



**Clinical Application: Applying Advanced Care Concepts
N4410A
Fall 2026**

Section	Course Coordinator	Faculty Advisor
001	Sara Southwick	Melanie Frijters
002	Sara Southwick	Jennifer Hopkins
003	Sara Southwick	Wendy Esson
004	Sara Southwick	Sara Southwick
005	Sara Southwick	Elizabeth Farrell
006	Melanie Frijters	Sam Crawford
007	Melanie Frijters	Ashley Kerr
008	Melanie Frijters	Melanie Frijters
009	Melanie Frijters	Barbara Watson
010	Melanie Frijters	Wendy Esson

Copyright © 2026 The University of Western Ontario and Fanshawe College

All rights reserved. This book is protected by copyright. No part of it may be reproduced, stored in a retrieval system, or transmitted in any form or by any means - electronic, mechanical, photocopying, recording, or otherwise - without written permission from The University of Western Ontario, London, Ontario N6A 3K7 or Fanshawe College, 1001 Fanshawe Blvd., P.O. Box 7005, London, Ontario N5Y 5R6.

N4410A Clinical Application: Applying Advanced Care Concepts

Calendar Description

With a deeper understanding of the healthcare system and integrating principles of health equity, students will engage with clients and families experiencing health/illness challenges. Students will apply concepts learned through the program at an advanced level to work with clients and families as members within the interprofessional team.

Prerequisite(s): *Registration in Year 4 of the Western-Fanshawe Collaborative BScN or Level 4 Compressed Time Frame BScN program.*

Extra Information: *Clinical Practice, PASS/FAIL.*

Course weight: *0.50*

Expanded Course Description

This clinical application experience will provide opportunities for learners to integrate and apply concepts learned throughout their program of study at an advanced level. Students are expected to analyze concepts and their use in nursing practice; practice settings will vary in degree of complexity. As students care for clients, they will have the opportunity to uncover and discover client and family strengths through use of their own presence, interpersonal skills of engagement and connection, and the development of clinical judgement, critical thinking, and clinical reasoning.

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 nursing judgment will develop through noticing, interpreting, responding, and reflecting in and on action.

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 faculty advisor. Students will follow their preceptors schedule to a maximum of 108 clinical hours during the assigned block.

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

This course 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 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

Students will participate in virtual praxis sessions with a group of peers, facilitated by the 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	Sept 10-Sept 30	Oct 1-Oct 28 *Note Reading Week is Oct 10-18. Students can choose not to complete placement shifts during this timeframe at their discretion	Oct 29-Nov 18	Nov 19-Dec 9
Praxis	<i>Wednesdays</i> Sept 16, 23, 30 between 1330-1730 Oct 7, Oct 21, Oct 28 between 0830-1230	<i>Wednesdays</i> Sept 16, 23, 30 between 0830-1230 Oct 7, Oct 21, Oct 28 between 1330-1730	<i>Wednesdays</i> Nov 4, 11, 18, between 1330-1730 Nov 25, Dec 2, 9 between 0830-1230	<i>Wednesdays</i> Nov 4, 11, 18 between 0830-1230 Nov 25, Dec 2, 9 between 1330-1730

Course Learning Outcomes

The course goals are based on the revised CNO entry to practice competencies (ETPCs) 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): Analyze assessment findings to plan and implement nursing plans of care.
2. Critical Thinking (CNO ETPC: Clinician, Coordinator): Prioritize client care needs based on evaluation of assessments and changes to client conditions using critical thinking principles.
3. Critical Thinking (CNO ETPC: Clinician, Coordinator): Evaluate interventions and collaborate to implement changes to the client care plan based on outcomes.
4. Patient Safety Leader (CNO ETPC: Leader): Reflect on how principles of patient safety and quality improvement are used by Registered Nurses to impact client care outcomes.
5. Collaboration (CNO ETPC: Collaborator, Communicator): Organize client care through collaboration with the client, family, and interprofessional care team.
6. Learner (CNO ETPC: Professional): Take responsibility for seeking learning opportunities to build one's nursing competency and evaluate the outcomes of one's learning.
7. Evidence-Based Practice (CNO ETPC: Scholar): Integrate evidence and other sources of information (e.g., policies, best practice guidelines, internet references, etc.) to support the provision of client-centered care.

Competencies for entry-level Registered Nurse practice (CNO, 2020) addressed in the course:

Clinician: 1.1 – 1.27; **Professional:** 2.1 – 2.14; **Communicator:** 3.1 – 3.8; **Collaborator:** 4.1 – 4.5; **Coordinator:** 5.1 – 5.9; **Leader:** 6.2 – 6.11; **Advocate:** 7.1, 7.2, 7.4 – 7.7, 7.9-7.10, 7.12-7.14; **Educator:** 8.1 – 8.5; **Scholar:** 9.1- 9.8

Course Materials

Nurse Achieve: Access to the Nurse Achieve 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.

- *Standards and Guidelines*. Retrieved from <https://www.cno.org/en/learn-about-standards-guidelines/standards-and-guidelines/>
- *Entry to Practice Competencies for Registered Nurses*. Retrieved from <https://www.cno.org/en/learn-about-standards-guidelines/list-of-all-publications/>

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 <i>via Quizzes on Brightspace OWL</i>	Sept 9, 2026 at 0800
Satisfactory/ Unsatisfactory	Placement Schedule <i>via InPlace</i>	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 <i>via InPlace</i>	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= Oct 2, 2026, at 0700 R2= Oct 30, 2026, at 0700 R3= Nov 20, 2026, at 0700 R4= Dec 11, 2026, at 0700
Satisfactory/ Unsatisfactory	Group Praxis <i>via Zoom</i>	Students' participation in synchronous praxis sessions as per dates outlined for rotation.
Satisfactory/ Unsatisfactory	End of Course Summary <i>via InPlace</i>	Completed by student following last clinical shift or praxis; whichever comes last, by 48 hours. By

		December 12, 2026 at 0700 at the latest for all students.
--	--	---

1. Orientation Knowledge Check

Due: Sept 9, 2026, at 0800

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

Responsibilities of Student:

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

2. Placement Schedule

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 placement. Students who complete the placement with incomplete hours in this course are subject to the outcomes of this policy, which may include an unsuccessful course outcome.

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 direction 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

Due: Every 3 (or equivalent) consecutive shifts, for a total of 3 time points in the placement by the preceptor and student.

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.**

R1= Oct 2, 2026 at 0700

R2= Oct 30, 2026 at 0700

R3= Nov 20, 2026 at 0700

R4= Dec 11, 2026 at 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 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) sessions during course.

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	Topic
During Placement Block	
1	Transition to the Clinical Setting: Learning Goals to Achieve Outcomes
2	Prioritization for Safe Client Care
3	Transition to Integrative Practicum
Outside of Placement Block	
A	Leadership in Practice
B	Disaster Management

C	Transition to Practice
---	------------------------

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 or final praxis, whichever comes last.

The End-of-Course Summary is an overall summary of student performance. This summary is completed by the student within 48 hours of their final placement shift, or praxis session; whichever comes last, via InPlace. Overall, students must receive a satisfactory final evaluation by the faculty advisor in order to pass this course. 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.

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, WFN4 (*Western-Fanshawe Nursing Year 4*) **OR** CTF3 or CTF4 (*Compressed Time Frame Level 3 or 4*). 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 last clinical placement before entering their integrative practicum, by the end of the course, it is expected that students will be able to competently manage care of 2-4 clients within their scope of practice. The preceptor, in collaboration with students, will collaboratively determine when students are ready to increase client loads as evidenced by the student's skill level, and will consider the many variables that may impact student readiness. This may include considerations such as

complexity and/or acuity of clients, the nature of the unit on which students are working (e.g. rehab versus general surgery vs. outpatient area), as well as the previous clinical experiences the student has had. These client assignments are guidelines only and are at the discretion of the preceptor/mentor.

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 last acute care placement, students will administer medications to clients under the supervision of their preceptor and may progress to independent administration, where safe and appropriate. The student and the preceptor/mentor 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. The Program Manual is available for Western students on the [Nursing Undergraduate Information](#). 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**

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/gbsv/index.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, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. 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.