



Clinical Application: Engaging in Critical Thinking
N3911A
Fall/Winter 2026

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N3911A Clinical Application: Engaging in Critical Thinking

Calendar Description

Utilizing therapeutic communication and nursing knowledge and skills, students apply patient-centred practices for clients with acute health challenges in hospital settings. Through provision of care and health promotion activities students work with the interprofessional healthcare team to integrate applicable theoretical perspectives into nursing care for these clients.

Prerequisite(s): Registration in year 3 of the Western-Fanshawe Collaborative BScN Program or the Compressed Timeframe Program

Extra Information: Clinical Practice, PASS/FAIL

Course weight: 0.50

Expanded Description:

In this course, students will complete clinical placements in a variety of settings as outlined below. Through the provision of nursing care and health promotion activities in each of these placements, students will refine the assessment and care skills gained in the first two years of the nursing program. Additionally, students will gain insights into client experiences, the nature of clinical settings, the health care system, and the functioning of interprofessional health teams.

Building on learning from all courses in the nursing curriculum, students will integrate and apply their knowledge in the provision of care and in interactions with interprofessional health team members. Clinical knowledge and judgment will develop through planning, implementing, and evaluating nursing care.

Clinical Placements

This placement includes TWO components:

(1) Clinical Placement

In this placement, students will provide nursing care to clients and families experiencing acute and chronic illness. This placement will be focused on refining assessment skills, practicing safe medication administration, and working with clients to provide nursing care and intervention.

Clinical practice experiences will be scheduled in 3-week blocks of time. Students will work alongside a nurse preceptor in the practice setting and be supported by a Western faculty advisor. Students will follow their preceptor's schedule to a maximum of 108 clinical hours during the assigned block. Placement shifts can begin on the first day of the block (except when agency orientation is required prior to commencing); and the last shift may be a night shift scheduled to commence on the final date of the block. **No exceptions to placement start and/or end date will be made.**

(2) Praxis Community of Learning

In addition to the clinical placement shifts with their preceptor, students will also participate in virtual praxis sessions with a group of peers, facilitated by the Western Faculty Advisor. These sessions will be scheduled both during and outside of the student's placement block.

Course Component	Rotation 1	Rotation 2	Rotation 3	Rotation 4
Clinical Practice Placement	September 10 th – September 30 th	October 1 st – October 28 th *	October 29 th – November 18 th	November 19 th – December 9 th
Praxis	Tuesdays Sept 15, Sept 22, Sept 29, Oct 6, Oct 20, Oct 27 Between 0830-1730	Tuesdays Sept 15, Sept 22, Sept 29, Oct 6, Oct 20, Oct 27 Between 0830-1730	Tuesdays Nov 3, Nov 10, Nov 17, Nov 24, Dec 1, Dec 8 Between 0830-1730	Tuesdays Nov 3, Nov 10, Nov 17, Nov 24, Dec 1, Dec 8 Between 0830-1730

*R2 Placements fall over reading week (October 10th – 18th) – students are not required to attend placement during reading week, but may elect to do so.

Students must meet all course requirements to receive a passing grade. Success in this course includes consistent attendance in clinical practice, attendance in virtual praxis sessions, completion of all academic work as designated, and satisfactory clinical practice performance as determined by the student, clinical instructor, preceptor, and faculty advisor.

Course Learning Outcomes

The course goals are based on the CNO entry to practice competencies which are 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): Perform relevant holistic health assessments to identify expected and unexpected findings related to clients' conditions.
2. Critical Thinking (CNO ETPC: Clinician, Coordinator): Use knowledge of pharmacology and principles of safe medication practice while administering medications or supporting the client's medications in accordance with the client's plan of care.
3. Critical Thinking (CNO ETPC: Clinician, Coordinator): Evaluate how therapeutic client care plans are consistent with the health history, holistic health assessment findings and client goals.
4. Patient Safety Leader (CNO ETPC: Leader): Provide examples of how the Registered Nursing role provides leadership in safe client care.
5. Collaboration (CNO ETPC: Collaborator, Communicator): Use effective communication to collaborate with the client and interprofessional team to provide client care.

6. Learner (CNO ETPC: Professional): Identify sources and resources that a novice nurse would use to support the transition to greater independence in practice.
7. Evidence-Based Practice (CNO ETPC: Scholar): Examine the use of evidence and other sources of information (e.g., policies, best practice guidelines, internet references, etc.) used to support the nursing plan of care for clients.

Competencies for entry-level Registered Nurse practice (CNO, 2018) addressed in the course:

Clinician: 1.1, 1.2, 1.4, 1.7 – 1.11, 1.13, 1.21, 1.25 - 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, 5.7. 5.8; **Leader:** 6.4 – 6.11; **Advocate:** 7.1, 7.2, 7.4 – 7.7 7.9, 7.10, 7.12-7.14; **Educator:** 8.3 – 8.5; **Scholar:** 9.1 - 9.8

Course Materials

Nurse Achieve: Access to the NurseAchieve platform in this course can be used for researching your patient's conditions, medications, and common case scenarios to support student's nursing practice.

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

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>

Methods of Evaluation

For each evaluation component, the responsibilities of the student are outlined below. Students are accountable for fulfilling their responsibilities and contacting their faculty advisor promptly with any concerns. Failure to fulfill responsibilities may result in an unsuccessful course outcome.

Percentage of Course Grade*	Assignment Name	Due
Satisfactory/ Unsatisfactory	Orientation Knowledge Check-Part B <i>via Brightspace OWL Quizzes</i>	September 10th at 0800
Satisfactory/ Unsatisfactory	Placement Schedule	Submitted by student in advance of placement start date (planned shifts) and attendance status updated after the completion of each shift within 24 hours.
Satisfactory/ Unsatisfactory	Clinical Practice Collaborative Evaluation	Completed by preceptor and student at THREE (3) timepoints during placement. All student evaluations are due by 24 hours from preceptor completion. All THREE (3) evaluations by preceptor and student due by 24 hours following the placement block end date. R1= October 2nd @ 0700 R2= October 30th @ 0700 R3= November 20th @ 0700 R4= December 11th @ 0700
Satisfactory/ Unsatisfactory	Group Praxis	Students' participation in synchronous praxis sessions as per dates outlined for rotation.
Satisfactory/ Unsatisfactory	End of Course Summary	Completed by student following last clinical shift or praxis; whichever comes last, by 48 hours. At the latest by October 31st at 0700 for students in R1/R2 and December 12th @ 0700 for students in R3/R4

1. Orientation Knowledge Check (via Brightspace OWL)

Due: September 10th 2026

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

Responsibilities of Student:

- Viewing Orientation video in entirety
- Completing Knowledge Check activity by deadline
- Following up promptly about any questions students have following orientation by: reviewing FAQ tab in Brightspace OWL, posting in Forum, and/or messaging Faculty Advisor/Course Coordinator

2. Placement Schedule (via InPlace)

Due: Submitted by student in advance of placement start date (planned shifts) and attendance status updated after the completion of each shift within **24 hours**.

Please note, the Absence from Clinical Learning Experiences policy applies to this placement. Review this policy for more information.

Students will collect their schedule from their preceptor in advance of their placement start date and will submit a copy of their planned shifts to their Faculty Advisor via *Timesheets/Schedule* in InPlace. In the event of a schedule change, students will submit revisions to their timesheet. **Students are expected to follow the preceptor's schedule as provided, beginning with the first available shift in the placement block.** Required hours are expected to be completed in the order provided by the preceptor's schedule, even if additional hours may be available later in the placement block. Students are not permitted to request shifts outside of the planned schedule of their preceptor unless otherwise approved by the Faculty and/or Academic Advisor.

Following each placement shift, the student will verify their planned schedule via *Timesheets/Schedule* in InPlace. All actual completed hours must be input by students **by 24 hours following completion of each shift.**

Responsibilities of Student:

- Contacting their assigned preceptor by 2 weeks from placement start date
- Notifying nrsgplacementsupport@uwo.ca by 10 days to placement start if you have not established contact with preceptor for assistance
- Collecting schedule from preceptor as per directions outlined in this document
- Inputting planned shifts into Timesheet/Schedule in InPlace

- Inputting actual completed hours into Timesheet/Schedule in InPlace as they are completed (please note this only includes the hours of the actual shift, no time before or after the shift for preparation/report is to be included)
- Ensuring final hours tally meets requirement by end of placement rotation

3. Clinical Practice Collaborative Evaluation (via InPlace)

Due:

Every 3 consecutive shifts, for a total of 3 time points in the placement by the student and preceptor.

Preceptors complete the evaluation when **prompted** by the student based on the placement schedule.

All student evaluations are **due by 24 hours** from preceptor completion.

All THREE (3) evaluations by preceptor and student due by **24 hours following the placement block end date, or the student risks an unsuccessful course outcome. It is the student's accountability to ensure their preceptor's evaluations are completed while on their evaluation shifts.**

R1= October 2nd @ 0700

R2= October 30th @ 0700

R3= November 20th @ 0700

R4= December 11th @ 0700

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 to be completed electronically using the Clinical Practice Collaborative Evaluation form.

The process will be interactive and collaborative between the preceptor and student, involving honest, open, and clear communication. Formative evaluation (occurring day-to-day, moment-to-moment) allows for learning and improvement. As the preceptor 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 preceptor will contain evidence of student progress in an incremental manner. The evaluation submissions will be reviewed by the faculty advisor.

In the case where a preceptor 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 faculty advisor. The faculty advisor will discuss the concern and agree on the components of the CSP including the

plan for improvement with the preceptor and student. The CSP will be reviewed according to the agreed upon timeline.

Responsibilities of Student:

- Student identifies 3 shifts on which evaluation needs to be completed by preceptor
- On day 1 student asks preceptor whether they have received a link in their emails from Western. If not, students follow up with nrsgplacementsupport@uwo.ca promptly
- On evaluation shifts student identifies need for evaluation to be completed by preceptor
- Preceptor retrieves link from email and completes evaluation **WITH** student **while** on shift
 - Student follows up with Faculty Advisor for any reported challenges with preceptor's completion
- Student reviews feedback and evaluations by preceptor and faculty advisor prior to each submission
- Student completes evaluation **within 24 hours** of preceptor's submission
- Process repeats at two additional timepoints

4. Group Praxis

Students must participate in 6 (six) 1-hour sessions during placement block.

Makeup activity due via email to Faculty Advisor within 48 hours of scheduled praxis session. *More information below.*

Please note, the Absence from Clinical Learning Experiences policy applies to praxis. Review this policy for more information.

Students will gather virtually with their faculty advisor to engage in a shared reflection and learning to integrate their placement learning experiences. Students will attend 3 group synchronous praxis sessions during placement. These praxis sessions will be structured and facilitated by the faculty advisor.

Session	Rotation 1	Rotation 2	Topic
1	Sept 15	Oct 6	Developing Learning Goals that are Measurable
2	Sept 22	Oct 20	Understanding how to develop a plan of care
3	Sept 29	Oct 27	Reporting and Communicating for Client Safety
A	Oct 6	Sept 15	Safety and Quality of Care: Patient and Family Centered Care
B	Oct 20	Sept 22	Evidence-Informed Care: Medications
C	Oct 27	Sept 29	Critical Reflection on Strengths and Gaps in Knowledge

Session	Rotation 3	Rotation 4	Topic
1	Nov 3	Nov 24	Developing Learning Goals that are Measurable
2	Nov 10	Dec 1	Understanding how to develop a plan of care
3	Nov 17	Dec 8	Reporting and Communicating for Client Safety
A	Nov 24	Nov 3	Safety and Quality of Care: Patient and Family Centered Care
B	Dec 1	Nov 10	Evidence-Informed Care: Medications
C	Dec 8	Nov 17	Critical Reflection on Strengths and Gaps in Knowledge

Students may be expected to attend both during and outside of clinical shifts. Students will be expected to attend the Zoom session with their camera turned on and participate actively in the session. Participation will be evaluated by the faculty advisor as a component of the collaborative evaluation. **Students are expected to attend praxis at all scheduled times. Students who are at placement during praxis are to inform their preceptor of this requirement and attend from the placement site. As praxis is virtual, students are expected to make plans to attend during placement, between shifts, and regardless of minor illness as there is no risk of infectious spread in the virtual environment.** Absence policy applies to Praxis sessions, please refer to Policies section for additional information. If students are absent, students will submit a written reflection on the session topic in lieu of attendance. The written reflection will be 2 pages in length, and include 1 reference (scholarly, grey, or professional resources, e.g., College of Nurses or RNAO documents, would be appropriate), and will be submitted via email to FA.

Responsibilities of Student:

- Identifying time for praxis sessions as communicated by Faculty Advisor
- Completing pre-praxis learning activities, prepared to discuss
- Participating actively in praxis session, this includes: camera turned on, active participation and contribution to discussion, active listening to Faculty Advisor and peers
- Notifying Faculty Advisor when absent **prior to session**, completing makeup activity and submitting via email within 48 hours of missed session

5. End of Course Summary

Due: 48 hours following final clinical shift/praxis session (whichever is last).

October 31st by 0700 at the latest for all students in Rotations 1 & 2.

December 12th by 0700 at the latest for all students in Rotations 3 & 4.

The End-of-Course Summary is an overall summary of student performance. This document and the final evaluation will be reviewed with the faculty advisor in a final evaluation meeting following the final clinical shift. Overall, students must receive a satisfactory final evaluation by the faculty advisor in order to pass N3911. Students must

be in the Developing (2) to Accomplished (3) levels in the majority of categories of the CPCE to be rated 'Satisfactory' by the end of the course, and have been deemed satisfactory in their praxis participation.

The grade for this clinical practice course is "P" or "F"

"P" pass (satisfactory)

"F" fail (unsatisfactory)

PROFESSIONAL STANDARDS FOR ALL NURSING STUDENTS

Professional Standards and Ethical Conduct

All nursing students are expected to uphold the following principles from the College of Nurses of Ontario (CNO) Code of Conduct, Regulated Health Profession Act, or Nursing Act:

- **Respect for Dignity:** Treat patients and colleagues as individuals with inherent worth.
- **Safe and Competent Care:** Deliver care that meets professional standards.
- **Integrity and Trust:** Act honestly and ethically to maintain public confidence.
- **Collaboration:** Work respectfully and effectively with others.
- **Accountability:** Take responsibility for actions and decisions.
- **Public Confidence:** Conduct oneself in a manner that reflects positively on the profession.

Unprofessional Conduct

The following behaviors are considered unprofessional and may result in disciplinary action, including suspension or expulsion:

- **Breach of Privacy and Confidentiality**
 - Unauthorized access, use, or disclosure of personal health information.
 - Failure to follow the Personal Health Information Protection Act (PHIPA).
 - Sharing patient information on social media or in public forums.
 - Taking audio/video/photographic images in any setting including but not limited to: clinical settings, including lab and simulation, for any reason.
 - Recording theory classes without expressed permission from the class professor/instructor.
 - Posting class content or communications from course professors/instructors online.
- **Forgery or Falsification of Documents**
 - Altering, fabricating, or misrepresenting documents including but not limited to: clinical records, academic documents, pre-placement documents, or official forms in the clinical or academic setting.
 - Misrepresentation of clinical hours, assessments, or evaluations.
- **Discriminatory Behaviour**

- Use of racist, misogynistic, homophobic, or other discriminatory language or actions.
- Harassment or bullying
- Violations of the Harassment and Violence Prevention Policy and Human Rights Policy.
- Unsafe or Inappropriate Clinical Practice (lab, simulation and clinical settings)
 - Demonstrating lack of knowledge, skill, judgment, professionalism or fitness to practice.
 - Engaging in behavior that jeopardizes patient safety or violates ethical standards.
 - Engaging in clinical practice while impaired by any substance.
- Abuse or Misconduct
 - Physical, emotional, verbal, or sexual abuse.
 - Breaches of the therapeutic nurse-client relationship.
 - Any behaviour that would be deemed professional misconduct by the CNO

Sanctions

Unprofessional conduct may lead to:

- Oral or Written Reprimand
- Suspension from clinical or academic activities
- Expulsion from the nursing program
- Mandatory Remedial Education
- Revocation of Clinical Privileges

Determination as to whether misconduct is sufficiently egregious as to warrant sanction rests with the Director (or designate) of the School of Nursing.

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, WFN3 (*Western-Fanshawe Nursing Year 3*), 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.

Expectations related to number of clients students can safely manage

Students and preceptors work collaboratively to determine aspects of patient care that students can safely manage at various points through the placement. The student's faculty advisor is available to support this discernment. In this first clinical placement, by the end of the course, it is expected that students will be able to competently manage full care of 1 -2 patients within

their scope of practice. The preceptor, in collaboration with the student, will be responsible for determining when a student is ready to increase number of clients the student can safely accept as evidenced by the student's skill level. The ability to accept care for additional clients will depend on many variables, including considerations such as complexity and/or acuity of clients, as well as the nature of the unit on which the student is working (i.e., rehabilitation versus general surgery). These patient numbers are guidelines only, and always are at the discretion of the preceptor.

Expectations related to medication administration by students

Medication safety is of utmost importance in the clinical practice setting. As such, it is expected that students will be able to demonstrate their knowledge, skill and judgment about the medications they are administering. In this first acute care placement, students will only administer medications to assigned client(s) under the supervision of their preceptor. The student and the preceptor will negotiate opportunities to administer medications depending on acuity of the client and ability of the preceptor to provide supervision. Medication administration is completed in accordance with agency policies.

Policies

Students are required to read the BScN Programs Manual and be familiar with its contents and affiliated policies. *Copies of these policies can be reviewed by students on the [Nursing Undergraduate Information](#).*

Students are expected to practice in accordance with all organizational policies in their practice setting. Connect with your clinical teaching faculty for direction to access these documents.

The following School of Nursing policies are relevant to this placement:

- **Absence from Clinical Learning**

Students who miss any number of required hours in the clinical placement, or in praxis **will be reviewed by the Progression and Remediation Committee as per the policy. The outcome of this review may include determination of an unsuccessful course outcome.**

Absences from clinical learning (lab, sim, clinical) with no assignment required are NOT to be submitted through the Western Student Absence Portal. Nursing students must complete the Absence from Clinical Learning form, found on the [Nursing Undergraduate SharePoint site](#) and should also review the School of Nursing's Absence from Clinical Learning policy

- **Adverse Events Reporting**
- **Clinical Accommodation**
- **Clinical Practice Placements**
- **Clinical Practice Pre-Placement Requirements**
- **Dress and Uniform Policy**
- **Evaluation in Clinical Practice**

- **Involuntary Withdrawal**
- **Professional Integrity**
- **Progression and Remediation Process**

Copies of these policies can be reviewed by students on the [Nursing Undergraduate Information](#).

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the [Academic Calendar \(westerncalendar.uwo.ca\)](#).

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).

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.

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

Electronic devices are useful in assisting with the teaching/learning process in both classroom and clinical placement settings. In clinical placement settings, please abide by the policies set by the agency regarding 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 clinical practice (e.g. drug guide on a smart phone, texting your preceptor in the practice setting).

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.

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.

Accessibility, Accommodation and Support Services at Western

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.

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>

Land Acknowledgement

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee and the Lūnaapéewak, on lands connected with the Dish with One Spoon Covenant Wampum between the Anishinaabeg and Haudenosaunee and the London Township and Sombra Treaties of 1796. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada. We accept that as Registered Nurses and an employees of a public institution, we have the responsibility to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.