects and perpetrators of violence. It is imperative that we commit the human and fiscal resources of our academic institutions to specific initiatives aimed at understanding, managing and preventing human abuse. Please do not hesitate to contact me if I can be of assistance.

Sincerely,

Virginia A. Lynch, MSN, RN, FAAFS, FAAN
Forensic Clinical Nurse Specialist
Forensic Nurse Consultants, International
Divide, CO 80814
Dear Drs. Berishaj and Glembocki,

I was honored to be invited to review your curriculum for the Graduate Certificate in Forensic Nursing Science program offered through Oakland University’s School of Nursing. I thought the curriculum was well thought out and covers many subspecialties within Forensic Nursing, which is exciting to see. Your program is unique and the only one I am aware of across the county that provides an in depth education to several of the different sub-specialties in the field. There is a clear reflection of the values and priorities of the profession as well as an emphasis on the accountability to the public and the outcomes for which forensic nurses are responsible. This program has the opportunity to incorporate advancements in scientific knowledge, practice, research and technology thus providing a well-rounded Forensic Nurse.

I look forward to seeing this come to fruition and would be happy to offer my continued support in any way needed.

Respectfully Yours,

Jamie Ferrell

Jamie Ferrell, BSN, RN, CA/CP-SANE, DABFN, CMI-III, SANE-A, CFN, SANE-P
Past President, International Association of Forensic Nurses
Clinical Director
Forensic Nursing Services &
John S. Dunn Sr. Burn Center
Memorial Hermann Health System
Texas Medical Center (Base Campus)
6411 Fannin, R-583
Houston, Texas 77030
Jamie.Ferrell@memorialhermann.org
July 3, 2013

Kelly Berishaj, MSN, RN, ACNS-BC
School of Nursing: Oakland University
2019 Human Health Building
Rochester, Michigan 48309

Margaret M. Glembocki, DNP, RN, ACNP-BC, FAANP
School of Nursing: Oakland University
3092 Human Health Building
Rochester, Michigan 48309

Dear Ms. Berishaj and Ms. Glembocki;

I am very excited to be able to assist you in having the Michigan State Police Forensic Science Division be a part of the advanced degree program for Sexual Assault Nurse Examiners.

We will be able to offer instruction in the analysis of the Sexual Assault Evidence Collection Kits. In addition we will include a laboratory tour that will provide an overview of the Forensic Laboratory as well as the processing of a Sexual Assault Kit. The purpose of processing the Kit will be to give the nurses an understanding of what occurs once the Kit has been collected and how we analyze it in the laboratory.

If there are any other suggestions or ideas you would like us to be a part of please let me know and I look forward to assisting your program in the future.

Sincerely,

Melinda Jackson
Biology Unit Supervisor
Michigan State Police
Sterling Heights Laboratory
42800 Merrill Rd
Sterling Heights, Michigan 48314
On Jul 3, 2013, at 7:28 AM, Patricia Tackitt <ptackitt@comcast.net> wrote:

> Hi Renae,
> It's the chief investigator who arranges the autopsy observations, not Dr Schmidt that might retire. Dr Schmidt will be around for years yet!!!
>
> I'd be glad to do a guest lecture on child death investigation, down the road. I can make the meeting in July at OU, if the faculty are meeting anyway. If they are only coming in for this - please know these two items are fine, without a meeting. When the time is closer - I'd just need the time frame, a laptop computer with Quick Time preloaded on it, LCD projector, external speakers or house sound for video, pointer, etc. Feel free to send the e-mail and I'll review it.
>
> Did you get Dr D on board and Dr Hunter?
>
> Take care, Pat
July 15th, 2013

Oakland University School of Nursing

Atten: Kimberly Holka, RN

As the Director of the OU Counseling Center I would like to formally offer my support for the Graduate Certificate in Forensic Nursing Science. The OUCC is willing to collaborate with the School of Nursing on this project in several ways. We will be able to offer trainings and workshops on topics pertinent to the curriculum of the program. We can also offer various volunteer opportunities in connection with our campus wide outreach efforts, including screenings and fairs. Also, time permitting, we are happy to assist by making the OUCC senior staff available to guest lecture on a variety of topics within our area of expertise (i.e. grief, trauma reactions, stress, suicide, etc.). Please feel free to contact me if you have any questions.

David Schwartz, Ph.D. LP
Director
Oakland University Counseling Center
East Wing, Graham Health Center
Rochester, MI 48309
July 17, 2013

Kelly A Berishaj, DNP, RN, ACNS-BC
Oakland University, School of Nursing
2019 Human Health Building
Rochester, MI 48309

Margaret M Glembocki, DNP, RN, ACNP-BC, FAANP
Oakland University, School of Nursing
3052 Human Health Building
Rochester, MI 48309

Dear Drs. Berishaj and Glembocki,

The Macomb County Medical Examiner’s office would be happy to support the Graduate Certificate in Forensic Nursing Science program offered through Oakland University’s School of Nursing.

Our office would be able to assist the program in several ways. We would be willing to have your students participate in select field experiences including observing autopsies and evidence collection from decedents. In addition, either I or a member of my staff would be willing to serve as a guest, expert lecturer for select course content within your program.

Furthermore, program graduates would have the educational background that would allow them to be considered for employment as a Medical Examiner Investigator

I look forward to working with you both and with the Forensic Nursing program.

Should you have any questions, please do not hesitate to contact me.

Sincerely yours,

[Signature]

Daniel J. Spitz, MD
July 17, 2013

Kimberly A. Holka, MSA, MSN, RN, CNE
Oakland University, School of Nursing
2012 Human Health Building
Rochester, Michigan 48309

Dear Ms. Holka:

The Oakland University Police Department (OUPD) welcomes the opportunity to support the establishment of a Graduate Certificate in Forensic Nursing Science.

As you are well aware, campus public safety departments such as ours, as well as the larger criminal justice community, realize the critical need for professionally trained nursing personnel to assist in sexual assault and abuse investigations as well as incidents of interpersonal violence.

Additionally, in recent years we have been extensively involved in emergency preparedness efforts and disaster management planning. We have identified a number of campus and non-campus partners to be involved as part of a multidisciplinary team and believe such specially educated nursing personnel would play a significant role in those efforts and as team members.

The OUPD will certainly be willing to assist in program presentations as you deem appropriate and we look forward to working closely with you as we move forward with this most important endeavor.

Sincerely,

[Signature]

SAMUEL C. LUCIDO
Chief of Police
July 19, 2013

Kimberly Holka, RN
Oakland University
School of Nursing
#2021 Human Health Building
Rochester, MI 48309-4401

Dear Ms. Holka,

It is my pleasure to write a letter of support for a proposed Graduate Certificate in Forensic Nursing Science by the School of Nursing at Oakland University.

The program goal of providing care to vulnerable populations affected by intentional and unintentional trauma, including the disaster management cycle, compliments Disaster Health Services of the American Red Cross.

American Red Cross Health Services workers support communities affected by either natural or man-made disaster in a variety of settings including shelters, emergency aid stations and home visits by providing health and functional needs assessments and referrals, illness and injury surveillance, replacing lost medications and medical equipment, and condolence support.

I would be one of several Health Service and Mental Health Service Volunteer Leaders here in Michigan who would be able to collaborate with faculty to offer training and workshop opportunities as well as guest lecture on topics of preparing for, responding to, and recovering from disasters.

In conclusion, I fully support the efforts of the School of Nursing at Oakland University to include a program that will enhance their graduate’s ability to help clients and their families throughout the disaster management cycle.

Sincerely,

Patricia K Hamel, MSN RN
Disaster Health Services Advisor for Michigan
American Red Cross
Kelly A Berishaj, DNP, RN, ACNS-BC  
Oakland University, School of Nursing  
2019 Human Health Building  
Rochester, MI 48309  

Margaret M Glembocki, DNP, RN, ACNP-BC, FAANP  
Oakland University, School of Nursing  
3052 Human Health Building  
Rochester, MI 48309  

Dear Drs. Berishaj and Glembocki,  

Our entire organization, especially the Forensic Nursing Program would be happy to support the Graduate Certificate in Forensic Nursing Science program offered through Oakland University's School of Nursing. It is always an exciting opportunity when we can partner with a University, especially one with Oakland's high quality reputation. The nursing team at Turning Point would be willing to assist in a partnership offering preceptoring, educational and mentoring assistance to the new Forensic Nurses. This is an area that needs many more nurses in the field and wish you both success in this endeavor.  

I look forward to working with you both and with the Forensic Nursing Program.  

Respectfully,  

Deborah McPeek  
Acting CEO  

www.turningpointmacnh.org
Social Work Program
Department of Sociology, Anthropology, Social Work &
Criminal Justice

Rochester, Michigan 48309-4495
(248) 370-2371

July 25, 2013

Kelly Berishaj, DNP, ACNS-BC, RN
Visiting Instructor
Oakland University
School of Nursing

Dear Dr. Berishaj:

I am writing this letter to express the Social Work Program’s support for your Certificate in
Forensic Nursing and can offer our expertise in the development of the curriculum. Social Work
Program faculty have research expertise and practice experience in following:

- Maltreatment: Child, Elderly
- Interpersonal Violence
- Sexual Violence
- Home Care and Hospice
- Crisis Intervention
- Suicide and safety assessment and planning
- Forensic Interviewing
- PTSD
- Vicarious Trauma
- Therapeutic Communication
- Referrals/Resources

In addition, we can include trainings on Secondary Traumatic Stress, the impact of trauma,
forensic interviewing, as well as anything related to mental health. Forensic Nursing is an
important linkage to social work practice, particularly related to child maltreatment and domestic
violence. Therefore, we are delighted to see the School of Nursing create such an exciting
opportunity that will enhance the knowledge, skills, and abilities of current and future nurses.

If I could be of further assistance, please do not hesitate to ask. Again, we congratulate the
School of Nursing on this endeavor and look forward to working together in the near future.

Sincerely,

Maria DeVoogd-Beam

Maria DeVoogd-Beam
Interim Director, Social Work Program
Oakland University
Kimberly Holka, RN  
Adjunct Instructor  
Oakland University School of Nursing  

July 17, 2013  

Dear Kimberly,

This letter is to acknowledge the full support for the initiation and development of the Graduate Certification in Forensic Nursing Science. With almost 30 years of experience as a nurse practitioner, I can attest to the great need for this specialty nurse certification. I would like to illustrate this with a specific example of common problem I experience with female patients. I routinely ask my patients during their annual wellness exam if they have ever been abused verbally, physically or sexually. I have been astounded with the number of affirmative responses I have received over the years. And even more disturbing, is the apparent lack of post traumatic care that has been provided to many of these victims.

I recently attended a session on Intimate partner violence (IPV) at the May 2013 American College Health Association Annual National conference. These statistics confirm what I have encountered in my professional experience:

- Approximately 4.8 million women and 2.9 million men are raped and/or physically assaulted by an intimate partner each year
- 1 in 3 women experience relationship violence in their lifetime
- 1 in 5 college women experience relationship violence
- IPV costs in terms of medical care, lost productivity, and mental health services have been estimated at $8.3 billion in 2003 (www.cdc.gov)
- during annual women's health exams, clinicians do not routinely screen for domestic violence, sexual assault, molestation history even though CDC, ACOG, AAFP, USPSTF recommend this type of screening.

This experience illustrates only one small example of how the Forensic Nursing specialty training would be of great value in the delivery of quality health care. A forensic nurse in a primary care setting could facilitate the screening of patients, and with her knowledge of resources, provide appropriate care and referrals. This nurse could also initiate community education to encourage treatment for victims of IPV, and work to change public policy to prevent this type of violence.

As the Director of Graham Health Center I will provide support in any way I can to ensure this program will be successfully launched. I would be pleased to meet with you to discuss the details of this support.

Sincerely,

Nancy Jansen RN, MSN, ANP, CS  
Director Graham Health Center
July 31, 2013

Kelly A. Berishaj, DNP, RN, ACNS-BC
Oakland University, School of Nursing
2019 Human Health Building
Rochester, MI 48309

Dear Dr. Berishaj:

The Macomb Community College Criminal Justice Training Center (MCJTC) would be happy to support the Graduate Certificate in Forensic Nursing Science program offered through Oakland University’s School of Nursing. When you and I met previously, we discussed several ways we (MCJTC) could assist in your mission.

MCJTC would be able to offer, with notice and availability, classroom space for a minimal fee. There may be opportunities throughout the year for your nursing students to participate, fee free, in select field exercises such as crime scene reenactment and mock disasters. MCJTC will permit your students to attend in-service police training programs at a reduced fee. We would also be interested in working with your program to develop new field experiences in which law enforcement practitioners may work and learn alongside your nursing students through multidisciplinary and interagency collaboration.

We have several expert instructors within our criminal justice program that we would recommend as guest lecturers for select course content within your program. MCJTC looks forward to sharing knowledge and learning experience with you and your students. We anticipate the development of collaborative programs to bring practitioners of both our disciplines together. We are looking forward to being part of this ground breaking program.

Sincerely,

Carl W. Seitz
Director, Public Service Institute

cc: Dr. Margaret Glembocki

44575 Garfield Road, Clinton Twp., Michigan 48038-1139
Dear Drs. Berishaj and Glembocki,

I would be happy to be able to assist Oakland University by having the Wayne County SAFE program be a resource for the Graduate Certificate in Forensic Nursing Science.

We would be able to assist the program in many ways. We have a staff of experts in sexual assault. We would be glad to assist with expert guest lectures, clinical/field experiences and employment for your graduates.

We are very excited to have this program in development and feel that this will be huge asset to the field of Forensic Nursing. We hope to be able to encourage our current staff in obtaining this additional Certificate in order to better themselves professionally and further strengthen their knowledge base, not just about treatment of the sexually assaulted patient, but for all other patient populations as well.

We look forward to future collaboration. Please do not hesitate to call me directly with any questions.

Sincerely,

Kimberly Hurst, PA-C
Forensic Examiner
Executive Director
WC SAFE Program
2727 2nd Ave, Ste 120
Detroit, MI 48201
248-302-0833
khurst@wcsafe.org
Kimberly A. Holka, MSA, MSN, RN, CNE  
Oakland University, School of Nursing  
2021 Human Health Building  
Rochester, MI 48309  

Dear Ms. Holka:  

I would like to offer my support for the Graduate Certificate in Forensic Nursing Science program offered through Oakland University’s School of Nursing. The School of Health Sciences is launching its Master of Public Health (MPH) Program in the fall of 2015. I feel that there is a natural potential for partnership between the MPH program and your proposed program. We will welcome students of the Graduate Certificate in Forensic Nursing Science program into most of the Master of Public Health classes (with the exception of the practicum class and the capstone course, which are reserved for MPH students). Classes such as Introduction to Epidemiology, Statistical Methods in Public Health, Organization & Administration of Health and Medical Care Programs may be examples of MPH classes that would be relevant to students in your program. We also see potential for partnership where students from the MPH program may be interested in registering for some of the courses offered by the Graduate Certificate in Forensic Nursing Science program. If there is an opportunity, I am happy to serve as a guest lecturer for select course content within your program.  

I look forward to working with you and with the Forensic Nursing Program.  

Sincerely,  

Rebecca R. Cheezum  
Assistant Professor  
Program in Health Sciences  
School of Health Sciences
APPENDIX D

ABBREVIATED CURRICULUM VITAE FOR FACULTY TEACHING IN GRADUATE CERTIFICATE IN FORENSIC NURSING PROGRAM
A. ABBREVIATED FACULTY VITAE

<table>
<thead>
<tr>
<th>Faculty Name:</th>
<th>Office:</th>
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<tbody>
<tr>
<td>Kelly Berishaj</td>
<td>2019 Human Health Building</td>
</tr>
<tr>
<td>Title: Special Instructor</td>
<td></td>
</tr>
<tr>
<td>School: Nursing</td>
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</table>

<table>
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<tr>
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<tbody>
<tr>
<td>248-364-</td>
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</table>

<table>
<thead>
<tr>
<th>Office Email:</th>
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<tbody>
<tr>
<td><a href="mailto:Berishaj@oakland.edu">Berishaj@oakland.edu</a></td>
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<thead>
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<th>Degrees – School – Year:</th>
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<tr>
<td>DNP – Oakland University – 2013</td>
<td>Forensic Nursing Science</td>
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<td>MSN – University of Detroit Mercy – 2009</td>
<td>Quality of Care</td>
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<td>BSN – Madonna University – 2000</td>
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<tr>
<td>Felony Strangulation, Prosecutors Association of Michigan – April, 2013</td>
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<tr>
<td>Sexual Assault Nurse Examiner, Turning Point – April 2013</td>
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<tr>
<td>Sexual Assault Nurse Examiner, University of Iowa – June 2012</td>
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<td>Monthly Educational Meetings, HAVEN – 2013-Present</td>
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</table>
Faculty Name: Margaret M Glembocki
Title: Assistant Professor
School: Nursing

Office: 3052 Human Health Building
Office Phone: 248-364-8759
Office Email: mmglembo@oakland.edu

Degrees – School – Year:
DNP – Oakland University – 20009
MSN – Wayne State University – 2003
BSN – Madonna University – 1999

Research Interest:
Forensic Nursing Science
Cardiac Disease / Critical Care
Patient-Centered Care
Quality / Outcomes

Grants Awarded:
None

Most Recent Publications (limit to 6):


Graduate Courses Taught (relevant to new certificate):
None- all courses are new

Prospective Graduate Courses (relevant):
All courses

Training Related to Forensic Nursing:
Member of the IAFN Scope and Standards Task Force for updates – July, 2013 to Present
Sexual Assault / Domestic Violence session, American Association of Nurse Practitioners – June 2013
Tri-County Peer Review for S.A.N.E., Turning Point – May, 2013
Felony Strangulation, Prosecutors Association of Michigan – April, 2013
Faculty Name: Kimberly A. Holka  
Title: Adjunct Faculty  
School: Nursing  
Office: 2021 Human Health Building  
Office Phone: 248-  
Office Email: holka@oakland.edu  

<table>
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<th>Degrees – School – Year:</th>
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<tr>
<td>MSN – Oakland University – 2011</td>
<td>Community Health and Wellness</td>
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<td>MSA – Central Michigan University – 1992</td>
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<td>BSN – Nazareth College – 1987</td>
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<td>Caring Science</td>
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Grants Awarded: None

Most Recent Publications (limit to 6): None

Graduate Courses Taught (relevant to new certificate): None – all new courses

Prospective Graduate Courses (relevant): All courses

Training Related to Forensic Nursing:

- Tri-County Peer Review for Sexual Assault, Turning Point – May 2013
- Association of Public Health Nursing Conference – June 2013
- Felony Strangulation, Prosecutors Association of Michigan – April, 2013
- Sexual Assault Nurse Examiner, Turning Point – April, 2013
- Mock Emergency Preparedness, Macomb County – 2012 & 2013
- Macomb County Reserve Corps Training Workshops – 2011 – Present
<table>
<thead>
<tr>
<th>Faculty Name: Stephanie L. Vallie</th>
<th>Office: 20XX Human Health Building</th>
<th>Office Phone: 248-</th>
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<tr>
<td>Title: Special Instructor</td>
<td></td>
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<td>School: Nursing</td>
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<tr>
<td>MSN – Indiana University – 1990</td>
<td>Forensic Nursing Science</td>
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<tr>
<td>BSN – University of Evansville – 1986</td>
<td>Maternal Child Nursing</td>
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## APPENDIX E

### TIME TABLE

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<tr>
<th>Date</th>
<th>Event</th>
<th>Materials Needed</th>
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<tr>
<td>September 2013</td>
<td>Review and approval of complete proposal by School of Nursing</td>
<td>Completed proposal.</td>
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<tr>
<td>September 2013</td>
<td>Informal review by Graduate Study</td>
<td>Completed proposal.</td>
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<tr>
<td>October 2013</td>
<td>Initial review of complete proposal by the Graduate Council.</td>
<td>Completed proposal.</td>
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<tr>
<td>November-December 2013</td>
<td>Final reviews of revised proposal by the Senate Planning Review Committee and by the Senate Budget Review Committee.</td>
<td>Completed proposal.</td>
</tr>
<tr>
<td>Jan. 2014</td>
<td>Review by the University Senate (2 readings)</td>
<td>Final proposal and final cost estimate.</td>
</tr>
<tr>
<td>March 2014</td>
<td>Review by Board of Trustees.</td>
<td>Final proposal.</td>
</tr>
<tr>
<td>May 2014</td>
<td>Release by Provost to advertise</td>
<td>Final proposal</td>
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<tr>
<td>June 2014</td>
<td>Presentation to Academic Affairs Officers Committee of the Presidents Council of State Colleges and Universities</td>
<td>Final proposal.</td>
</tr>
<tr>
<td>Sept. 2014</td>
<td>AA approval for program start</td>
<td>Release curriculum code</td>
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</tbody>
</table>
Acknowledgements
We would like to thank those who consulted on the preparation of this proposal: Renae Diegel RN, BBL, SANE-A, CMI-III, D-ABMDI, CFN, CFC, DABFN, DABFE; Jamie Ferrell, BSN, RN, CFN, SANE-A, Forensic Nursing Clinical Manager Memorial Herman Health System, Forensic Nursing Consultant, National Forensic Nursing Institute; Carey Goryl, MSW, CEO IAFN; Kimberly Holka, MSN, MSA, RN, APHN-BC, CNE; Virginia Lynch, MSN, RN, FAAN, FAAFS, International Consultant in Forensic Nursing Science, Fulbright Scholar to India, Punjabi University, Faculty at Beth-el College of Nursing and Health Science, University of Colorado; and Stephanie Lynne Vallie, MSN, RN. Thank you to Dr. Sarah Newton, PhD, RN and Dr. Barbara Penprase, PhD, RN, CNOR for reviewing and editing the proposal and to Cheryl McPherson, MSA, Assistant Dean, Finance and Administration for assistance with the budget. A final special thank you to Dean Kerri Schuiling, PhD, CNM, FACNM, FAAN for support and guidance during the program proposal process.