

Educational interventions in forensic nursing and their effect on the competencies of emergency nursing professionals: a rapid systematic review

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Ramírez-Juárez, D; Tapia-Pancardo, DC; Espinosa-Rivera, BP; Robles-Mendoza, AL.

Corresponding author:

Alba Luz Robles Mendoza

albaluz.robles@iztacala.unam.mx

Author Affiliation:

Master's and Doctoral Program in Nursing, UNAM.

ADMINISTRATIVE INFORMATION**Support** - Secretariat of Science, Humanities, Technology and Innovation (SECIHTI).**Review Stage at time of this submission** - Risk of bias assessment.**Conflicts of interest** - None declared.**INPLASY registration number:** INPLASY202650175**Amendments** - This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 31 May 2026 and was last updated on 31 May 2026.**INTRODUCTION**

Review question / Objective To present a synthesis of knowledge on educational interventions in forensic nursing and their effect on the competencies of nursing professionals working in hospital emergency departments.

The research question was formulated according to the PICO acronym (Population, Intervention, Comparison, Outcomes), where: P, emergency nursing staff; I, educational intervention in forensic nursing; C, no intervention; O, increase in competencies.

A search for scientific articles was conducted up to April 18, 2026, in the following databases: PubMed, Scopus, Web of Science, SciELO, LILACS, TESIUNAM, and BVS, using the keywords and search strategy: “forensic nursing” OR “forensic nurse” OR “emergency nurse” AND “intervention” AND “education” AND “competencias” AND “emergency”.

Rationale At the international level, according to the World Health Organization (WHO), violence, as a social and public health phenomenon, represents a complex challenge that transcends borders and affects millions of people. Its impact is not only manifested in physical harm, but also in psychological, social, and economic consequences that profoundly transform individuals and communities. In emergency services, various cases of violent situations are addressed, where it is necessary to apply nursing interventions and follow-up to ensure the satisfaction of human needs.

Given that nursing staff is one of the groups with the greatest presence in emergency settings, continuous involvement has been observed from the moment patients are admitted to the service through the implementation of the nursing care process necessary for their treatment, occasionally and indirectly performing forensic practices. However, in several hospital emergency services, there may be a shortage of forensic nurses; therefore, nursing professionals working in

emergency departments must be prepared to provide forensic nursing care.

According to Brous, forensic nursing is a discipline that integrates nursing with legal and clinical aspects. Its role encompasses the care of victims and/or patients, including: detection of violence through anamnesis and physical examination, collection and preservation of evidence, and collaboration with the justice system. Additionally, it must document injuries, respect confidentiality, ensure legal rights, and adequately preserve the chain of custody of evidence.

In summary, nursing professionals possess extensive experience in patient care, and forensic education is necessary in the clinical setting to uphold ethical-legal principles and the responsibility to develop competencies required for the care of patients with complex psychosocial, psychological, and physical needs.

Condition being studied Several studies have demonstrated a positive effect on improving the forensic competencies of nursing staff. However, these studies use different methods to implement competency training; therefore, it is important to study the characteristics of the interventions generated and their impact on competencies.

METHODS

Search strategy A review was conducted following the PRISMA 2020 guidelines up to April 18, 2026, in the scientific platforms: PubMed, Scopus, Web of Science, SciELO, LILACS, TESIUNAM, and BVS.

For the PubMed search, the strategy used was: ((((((forensic nursing[Title/Abstract]) OR (forensic nurse[Title/Abstract])) OR (emergency nurse[Title/Abstract])) AND (intervention[Title/Abstract])) AND (education[Title/Abstract])) AND (competencies[Title/Abstract])) AND (emergency[Title/Abstract])).

Additionally, a search of gray literature was conducted to identify unpublished studies that could be included in the review.

Two reviewers (A.I H-M, J.A G-C) independently assessed the titles and abstracts obtained through the search strategy. Once titles and abstracts meeting the selection criteria were identified, the full texts of potentially relevant articles were retrieved, and those that met eligibility criteria were selected.

Participant or population Nursing professionals working in hospital emergency departments.

Intervention Educational intervention.

Comparator No educational intervention.

Study designs to be included Quasi-experimental studies.

Eligibility criteria The inclusion criteria were as follows:

- quasi-experimental intervention studies,
- use of an educational intervention,
- compliance with comparison criteria and reporting of a primary or secondary outcome,
- pre- and post-evaluation of knowledge/forensic competencies,
- licensed nursing professionals working in hospital emergency departments.

Information sources Electronic databases: PubMed, Scopus, Web of Science, LILACS, TESIUNAM, and BVS.

Main outcome(s) Forensic competencies.

Additional outcome(s) Type of intervention.

Data management Data management will be conducted through an estimation of overall mean differences of the study variables.

Quality assessment / Risk of bias analysis Full-text articles will be reviewed in detail to eliminate those that do not meet eligibility criteria, in addition to assessing their methodological quality using the ROBINS-I risk of bias assessment tool.

Strategy of data synthesis A comprehensive and differentiated analysis will be carried out considering changes related to the intervention.

Subgroup analysis A stratified analysis will be conducted with respect to variables associated with the effect.

Sensitivity analysis A sensitivity analysis will be performed if appropriate.

Language restriction English, Portuguese, or Spanish.

Country(ies) involved Mexico: Facultad de Estudios Superiores Iztacala, Universidad Nacional Autónoma de México.

Keywords Forensic nursing, forensic nurse, emergency nurse, intervention, education, competencies, emergency.

Dissemination plans The results obtained will be published in an international journal.

Contributions of each author

Author 1 - Daniela Ramírez-Juárez - The author contributed to the development of the selection criteria, and the risk of bias assessment strategy.

Email: daniela.ramirez.juarez16@gmail.com

Author 2 - Diana Cecilia Tapia-Pancardo - The author contributed to the development of the selection criteria, and the risk of bias assessment strategy.

Email: dianacecitapia@iztacala.unam.mx

Author 3 - Beatriz Paulina Espinosa-Rivera - The author contributed to the development of the selection criteria, and the risk of bias assessment strategy.

Email: beatrizespinosarivera.eneo@gmail.com

Author 4 - Alba Luz Robles-Mendoza - The author read, provided feedback and approved the final manuscript.

Email: albaluz.robles@iztacala.unam.mx

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