



Western
Arthur Labatt Family
School of Nursing



Health Promotion and Caring: Clients with Health Challenges I

Nursing 3910a

Fall 2023

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N3910a Health Promotion and Caring: Clients with Health Challenges I

A: Calendar description

This course provides students with opportunity to extend their understanding of health promotion to the care of adults and children experiencing acute and chronic health challenges.

B: Expanded description

The acute care environment is complex, with the level of acuity in clients admitted to hospital becoming increasingly complex. Clients and families experience health and illness in many forms, and these are influenced by social, physical, and biological determinants of health. Building on program concepts and theories, this course provides opportunities for students to focus on client experiences with illness and how to promote health and healing through the exploration of acute, chronic, and complex health challenges. Students will develop an understanding of how acute illness develops, and how nurses can care for and promote the health of clients, utilizing client centred care. This will enable students to understand a client's experience of acute illness. This understanding includes insights into what can lead to hospitalization, resources available in managing health challenges, and how to develop leadership skills to promote health and social justice.

Learners will integrate knowledge of course concepts and content through weekly learning activities that include lectures, guest speakers, discussions, and class readings. Classes will introduce you to new and previously explored concepts from other nursing courses. These concepts have been intentionally threaded through each year of the concept-based BScN program curriculum. In this course, you will have the opportunity to apply curricular concepts in greater depth.

Course Goals:

- 1. Clinician:** Plan client-centered health promotion and nursing care, and justify decisions using evidence-based research, ethical principles, multiple ways of knowing, and strength-based nursing; Analyze and organize information relevant to health promotion and nursing care planning for clients with complex health challenges
- 2. Professional:** Identify the ethical and professional components of health promotion and care for clients with complex health challenges. Engage in critical reflective thinking that enhances the application of theory to health promotion and nursing care planning.
- 3. Communicator:** Examine role of therapeutic communication in caring for clients with complex health challenges
- 4. Collaborator:** Apply inter-professional concepts when planning client-centered health promotion and care for clients with complex health challenges
- 5. Coordinator:** Identify gaps in health care and social systems that support health and continuity of care for clients with complex health challenges
- 6. Leader:** Explore the role of nurses in engaging in leadership in clinical practice
- 7. Advocate:** Identify public policy needed to address health and social justice at local and national levels for clients with complex health challenges
- 8. Educator:** Explore the role of nurses in providing health teaching to clients and families

- 9. Scholar:** Engage in critical reflective thinking that enhances the application of theory to health promotion and nursing care planning

Major Course Concepts:

Advocacy, alterations in homeostasis, caring, circulation and tissue perfusion, client-centered care, clinical judgement, comfort, communication, culture, determinants of health, endocrine balance, evidence informed practice, family, fluid and electrolyte balance, healing, health, health care system, health promotion, holistic care, illness, immunocellular alterations, interprofessional collaborations, leadership, neurocognition, personal meaning, safety, strengths-based nursing, teaching-learning, technology, time and transition, wellness.

National Nursing Entry-to-Practice Competencies (College of Nurses of Ontario, 2019) Addressed in the Course:

Clinician: 1.4-1.13, 1.21-1.23, 1.25

Professional: 2.2, 2.4, 2.5, 2.7, 2.10

Communicator: 3.7

Collaborator: 4.2, 4.3, 4.4

Coordinator: 5.2, 5.7, 5.8

Leader: 6.5, 6.10, 6.11

Advocate: 7.6, 7.7, 7.13

Educator: 8.3

Scholar: 9.1, 9.8

National Interprofessional Competencies (CIHC, 2010) Addressed in the Course:

Role clarification

Patient/Client/Family Community-Centred Care

Nursing Informatics Competencies (CASN, 2012) addressed in the course:

Note: competencies and associated indicators directly from Canadian Association of Schools of Nursing - Nursing Informatics Entry-to-Practice Competencies for Registered Nurses, 2012

- *Information and knowledge management* – Performs search and critical appraisal of on-line literature and resources (e.g., scholarly articles, websites, and other appropriate resources) to support clinical judgement, and evidence-informed decision making; critically evaluates data and information from a variety of sources (including experts, clinical applications, databases, practice guidelines, relevant websites, etc.) to inform the delivery of nursing care.
- *Professional and regulatory accountability* – Advocates for the use of current and innovative information and communication technologies that support the delivery of safe, quality care; recognizes the importance of nurses' involvement in the design, selection, implementation, and evaluation of applications and systems in health care.

C: How this course will contribute to your development as a professional nurse and an interprofessional team member:

As part of the interprofessional team, nurses play an integral role in the care of acutely ill clients. In this course, students will continue to develop their clinical judgment and understanding of the

health care system, with a focus on the hospital environment. Students will explore relevant acute illnesses, and how to care for clients in contexts that can change suddenly and unpredictably. Interprofessional competencies will be discussed and applied in a variety of settings, which will create an understanding of how the healthcare team collaboratively establishes and achieves the client's health care goals. Students will continue to develop their abilities in providing evidence-informed, strengths-based, client-centered care using an across the lifespan and family-based approach.

The activities within this course will facilitate your competencies in acute care clinical practice settings. Course content will introduce you to new and previously explored concepts threaded through each year of the concept-based BScN program curriculum. In this course, you will have the opportunity to apply curricular concepts in greater depth.

Due to the significance of theoretical knowledge in developing competence, students are expected to demonstrate professional responsibility through regular engagement and participation in all online learning activities. Meaningful learning in this course will occur with diligent preparation related to course materials and active dialogue with colleagues in online discussion forums. Therefore, students are expected to engage weekly with online content.

D: How we will work together:

Both faculty members and students will contribute to the learning in the course. All course participants have a responsibility to engage in discussion, share understandings, and collaborate with colleagues. The faculty member will guide the learning experiences through the online environment, with posting of weekly class material on the OWL course site. Completion of assigned activities is expected and will contribute to success. Regular presence and visits to the course site are expected, as messages and updates are posted by the course instructor regularly. The faculty member will be available for individual and/or group consultation electronically. Respectful participation is expected of everyone. This means that all participants are responsible for completing readings, participating in the online learning environment, giving full attention to class activities, and refraining from actions that are distracting to others.

E: Class Time, Online Course Location and Course Process

This course will be simultaneously offered as an in-person and online learning experience. You will have the opportunity to choose which learning experience you will participate in each week.

All students will complete weekly self-directed learning activities (ie. readings, watch videos, etc) that will be posted on the OWL page. Weekly learning materials will be posted on Thursdays at 2355 to OWL for the following week. **All students in this course must familiarize themselves with this course's OWL site. Please see the orientation video posted on OWL for more information.**

In-person lectures will take place on Thursdays. Information about the course location are available on OWL. These lectures **will not** be streamed or recorded via Zoom.

Online lectures will be conducted asynchronously. Weekly recorded lectures will be posted Thursday at 1200 to OWL on the day of the in-person lecture.

An effort will be made by the course instructor to deliver the same lecture content to both in-person and online learners, though it is important to note that class discussion from in-person lectures will not be captured for online learners. All content relevant to tests and assignments will be delivered to both in-person and online learners. All test and examinations will be **IN PERSON** for all learners.

F: Course Communication

For questions about course content or tests/assignments, students can post in the Forums Q&A. These forums are anonymous to provide a safe space for students to raise questions. Questions can be answered either by peers in the course or the course instructor. Using the forum for questions about the course allows all students to review answers.

For individual course concerns, all communication with the course instructor is to occur through OWL Messages. When communicating with me via messages, I will try my best to respond within 24 – 48 hours during weekdays; during weekends, please expect a response the following week. **If emergent, select the button “Send a copy of this message to recipients’ email address(es)” DO NOT send emails to my UWO email address.**

All students are also welcome to attend instructor weekly office hours. Office hours will be held **in-person** on Thursdays from 1100-1200, location as per the OWL page. Zoom meetings are available by request. Requests can be made to course instructor via OWL messages.

G: Course Readings and Materials

Required Course Materials:

El Hussein, M., & Osuji, J. (Eds.). (2020). *Brunner & Suddarth’s Canadian textbook of medical-surgical nursing* (4th ed.). Wolters Kluwer.

Note: The print version of your course text can be ordered though the UWO [Book Store’s](#) website and shipped directly to you.

The e-text version is not available at the bookstore, but can be accessed through the following link: <https://lb.ca/cgi-bin/cgiwrap/additem.bbx?/Z109991/I9781975108045>

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.

H: Weekly Schedule

Week	Topic	Course Goals	Important Dates
Week 1 Sept 7	Fluid and Electrolyte Balance I	1-5, 8	Nurse Achieve Quiz #1 Open: Sept 7 @ 0800 Close: Sept 13 @ 2355
Week 2 Sept 14	Fluid and Electrolyte Balance II		Nurse Achieve Quiz #2 Open: Sept 14 @ 0800 Close: Sept 20 @ 2355
Week 3 Sept 21	Fluid & Electrolyte Balance III: Renal Disease		
Week 4 Sept 28	Endocrine Balance: Diabetes	1-5, 8	Nurse Achieve Quiz #3 Open: Sept 28 @ 0800 Close: Sept 4 @ 2355
Week 5 Oct 5	Perioperative Experience	1-9	Nurse Achieve Quiz #4 Open: Oct 5 @ 0800 Close: Oct 11 @ 2355
Week 6 Oct 12	Mid-Term Exam		Exam IN PERSON for all learners October 12 time & location as per OWL
Week 7 Oct 19	Circulation & Tissue Perfusion I	1-5, 8	
Week 8 Oct 26	Circulation & Tissue Perfusion II		Nurse Achieve Quiz #5 Open: Oct 26 @ 0800 Close: Nov 8 @ 2355
Reading Week Nov 2	No Lecture		
Week 9 Nov 9	Neurocognition: Spinal Cord Trauma	1-5, 8	
Week 10 Nov 16	Neurocognition: Stroke		
Week 11 Nov 23	Hepatic Disease & Pancreatitis	1-5, 8	Nurse Achieve Quiz #6 Open: Nov 23 @ 0800 Close: Nov 29 @ 2355
Week 12 Nov 30	Experience of Cancer	1-9	Storytelling Assignment Due November 30 @ 2355 PeerWise Activity Closes Dec 6th @ 2355 for Question Creation and Response
TBD December Exam Period	Final Exam		Exam IN PERSON for all learners

Opportunities to Demonstrate Learning

Summary of Opportunities to Demonstrate Learning

OPPORTUNITIES TO DEMONSTRATE LEARNING	INDIVIDUAL/ GROUP	VALUE	DUE DATE
Mid-Term Test	Individual	30	October 12th IN PERSON time and location per OWL
Nurse Achieve Quizzes	Individual	15 5% per quiz, choose/best of 3 of 6	3 of 6 quizzes as per below
<ul style="list-style-type: none"> • Fluid and Electrolytes I 		Up to 5%	Open: Sept 7 at 0800 Close: Sept 13 at 2355
<ul style="list-style-type: none"> • Fluid and Electrolytes II 		Up to 5%	Open: Sept 14 at 0800 Close: Sept 20 at 2355
<ul style="list-style-type: none"> • Endocrine 		Up to 5%	Open: Sept 28 at 0800 Close: Oct 4 at 2355
<ul style="list-style-type: none"> • Peri-Operative 		Up to 5%	Open: Oct 5 at 0800 Close: Oct 11 at 2355
<ul style="list-style-type: none"> • Circulation/ Tissue Perfusion 		Up to 5%	Open: Oct 26 at 0800 Close: Nov 8 at 2355
<ul style="list-style-type: none"> • Neurocognition 		Up to 5%	Open: Nov 23 at 0800 Close: Nov 29 at 2355
Storytelling Assignment	Individual	10	Nov 30th at 2355
Peer-Wise	Individual	10	Dec 6th at 2355
<ul style="list-style-type: none"> • Question Creation 		5	
<ul style="list-style-type: none"> • Question Response 		5	
Final Exam	Individual	35	TBD during December Exam Period IN-PERSON

**1. Mid-Term Test-30% of course grade
October 12 time & location as per OWL**

The purposes of the test are for you to:

- learn course material
- build your knowledge of health promotion and caring of clients with health challenges
- develop insight into how to answer multiple-choice questions
- apply nursing knowledge on NCLEX-style questions

This multiple-choice quiz includes content from weeks 1-5 and will occur on October - 12th. **This is an IN-PERSON test for ALL STUDENTS**, including those who have been participating primarily online.

This test will have 60 questions and you will 2 hours to complete, time and location as per OWL. *Please note that this date and time are pending approval from the Office of the Registrar.*

If a student is absent for the test, they are to contact the academic advisor and course professor as soon as possible. If an accommodation is warranted and granted, a make-up test will be arranged. If you require accommodated exams, please connect with [Accessible Education](#).

**2. Nurse Achieve-15% of course grade
3 quizzes, worth 5% each**

Students can choose to complete 3 of 6 quizzes for 5% each.

If you complete more than 3 quizzes, your highest 3 quiz grades will be recorded for your course grade.

Quiz 1	Fluid and Electrolytes I	Open: Sept 7 at 0800 Close: Sept 13 at 2355
Quiz 2	Fluid and Electrolytes II	Open: Sept 14 at 0800 Close: Sept 20 at 2355
Quiz 3	Endocrine	Open: Sept 28 at 0800 Close: Oct 4 at 2355
Quiz 4	Peri-Operative	Open: Oct 5 at 0800 Close: Oct 11 at 2355
Quiz 5	Circulation/ Tissue Perfusion	Open: Oct 26 at 0800 Close: Nov 8 at 2355
Quiz 6	Neurocognition	Open: Nov 23 at 0800

		Close: Nov 29 at 2355
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Quizzes will take place via Nurse Achieve. Each quiz will be 10 questions. Quizzes will open and close as per the dates below and have a time limit of 30 minutes. Each student will have a maximum of 2 attempts at the quiz, and the highest score will be recorded.

Further instructions available on the *Nurse Achieve* tab on OWL.

3. **Storytelling Assignment-10% of course grade.**

DUE: Nov 30th at 2355

This assignment will provide an opportunity to reflect on the lived experience of acute illness. Nursing requires a commitment to inquiry and emotional intelligence to cultivate caring therapeutic relationships (Nguyen, et al., 2016). Storytelling in nursing provides an opportunity for students to reflect on their practice, explore empathy for patient's lived experiences, and process their professional development (Timpani, Sweet, & Sivertsen, 2022). Students will choose a patient experience to reflect upon and write a journal entry from the perspective of the patient exploring their lived experience.

The purpose of this assignment is to:

- Connect with the aesthetic way of knowing in your nursing practice
- Reflect on the lived experience of health and illness
- Cultivate empathy in nursing professional identity

Further instructions will be posted on OWL.

4. **Peer-Wise Question Creation and Response-10% of course grade (5% for question creation, 5% for question response)**

Due: Throughout term, closes Dec 6th at 2355

We will be using PeerWise as a place for you to create, share and evaluate assessment questions with your classmates. *Your grade will be based on the number of questions you create – as well as your review of (and comments on) questions created by your peers.*

For full instructions on accessing our course in Peerwise, please navigate to the *Peerwise* tab on OWL.

To access our course, "N3910", you will need to enter two pieces of information:

- 1) Course ID = **26298**
- 2) Identifier = **Please enter your identifier for this course (Your identifier is your UWO email address including "@uwo.ca")**

Question Creation

Each question you create is worth 0.5% up to a maximum of 5% (10 questions created totals 5%). Your question must include:

- a. Question stem
- b. Minimum of 4 potential responses (ie. Alternatives)
- c. Explanation
- d. Course tag (see OWL for course tags)

Question Response

Each question you respond to in Peerwise is worth 0.25% up to a maximum of 5% (20 questions created totals 5%). Correct answer not required.

This activity will create a bank of questions you may use to study for your course activities (midterm/final exam).

Further instructions available on the *Peerwise* tab on OWL.

5. Final Exam-35% of course grade TBD during December Exam Period

The purposes of the exam are for you to:

- learn course material
- build your knowledge of health promotion and caring of clients with health challenges
- develop insight into how to answer multiple-choice questions
- apply nursing knowledge on NCLEX-style questions

This multiple-choice quiz includes content from weeks 7-12 (this is a non-cumulative test meaning that content will be focused on weeks 7-12, though some content may build upon course content covered initially during weeks 1-5). **This is an IN PERSON exam for ALL STUDENTS**, including those who have been participating primarily online.

This test will have 60 questions and you will have 2 hours to complete. ***Please note that this date and time will be released from the Office of the Registrar.***

If a student is absent for the exam, they are to contact the academic advisor and course professor as soon as possible. If an accommodation is warranted and granted, a make-up test will be arranged. If you require accommodated exams, please connect with accommodated education.

J: 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](#).*

Please refer to this for information on penalties for late assignments, re-grading of assignments, and the protocol for missed quizzes found on owl.uwo.ca. Marks will be deducted from late assignments according to the policy in the Programs Manual.

Do not book personal/travel plans until the FINAL exam schedule is posted for December.

Students who fail to appear for the final examination at the time set need to obtain permission to write the missed exam. Permission may be granted only on the basis of compassionate or medical grounds with appropriate supporting documents.

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.

Academic Considerations and Absences from Lectures and Assessments

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic advisor (Denice Litzan, dlitzan@uwo.ca). Additional information is provided in the [Western Multicultural Calendar](#).

Academic Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic advisors in their home units, at their earliest opportunity. Academic advisors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic advisors no later than 48 hours from due date. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic advising, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines,

arranging make-up exams or incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

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 \(westerncalendar.uwo.ca\)](http://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).

Use of AI Tools

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, with students expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments and/or lab reports should reflect the student’s own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that

promotes critical thinking, independent inquiry and allows them to produce original written contributions.

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.

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.

Western Site: <http://writing.uwo.ca/>

If, after the assignment review, a student still believes they have grounds with supporting documentation their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals.

Western Site: Undergraduate Student Academic Appeal

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#SubHeading_178

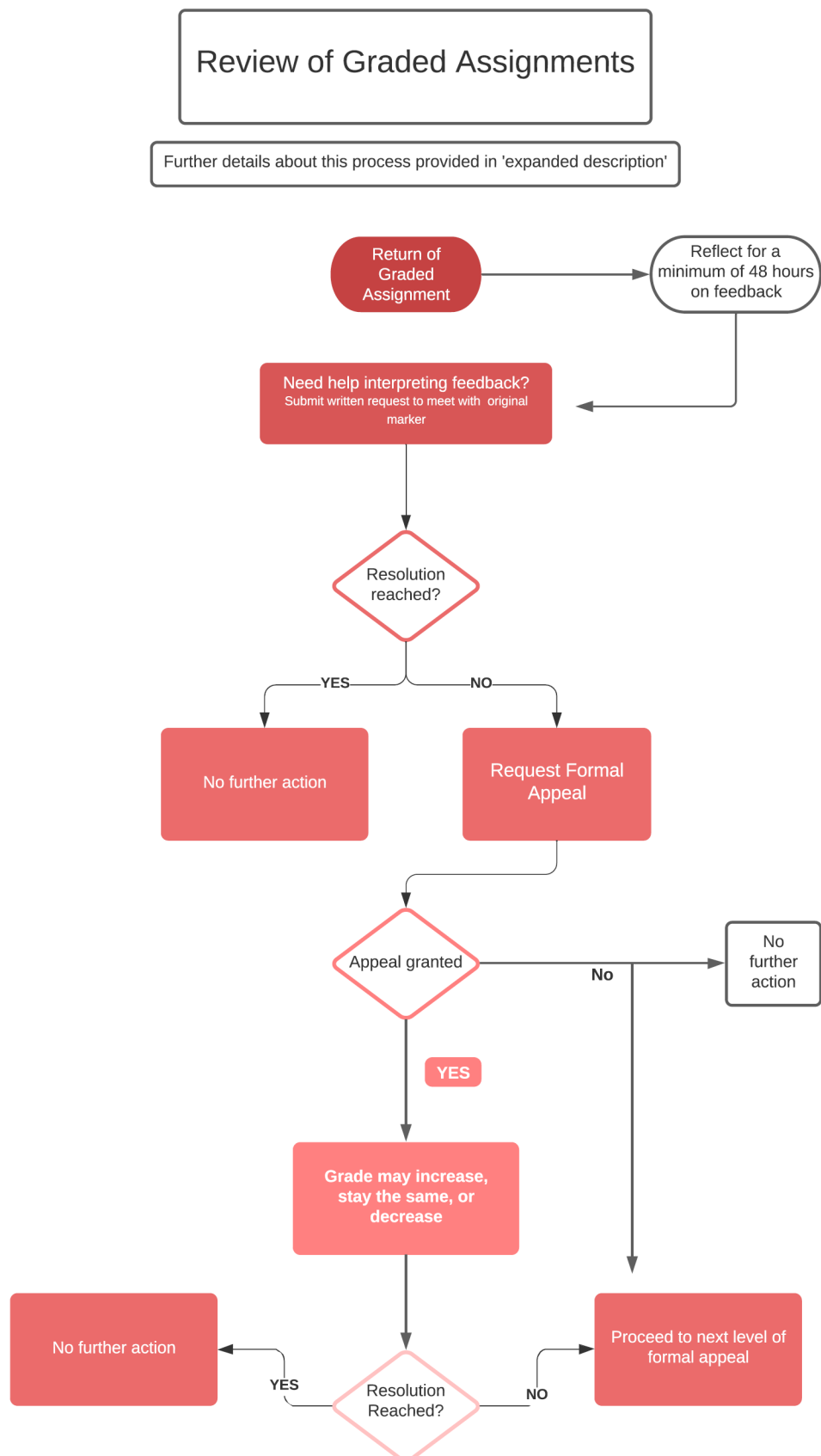
Use of Electronic Devices

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 during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

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.**

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

In the event of an event 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 OWL 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



O: Accessibility, Accommodation and Support Services at Western

Technical Support: For OWL support contact the WTS HelpDesk at <https://wts.uwo.ca/helpdesk/index.html>

New to Online Learning? Check out the following link for a variety of to support online learning from Western StudentExperience: <https://www.uwo.ca/se/digital/>

Academic Support and Accommodation Services: Check out these services that support academic success. We encourage all students to engage in the writing supports available to them at Western. http://academicsupport.uwo.ca/accessible_education/index.html

Physical Health, Wellness Education and Mental Health: Connect with Student Health Services at Western here: <https://www.uwo.ca/health/Physical%20Health/index.html>

Indigenous Student Center staff and Elders are available to support you personally, academically and culturally. Reach out at: <https://indigenous.uwo.ca/students/>

For services related to inclusion, equity and diversity visit *Equity and Human Rights Services*: <https://www.uwo.ca/equity/>

View Westerns *Anti-Racism Working Group Report* here: <https://president.uwo.ca/anti-racism/>

P: 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.