



# Board of Nursing

Larry Hogan, Governor · Boyd K. Rutherford, Lt. Governor · Dennis R. Schrader, Secretary

## CRITERIA FOR EVALUATION OF FORENSIC NURSE EXAMINER PROGRAMS CHECKLIST

In Accordance with COMAR 10.27.21 and the International Association of Forensic Nurses  
Standards

Name of Program: \_\_\_\_\_ Initial: \_\_\_\_\_ Renewal: \_\_\_\_\_  
Type of Program, FNE-Adult, FNE-Pediatric or FNE-Adult and Pediatric: \_\_\_\_\_

Does the FNE Adult/Adolescent/Pediatric Program include:

### Overview of FNE:

- 1. Definition of FNE \_\_\_\_\_
- 2. Research findings pre and post FNE development \_\_\_\_\_
- 3. Educational guidelines \_\_\_\_\_

### Historical Perspective:

- 1. Definition of Forensic Nursing \_\_\_\_\_
- 2. Identify types of FNE Practice \_\_\_\_\_
  - a. Classifying sexual offenders \_\_\_\_\_
- 3. Historical development of SANE Programs \_\_\_\_\_

### Multidisciplinary team concept:

- 1. Defining the multiple disciplines that comprise SART concept \_\_\_\_\_
- 2. Identifying members of the team \_\_\_\_\_
- 3. Discussion of roles of team member's \_\_\_\_\_

### Statistics, Myths and Barriers to reporting:

- 1. Knowledge of current national and local statistics for sexual assaults \_\_\_\_\_
- 2. Misconceptions associated with sexual assaults \_\_\_\_\_
- 3. Barriers for reporting sexual assaults \_\_\_\_\_
- 4. Differences in how males and females are socialized to accept sexual assaults \_\_\_\_\_
- 5. Research recommendations related to forensic nursing \_\_\_\_\_
- 6. Quality assurance measures of a sexual assault program \_\_\_\_\_

## Criteria for Evaluation of FNE Programs Checklist

### Role of FNE:

1. Role of FNE \_\_\_\_\_
2. Knowledge of each component of care:
  - a. Physical and psychological assessment \_\_\_\_\_
  - b. Evidentiary examination \_\_\_\_\_
  - c. Expert/fact witness \_\_\_\_\_
  - d. Referrals of victims to follow up care \_\_\_\_\_
  - e. Prophylaxis of disease and pregnancy \_\_\_\_\_
3. Components of forensic exam with detailed trauma identification \_\_\_\_\_

### Medical Forensic History:

1. History taking \_\_\_\_\_
2. Obtaining and documenting patient's history in a non-leading Manner \_\_\_\_\_
3. Questions to explore during history taking process \_\_\_\_\_

### Rape Trauma Syndrome:

1. Defining rape trauma syndrome \_\_\_\_\_
2. Describing acute and chronic symptoms \_\_\_\_\_

### Head to Toe Assessment and Injury Documentation:

1. Discussing components of head to toe assessment
  - a. Head to toe examination for trauma identification \_\_\_\_\_
2. Discussing each element of head to toe examination
  - a. Primary assessment \_\_\_\_\_
  - b. Secondary assessment \_\_\_\_\_
  - c. Physician consultation \_\_\_\_\_
  - d. Injury documentation \_\_\_\_\_

### Genital Examination and Position Techniques

1. Examination Positions for the patient \_\_\_\_\_
2. Examination positions per sexual assault maturity changes \_\_\_\_\_

### Sexually Transmitted Disease Identification and Interpretation:

1. Sexual transmitted diseases in adult/adolescent population \_\_\_\_\_
2. American College of Emergency Physicians guidelines \_\_\_\_\_
3. CDC recommended treatment of sexually transmitted diseases \_\_\_\_\_
4. Reporting of sexually transmitted diseases \_\_\_\_\_

### Genital Interpretation:

1. Appropriate interpretation of genital findings \_\_\_\_\_
2. Differences between the estrogenized and non-estrogenized prepubescent genitalia \_\_\_\_\_

### Hymen Variation:

1. Appropriate interpretation of hymeneal variations and abnormalities in the adult/adolescent patient \_\_\_\_\_
2. Appropriate genital variation in the adult/adolescent patient \_\_\_\_\_

## Criteria for Evaluation of FNE Program Checklist

Role of Law Enforcement:	
1. Role of law enforcement in sexual assault investigation	___
2. Profile of offender	___
Documentation and Maintaining Chart:	
1. Documenting findings appropriately	___
2. Formulating impression	___
3. Protecting the chart	___
Crime Lab Evidence Analysis:	
1. Analysis of evidence collection kit	___
2. Procurement of evidence	___
3. Labeling evidence and chain of custody	___
Advocacy:	
1. Services provided to abuse victims and families	___
2. Advocating in hospital setting	___
3. Follow-up provided by community victim advocates	___
4. Victim center trauma informed role of advocate	___
Special Populations:	
1. Care of mentally challenged victim's	___
2. Care of physically challenged victims	___
3. Care of GLBPT population	___
4. Care of victims whose primary language is not English	___
History Taking:	
1. Communication skills to facilitate non-leading questioning for taking medical history	___
2. Federal Hearsay law exceptions as they apply to courtroom Testimony	___
3. Identify questions that need exploration during history taking	___
Taking Care of You:	
1. Critical incidence stress management	___
2. Vicarious traumatization of care provider's	___
Resumes and Credential Building:	
1. Resume vs. Curriculum Vitae	___
2. Effective Curriculum Vitae	___
Anal/Penile Evaluation:	
1. Anal anatomy	___
2. Types of anal injuries commonly seen	___
3. Anal examination techniques for sexual assault victim	___
Case Studies, Courtroom Testimony:	
1. Case studies of adult/adolescent sexual assault	___
2. What to expect in court room	___
3. Preparing for court	___

Criteria for Evaluation of FNE Programs Checklist

Defining the Expertise of the FNE:

- 1. Laws specific to protection of reporting sexual abuse as they  
Relate to the expertise of the FNE \_\_\_\_\_
- 2. Presenting educational accomplishments \_\_\_\_\_
- 3. Didactic and clinical components for FNE recognition \_\_\_\_\_
- 4. Difference between a fact witness and expert witness \_\_\_\_\_

Ten Rules of Testimony:

- 1. Know ten rules for testifying as an expert witness \_\_\_\_\_

Judicial System and Laws:

- 1. Two elements of crime necessary for a charge of rape \_\_\_\_\_
- 2. What constitutes sexual abuse \_\_\_\_\_
- 3. Order of proof in a criminal trial \_\_\_\_\_

Mock Trial and Courtroom Testimony:

- 1. Review a simulation of actual court proceedings in a sexual  
assault case \_\_\_\_\_
- 2. Witness an expert being cross and direct examined in court \_\_\_\_\_

Clinical Requirements:

- 1. Describe clinical rotations required \_\_\_\_\_

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