



Western
Arthur Labatt Family
School of Nursing

**FANSHAWE
COLLEGE**
School of Nursing



NURSING 4401W

INTEGRATION OF ADVANCED AND COMPLEX CONCEPTS FOR NURSING PRACTICE

Fall Term 2026

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Calendar Description:

Students integrate multiple sources of knowledge and practice application to engage in management of complex health conditions. Recognition of urgent and rapidly changing client scenarios is practiced through use of critical thinking to implement interventions that improve client outcomes.

Expanded Description:

This course will provide an opportunity for students to synthesize the theoretical, philosophical, and ethical dimensions of the profession and nursing practice they have explored throughout their program of study. Students will demonstrate thinking and acting like a nurse, incorporating relational inquiry into their practice. Students will also be provided with an opportunity to further consider, integrate, and advance their understanding of health and nursing concepts, underpinned by evidence-informed clinical judgment/decision-making models. In addition, students will also engage in active learning and application related to the nursing management of urgent and emergent health challenges experienced by clients across the lifespan. To facilitate the learning goals and outcomes of this course, various teaching-learning approaches will be used, such as case study, self-directed learning, group and/or individual written assignments, and tests. Through the various assignments, students will demonstrate an integrated and advanced application of nursing clients with complex health issues.

Course Weight: 1.0 FCE

Course Delivery: In-person lectures, labs/simulations.

Pre or Corequisites: Registration in Year 4 of the Western-Fanshawe Collaborative BScN program or Compressed Time Frame BScN program.

Antirequisites: Nursing 4400A/B

Course Learning Outcomes:

1. Demonstrate advanced application of the concepts of the metaparadigm of nursing.
2. Demonstrate advanced clinical judgment based on Tanner's (2006) Clinical Judgment Model.
3. Utilize a strengths-based approach and relevant evidence in cases involving individuals and families across the lifespan.
4. Demonstrate an integrated approach in the development of nursing care for clients experiencing complex health challenges.



5. Demonstrate ability to provide constructive feedback.
6. Describe an advanced understanding of the role of the nurse within an interprofessional collaborative team and the importance of the therapeutic nurse-client relationship.
7. Incorporate scholarship and critical reflection into course learning activities.
8. Articulate the relevance of professional, interprofessional and nursing informatics competencies, ethical standards, and professional accountability in nursing.
- 9.

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

- Clinician: 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.12, 1.13, 1.14, 1.15, 1.19, 1.21, 1.22, 1.23, 1.25, 1.26, 1.27
- Professional: 2.1, 2.7
- Communicator: 3.7, 3.8
- Collaborator: 4.1, 4.2, 4.3, 4.5
- Coordinator: 5.5, 5.6, 5.7, 5.8
- Leader: 6.1, 6.3, 6.10, 6.11
- Advocate: 7.1, 7.3, 7.4, 7.9, 7.11
- Educator: 8.3, 8.4
- Scholar: 9.1, 9.2, 9.5, 9.7

How we will work together

A tone of respect and support between and among students and faculty members, diligent preparation, and active participation will be the basis of all classes and professional practice sessions. This will lead to an environment in which student learning can flourish.

Faculty will support students in the development of the knowledge and skills necessary for professional nursing practice by asking questions, providing examples, demonstrating techniques, and leading discussions.

Students will be required to complete all the preparation activities for each class and professional practice session, and to use their knowledge from their preparation to participate fully in class and

professional practice activities. All students are expected to share ideas to advance their own and others' learning, ask questions, and listen attentively. Attendance at in-person classes (where applicable) is necessary and professional practice sessions is mandatory, as are respectful interactions and the avoidance of actions that will interfere with the learning of others.



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Course Materials

Required Text:

Lewis, S. M., Dirksen, S. R., Heitkemper, M. M., Bucher, L., Barry, M. A., Harding, M. M., & Roberts, D. (Eds.). (2023). *Lewis's medical-surgical nursing in Canada: Assessment and management of clinical problems* (5th ed.). Elsevier. (**Western Bookstore links follow*)

Note: Page references for the readings are not available for earlier editions of the course text. This textbook was previously required for N2630 and N3630.

NurseAchieve | NCLEX/NCLEX-RN Preparation Program.

Additional Resources and Texts

Any recommended/ supplemental resources and texts will be outlined in the weekly learning activities.



N4401W Learning Module Schedule

Module	Learning Module Topics
Module 1 (September 15)	Course Overview Systematic Physical Examination, Nursing Assessment, and Interventions
Module 2 (September 22)	Management of Airway Injuries and Respiratory Emergencies + Module 2 quiz available
Module 3 (September 29) September 30, 2026. National Day for Truth and Reconciliation (non-instructional day)	Management of Cardiac and Electrophysiology Emergencies (online class) + Module 3 quiz available
Module 4 (October 6)	Management of Multisystem Emergencies I Sepsis, Multi-Organ Dysfunction + Module 4 quiz available
Reading Week October 10 -18, 2026	
Module 5 (October 20)	Management of Acute Decompensation and Complications Resuscitation + Module 5 quiz available
Module 6 (October 27)	Management of Palliative and End-of-Life Care Foundational Concepts, Principles
Module 7 (November 3)	Management of Acute Neurological Injuries and Emergencies
Module 8 (November 10)	Management of Hemodynamic Instabilities
Module 9 (November 16)	Management of Gastrointestinal, Genitourinary, and Endocrine Emergencies



Module 10 (November 24)	Management of Multisystem Emergencies II : Trauma, Burns
Module 11 (December 1)	Integration of Advanced Concepts & Course Review
Module 12 (December 8)	Course review Independent study
	Exam Period December 11-22, 2026

Summary Table of Assessments and Evaluations

A detailed description of the assessments/evaluations is provided after the following summary table.

Notes: To obtain a satisfactory evaluation in this course, students **MUST** successfully complete the theory course component **AND** the simulation component. Students who are unsuccessful in either the theory or simulation component will receive an unsatisfactory/fail in this course in its entirety.

ASSESSMENT/EVALUATION	COURSE LEARNING OUTCOMES ADDRESSED	DUE DATE	VALUE
1. Learning Module Quizzes 4 quizzes x 5% each - Modules 2,3,4,5 - completed independently - available starting September 22, 2026	1-8	November 9, 2026 @ 11:59PM	20%
2. Knowledge Application Case Studies 3 case studies x 10% each - completed independently - available November 10, 2026	1-8	November 30, 2026 @ 11:59PM	30%



3. Concussion Assessment Training Tool (CATT) Module ○ completed independently ○ available September 9, 2026	1-8	December 10, @ 11:59PM	5%
4. Final Exam ○ In-person ○ All learning modules	1-8	Date/time to be confirmed by Exam Central	45%
5. Simulation Component ○ Simulations 1 – 6 ○ Note: Please see description and simulation course site for further details	1-8	Sept 10 - Oct 23 OR Oct 29 – Dec 4	Pass/Fail
Total			100%

Assessments and Evaluation

1. Learning Module Quizzes [20%]

Available: starting September 22, 2026

Due: November 9, 2026 @ 11:59PM

Four (4) learning modules (Modules 2,3,4,5) include a quiz based on the content of each respective learning module. All quizzes remain available until November 9, 2026 @ 11:59PM. There are no extensions on the due date for the quizzes, given the existing assignment flexibility provided. Each quiz is worth 5% of the course grade and will consist of ten (10) multiple choice (MCQ) and select-all-that-apply (SATA) questions based only on the content of the associated learning module. Students will have 15 minutes to complete each quiz in one attempt only.

2. Knowledge Application Case Studies [30%]

Assignment opens: November 10, 2026

Due: November 30, 2026 @ 11:59PM

Intended to support students' learning, understanding, and application of course concepts, and further promote their critical thinking and clinical judgement skills, each student will



independently complete three (3) case studies. Additional information regarding this assignment, including further description, instructions, and criteria for evaluation will be provided during the course.

3. Concussion Awareness Training Tool (CATT) Module for Medical Professionals [5%]
Due: December 10, 2026 @ 11:59PM

Link to CATT Learning Modules

Note: Registration is required to access this learning module. **There are several educational modules available – be sure to select the one for medical professionals.**

Students are provided with the opportunity to complete the **Concussion Awareness Training Tool (CATT) Module for Medical Professionals** and obtain a Certificate of Completion. This learning module presents medical professionals with the information required to provide evidence-based care for persons experiencing concussion. Students will learn about initial concussion assessment and ongoing care.

Once completed, students will submit their Certificate of Completion via the Assignments' window on the course site. Students can complete the learning module at any time during this course.

4. Final Exam [45%]

Date/time to be confirmed by Exam Central.

An in-person Final Exam (closed book) for this course will be scheduled by Exam Central. The final exam will cover course content from weeks 1 through 12, inclusive. The exam will provide an opportunity for students to demonstrate their understanding of course concepts and relevant applications to their nursing care and management of complex health issues.

5. Simulation Component [Pass/Fail]

Dates: Sept 10 - Oct 23 OR Oct 29 – Dec 4 (Depending on assigned schedule)

In order to receive a satisfactory evaluation in N4401, students **MUST** achieve a satisfactory evaluation in **BOTH** the theory **AND** the simulation components.

For the **Simulation Component**, students must successfully complete and achieve a satisfactory evaluation in the following components outlined below. **Please also see Expanded Description on simulation course site for the following evaluation/assessments:**



Evaluation Component and Description	Value
Attendance at All Scheduled Simulations (Six Simulations in Total) Due Dates: Sims 1-6 Note: Please review the appropriate and relevant policies by the SoN regarding attendance, absences, and late arrivals to clinical learning experiences, including the <i>Absence from Clinical Learning</i> policy.	Pass/Fail
Completion and Submission of All Pre-Simulation Learning Activities Due Dates: Sims 1-6; activities and submission to instructor, as assigned	Pass/Fail
Demonstration of Head-To-Toe Physical Assessment Due Date: Sim 2 (students are required to achieve equal to or greater than 80% to obtain a Pass). Re-attempt Date: September 23 (for Sept 10-Oct 23) or Nov 11 (for Oct 29-Dec 4)	Pass/Fail
Demonstration of Medication Administration Knowledge and Competency Due Date: Sim 2 – Medication Knowledge Checkpoint (students are required to achieve equal to or greater than 90% on the checkpoint to obtain a Pass). Re-attempt Date: September 23 (for Sept 10-Oct 23) or Nov 11 (for Oct 29-Dec 4)	Pass/Fail
Demonstration of Reflective Practice Due Dates: Sims 3-6; completed in-person during simulations, as assigned	Pass/Fail
Completion of Professional Practice Collaborative Evaluation (PPCE) Due Date: Within 24 hours after Simulation 3 and Simulation 6 Note: To be considered satisfactory, students must receive a majority of ratings at the Developing to Accomplished level at the end of course from their instructor.	Pass/Fail
Demonstration of Nursing Knowledge, Skills, and Safe Nursing Practice Due Dates: Sims 1-6	Pass/Fail



Adherence to all School of Nursing and Clinical/ Laboratory/ Simulation-Related Policies (see Simulation Course Site)	Pass/Fail
Due Date: Sims 1-6	

Academic Policies and Statements

Undergraduate Program Site

All students are required to visit the Undergraduate Program Site and be familiar with its contents. The Undergraduate Program Manual and full list of School of Nursing Policies can be accessed with a UWO username and password login.

[Link to Nursing Undergraduate Program Site](#)

Assignments and Exams

Please refer to the Undergraduate BScN Programs Manual for UWO academic guidelines for penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. The Undergraduate BScN Programs Manual is found at School of Nursing Policies

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>

Attendance

Students are expected to demonstrate professional responsibility through regular attendance at, and participation in, all course learning activities. Much of the learning that takes place is a result of preparation and engagement with the material, as well as active dialogue with colleagues and faculty. Students are expected to organize their schedules such that weekly preparation for class is completed, and classes are attended, with consistency.

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 any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, 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.

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.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given based on compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

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, at the following link: https://uwo.ca/univsec/pdf/academic_policies/appeals/undergrad_scholastic_offence_procedure.pdf

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.



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 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](#)

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 receive an automatic grade of zero on the test or exam.**

Use of Electronic Devices During Lectures and Tutorials

Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **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.**

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.

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 rebroadcast 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 a 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.

Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Social Media

Students who post information on social media related to any of their examinations, class activities/discussions, peers, person-centred care situations, labs, simulations and communications with professors will be reported to the Associate Dean of Health Sciences as this demonstrates a breach of privacy and confidentiality and violates the Student Code of Conduct. Such behaviour may compromise a student's standing in the program.

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.



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Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

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 (First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service