



NRSG-7114 - N2271 A/B

Laboratory & Clinical Application: Engagement in Care

Fall 2026

Course Coordinators:

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NRSG-7114/N2271 Laboratory & Clinical: Engagement in Care

Lab:

Clinical: *per Brightspace Course Site and InPlace*

Calendar Description:

Students are introduced to the fundamentals of nursing practice by employing physical and communication skills in the care delivery for older adults in laboratory and practice settings. A focus on building relationships, the nursing role, and system transformation will be examined.

Prerequisite(s): *Registration in Year 2 of the Western-Fanshawe Collaborative BScN Program*

Extra Information: *Laboratory and Clinical Practice*

Course weight: 0.50

Expanded Description:

Students apply principles of holistic health assessments and therapeutic communication in the laboratory and clinical environment while focusing on the unique requirements for the older population. Building on laboratory practice, students gain additional knowledge and skills focusing on individual and family care for older adults in practice settings. Integration of the family assessment provides a holistic perspective of the person in family life. Students learn from the intra- and interprofessional team members who comprise the care team.

Laboratory Learning

students will participate in lab sessions focused on basic care and safety of residents, including the application of clinical judgment. Labs also include practice with select psychomotor skills intended to prepare students for application of knowledge in the winter term.

Clinical Placement

In the clinical placement, students will provide nursing care to residents and families experiencing chronic illness and health conditions related to aging in long-term care settings. This placement will be focused on developing communication skills, building therapeutic nurse-resident relationships, and refining skills in the provision of personal care and mobility. This clinical practice experience will include 8 hours per week for 8 weeks and will occur during weeks 5-12 of the term. Clinical practice days will be Monday, Tuesday, OR Wednesday. Students will be placed in groups and be supervised by a Western clinical instructor

Rotation	Weekday	Dates	Times
1			
2			
3			

Note: *Fall Reading Week is October 10-18. There are no clinical placement shifts during Reading Week.* Students must meet all course requirement to receive a passing grade. Success in this course includes consistent attendance in clinical practice, completion of all assigned academic work, and satisfactory clinical practice performance as determined by the student and clinical instructor.

Course Learning Outcomes

Course goals are based on the CNO entry to practice competencies, the foundation for nursing practice. The course goals will guide the assessment of students' knowledge, skill, and judgment in preparing them to practice in a safe, competent, and ethical manner.

Successful students will be able to:

1. Assessment (CNO ETPC: Clinician): Describe how clients' health histories and individual experiences impact healthcare expectations and care planning/provision.
2. Critical Thinking (CNO ETPC: Clinician, Coordinator): Demonstrate the principles of patient safety while providing personal care, mobility, and support for activities of daily living that contribute to the care and needs of the resident.
3. Critical Thinking (CNO ETPC: Clinician, Coordinator): Identify how a client care plan is used to inform therapeutic interventions.
4. Leader (CNO ETPC: Leader): Explain how organizational and healthcare system policy can impact safe resident care in long term and residential healthcare settings.
5. Collaboration (CNO ETPC: Collaborator, Communicator): Use principles of therapeutic communication to deliver client-centred care for residents of long-term care facilities in collaboration with interprofessional roles involved in this care.
6. Learner (CNO ETPC: Professional): Describe how to use learning goals to address identified learning needs.
7. Evidence-Based Practice (CNO ETPC: Scholar): Apply best practice guidelines to the provision of resident care to support optimal health outcomes.

Entry-to-Practice Competencies for Registered Nurses (CNO, 2019) addressed in the course

Clinician: 1.1, 1-2, 1.4, 1.7, 1.8, 1.9, 1.10, 1.13, 1.14, 1.17, 1.21 - 1.27

Professional: 2.1 - 2.11, 2.13, 2.14

Communicator: 3.1 - 3.6

Collaborator: 4.1, 4.3

Coordinator: 5.1 - 5.3

Leader: 6.4, 6.5 - 6.11

Advocate: 7.1, 7.2, 7.4, 7.6, 7.7, 7.9, 7.10, 7.12 - 7.14

Educator: 8.3 - 8.5

Scholar: 9.1 - 9.4, 9.8

Technical Requirements

Internet connection, Laptop computer

Course Materials:

Resources posted on Brightspace course site. [Cost: \$0]

College of Nurses of Ontario. (2018). *Standards and Guidelines*. Retrieved from <http://www.cno.org/en/learn-about-standards-guidelines/standards-andguidelines/> [Cost: \$0]

College of Nurses of Ontario. (2018). *Entry to Practice Competencies for Registered Nurses*. Retrieved from <https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies2020.pdf> [Cost: \$0]

Note: To obtain a satisfactory outcome in this course, students **MUST** successfully complete **BOTH** the clinical practice component **AND** the laboratory component of this course. Students who are unsuccessful in either the theory component **OR** the lab component will receive an unsatisfactory/fail in this course in its entirety.

Schedule - Laboratory Practice

DATE	LAB TOPICS
	Hygiene & Elimination
	Bedmaking & Mobility
	Introduction to Urinary Catheterization
	Dementia Care
	NO LAB
	BREAK
	Oxygenation
	Wound Care 1
	Wound Care 2
	Practical Exams – Wound care
	Practical Exam – Wound care

If you are absent from a lab, you will be required to complete a supplementary assignment. The assignment DOES NOT excuse your absence, nor does submission of the assignment replace the requirement that you attend all mandatory lab sessions, per the attendance policy. The purpose of the supplementary assignments is to promote critical thinking through independent study; your presence and participation in the lab activities cannot be replaced with an assignment alone. There is no available make up time for lab courses. Please read the absence from clinical learning policy carefully and prioritize your attendance at ALL LAB SESSIONS.

Methods of Evaluation Lab Practice

*The lab component of N2271 is evaluated as **pass/fail**.

Note: To obtain a satisfactory outcome in N2271, students **MUST** successfully complete **BOTH** the clinical practice component **AND** the laboratory component of this course. Students who are unsuccessful in either the clinical practice **OR** lab component will receive an unsatisfactory/fail in this course in its entirety.

To pass the lab component, students must:

Lab Component	Value
Successfully complete practical exam	Minimum 80% required
Meet all course learning outcomes	Pass/fail
Attend and participate in all laboratory sessions <i>Receive a satisfactory grade on the supplemental assignment provided</i>	Pass/fail
Demonstrate safety and competence in practice	Pass/fail
Demonstrate knowledge translation in the application of theory to practice	Pass/fail
Incorporate performance feedback into future demonstrations/ lab activities	Pass/fail
Demonstrate professional responsibility by being present, punctual, & prepared for informed practice with a partner	Pass/fail
Demonstrate professional accountability by addressing gaps in own learning, seeking learning support if needed, and being open to feedback	Pass/fail

Wound Care Practical Exam

Due:

The purpose of the practical exam is for students to apply their knowledge of aseptic technique, infection prevention and control, and wound assessment to the completion of a simple dressing change.

Full Description:

Students will be assigned in advance to a time slot on one of the due dates to complete their exam. Students must perform all components of a patient encounter and simple dressing change, including opening the encounter, assembling a sterile field, verbalizing a description of the wound and drainage, and disposing of all materials safely.

Methods of Evaluation Clinical Practice

Percentage of Course Grade	Assignment Name	Due
Satisfactory/ Unsatisfactory	Orientation Knowledge Check	
Satisfactory/ Unsatisfactory	LTC: Clinical Practice Collaborative Evaluation	Completed by the student and clinical instructor at THREE (3) timepoints during the LTC placement. Due dates for Student CPCE submissions are as follows:

1. Orientation Knowledge Check (via Brightspace OWL)

Due:

Students must watch the course orientation recording posted to Brightspace OWL and complete the knowledge check found in *Assessments* -> *Quizzes* In Brightspace OWL. Orientation will be posted to the course site well in advance of the due date.

Responsibilities of Student:

- Viewing the Orientation video in its entirety
- Completing the Knowledge Check activity by the deadline
- Following up promptly about any questions students have following orientation by: reviewing FAQ tab in Brightspace OWL, posting in Discussions, and/or emailing Clinical Instructor/Course Coordinator

2. LTC Clinical Practice Collaborative Evaluation (via InPlace)

Due: Completed by the student during weeks 3, 6, and 8 of the LTC placement.

Evaluation is an on-going process intended to provide feedback to improve one's performance. Students are active partners in the evaluation process.

Reflection on practice is completed electronically using the LTC Clinical Practice Collaborative Evaluation (CPCE) form and is completed via **InPlace**. Students complete the LTC CPCE within 48 hours of their clinical shift during week 3, week 6, and week 8. Clinical Instructors (CIs) then complete their submission to each following the submission by the student.

Evaluation is collaborative between the student and CI, involving honest, open, and clear communication. Formative evaluation (occurring day-to-day, moment-to-moment) allows for learning and improvement. As the CI provides feedback, the student reflects on their experience and

incorporates feedback into practice so that course goals can be met. Entries into the evaluation by the student and CI will contain evidence of student progress in an incremental manner.

In the case where a CI is concerned about the student's competence or the student's ability to achieve a satisfactory grade in the time allotted, a Collaborative Success Plan (CSP) will be initiated with the guidance of the course coordinator. The CI will discuss the concern and agree on the components of the CSP including the plan for improvement with the student. The CSP will be reviewed according to the agreed timeline.

Overall, students must receive a satisfactory final evaluation by the clinical instructor to pass N2271/NRSG 7114. Students must be in the Developing (2) to Accomplished (3) levels in the majority of categories to be rated 'Satisfactory' by the end of the course.

Policies

All policies related to assignments are in the Undergraduate BScN Programs Manual on the [Undergraduate Student Information site](#).

Attendance for clinical learning experiences is mandatory. Students missing more than 1 lab, **regardless of the reason**, will be given an unsuccessful course outcome. Students **will not** receive a written warning of their absences. The student will be notified of an unsuccessful course outcome by the course coordinator following the second absence from lab. Please visit the SON SharePoint site for further information about this and other school policies: [Undergraduate Program Site](#)

Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

Statement on Harassment and Discrimination

Western is committed to providing a learning and working environment that is free of harassment and discrimination. All students, staff, and faculty have a role in this commitment and have a responsibility to ensure and promote a safe and respectful learning and working environment. Relevant policies include Western's [Non-Discrimination/Harassment Policy](#) (M.A.P.P. 1.35) and [Non-Discrimination/Harassment Policy – Administrative Procedures](#)

(M.A.P.P. 1.35). Any student, staff, or faculty member who experiences or witnesses' behaviour that may be harassment or discrimination **must report the behaviour** to the Western's [Human Rights Office](#). Harassment and discrimination can be human rights-based, which is also known as EDI-based, (sexism, racism, transphobia, homophobia, islamophobia, xenophobia, antisemitism, and ableism) or non-human rights-based (personal harassment or workplace harassment).

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

Absence from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the [central academic consideration portal](#). Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that academic considerations in this course are granted by the academic advisors in your home unit and implemented by the instructor of this course in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner. If your absence relates to accommodations that are already supported by [Accessible Education](#), please work with your

accessible education counsellor regarding your missed course work.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the [Scholastic Offences policy](#), specifically, the definition of what constitutes a Scholastic Offence.

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (www.turnitin.com).

Use of Artificial Intelligence (AI) for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., "ChatGPT") in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#). If you think you may qualify for ongoing accommodation (e.g. separate room to write exams, flexibility with deadlines, etc.) that will be recognized in all your courses, we encourage you to visit [Accessible Education](#) for more information.

Correspondence Statement

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

Use of Electronic Devices

During Exams

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will be referred to the Director of the Arthur Labatt Family School of Nursing for a Scholastic Offence, with the recommendation that they receive a grade of zero on the assessment.**

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at

their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

Academic Appeals and Scholastic Offences

Students can file a **request for relief from academic decisions** if the request is based on one or more grounds listed in the policy. Students can read more about the policy [here](#) and a link to the procedures is listed in the Support Services sections of this document.

Students may **appeal** some academic and scholastic disciplinary decisions by a Dean or their designate, to the Senate Review Board Academic (SRBA). Students can read more about the policy [here](#) and a link to the procedures is listed in the Support Services section of this document.

Brightspace

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

Social Media

Students who post information on social media related to their clients and/or laboratory experiences will be reported to the Associate Dean of Health Sciences as this demonstrates a breach of client privacy and confidentiality and violates the Student Code of Conduct. Such behavior may compromise a student's standing in the program.

Policies

Students are expected to practice in accordance with all organizational policies in their practice setting.

The following policies are relevant to this placement:

- Absence from Clinical Learning Experiences
 - In this course, the Absence from Clinical Learning policy applies to both your attendance at laboratory learning and your placement experience.
- Adverse Events Reporting

- Accommodations in Clinical Learning Experiences
- Pre-Placement Requirements
- Code of Conduct for Clinical Education and Simulation Suites
- Dress and Uniform Policy
- Professional Integrity Policy
- Clinical Practice Placements
- Evaluation in Clinical Practice
- Involuntary Withdrawal
- Progression and Remediation for Clinical Practice Courses

Professional Practice Pre-Placement Requirements

Students must meet mandatory pre-placement requirements before beginning all professional practice placements. Students are not permitted access to any professional practice placements without completing and submitting the necessary documentation, by the specified deadline, at their own expense. Students submit their pre-placement requirements documentation to the school's clearance partner and must be cleared before starting their professional practice placement. In addition to pre-placement requirements, students may also be required to submit site-specific requirements, as requested, to some of our practice partners. Failure to submit the necessary documentation and be cleared by the mandatory prerequisite deadline will result in a hold on your academic record and de-registration from the course resulting in loss of the academic term.

Identification/Professional Accountability

You will be identified as Western-Fanshawe Collaborative BScN Program nursing students by the program name pin worn on the breast of your uniform, by your visible school photo identification, and by the nursing program crest sewn on the left sleeve of your uniforms. Documentation in client charts must be followed with the following signature format: initial, surname, WFN2 (*Western-Fanshawe Nursing Year 2*), or as identified as a student in the electronic documentation system. Students are to document in alignment with the CNO documentation standards and documentation standards of their placement agency. Students must document any care that is provided by them in accordance with those standards.

Scholarly Requirements

All scholarly writing will follow the 7th edition of the *Publication manual of the American Psychological Association* (2020). All other types of writing will follow APA (7th ed.) format when citing or referencing another author's work or ideas. Failure to do so is unethical and is plagiarism.

Review of Graded Assignments

After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the original marker for an informal consultation to review the assignment grade. The request must include documentation of grounds, based on the marker's feedback, to support the assignment review. An assignment will not be reviewed simply because a student is unhappy with the grade received, or they

believe the mark does not reflect the effort they put into completing the assignment. Students who need assistance with their writing skills should contact on-campus resources for support:

Fanshawe (select Fanshawe Library Learning Commons):

<https://www.fanshawec.ca/students/support/academic-support>

Western: (<http://writing.uwo.ca/>)

If, after the assignment review, a student still believes they have grounds with supporting documentation that their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals (<https://www.uwo.ca/ombuds/> or <http://www.fanshawec.ca/appeals>).

Electronic devices

Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself. In professional practice placement settings, please abide by the policies set by the agency about use of social media, internet, and handheld devices. Additionally, technology use in the presence of clients or agency staff may require explanation as to its use as part of professional practice (e.g., a drug guide on a smart phone).

It is essential that client privacy and confidentiality be maintained when using electronic devices. When students and preceptors are communicating via electronic devices, client information must not be included. Students and preceptors are accountable for responsible use of electronic communication. This includes using professional language, setting device to silent/vibrate mode in the practice setting, and refraining from personal communications when at their practice placement.

NOTE: It is strictly forbidden that any audio/video/photographic images be taken, and/or posted to any social media platform, in any clinical practice setting, including lab and simulation, for any reason.

Student Safety

Please refer to the BScN Programs Manual section on Student Safety Concerns: Guidelines for Responding in the Practice Setting Environment and the Student Safety Flow Chart available for students on the [Nursing Undergraduate Information](#).