



**Clinical Application: Engaging in Critical Thinking
N3911A
Fall 2024**

Course Coordinators: Samantha Crawford, Sara Southwick, Haddis Razeghi

Course Component	Sections	Course Coordinator	
LTC Group	001-011 (Mondays)	Sara Southwick	Clinical Instructors and Faculty Advisors as per HSPnet
LTC Group	012-021 (Tuesdays)	Haddis Razeghi	
LTC Group	022-032 (Wednesdays)	Samantha Crawford	
Hospital-Based Precepted	038-040	Samantha Crawford	
Hospital-Based Precepted	041-043	Haddis Razeghi	
Hospital-Based Precepted	044-045	Sara Southwick	

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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

Corequisite(s): Nursing 3910A.

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 resident/client experiences, the nature of long-term care and hospital-based 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

Long Term Care Placement

In the LTC placement students will provide nursing care to residents and families experiencing chronic illness and health conditions related to aging. This placement will be focused on developing communication skills, building therapeutic nurse-resident relationships and refining skills in the provision of personal care and mobility. Long-term care clinical practice experiences will consist of 9 hours per week for 6 weeks. Clinical practice days will be Monday, Tuesday, OR Wednesday. Students will be placed in groups and be supervised by a Western clinical instructor.

Rotation	Dates
1 (Monday)	Sept 9, 16, 23, Oct 7, 21 NO placement Sept 30 for TRC Day or Oct 14 for Reading Week
2 (Tuesday)	Sept 10, 17, 24, Oct 1, 8, 22

	NO placement Oct 15 for Reading Week
3 (Wednesday)	Sept 11, 18, 25, Oct 2, 9, 23 NO placement Oct 16 for Reading Week

Hospital-Based Placement

The hospital-based 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.

Rotation	Placement Dates	Praxis Dates
1 HOSP	Oct 24 – Nov 13	Oct 28 Nov 4, 11 between 1330-1730
2 HOSP	Nov 14 – Dec 4	Nov 18, 25 Dec 2 between 1330-1730

Students must meet all course requirements in order 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:

Long-Term Care

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

Hospital Based

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
Long-Term Care Placement		
Satisfactory/ Unsatisfactory	Orientation Knowledge Check-Part A <i>via Brightspace OWL Quizzes</i>	Sept 5 2024 @ 0800
Satisfactory/ Unsatisfactory	LTC: Clinical Practice Collaborative Evaluation <i>via InPlace</i>	Completed by student and clinical instructor at TWO (2) timepoints during the LTC placement. R1=Sept 25 at 2355 & Oct 23 at 2355 R2=Sept 26 at 2355 & Oct 24 at 2355 R3=Sept 27 at 2355 & Oct 25 at 2355
Hospital Based Placement		
Satisfactory/ Unsatisfactory	Orientation Knowledge Check-Part B <i>via Brightspace OWL Quizzes</i>	Oct 3 2024 at 0800
Satisfactory/ Unsatisfactory	Placement Schedule	Submitted by student in advance of placement start date and reflects completed hours by 24 hours following the hospital based placement block end date. R1 (HOSP)=Nov 15 at 0700 R2 (HOSP)=Dec 6 at 0700

Satisfactory/ Unsatisfactory	Hospital Based: 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 (HOSP)=Nov 15 at 0700 R2 (HOSP)=Dec 6 at 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 . By Dec 7 at 0700 at the latest for all students.

Long-Term Care Placement

1. Orientation Knowledge Check: Part A (via OWL)

Due: September 5 2024 at 0800

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. LTC Clinical Practice Collaborative Evaluation (via InPlace)

Due:

***LTC Placement:* Completed by student on week 3 and 6 of LTC placement.**

R1=Sept 25 at 2355 & Oct 23 at 2355

R2=Sept 26 at 2355 & Oct 24 at 2355

R3=Sept 27 at 2355 & Oct 25 at 2355

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

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

Evaluation is collaborative between the student and CI, involving honest, open, and clear communication. Formative evaluation (occurring day-to-day, moment-to-moment) allows for learning and improvement. As the CI provides feedback, the student reflects on their experience, and incorporates feedback into practice so that course goals can be met. Entries into the evaluation by the student and CI will contain evidence of student progress in an incremental manner.

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

Hospital Based Placement

3. Orientation Knowledge Check: Part B (via OWL)

Due: Oct 3, 2024 at 0800

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

4. Placement Schedule (via InPlace)

Due: Submitted by student in advance of placement start date and reflects completed hours by **24 hours following the hospital based placement block end date.**

R1 (HOSP)=Nov 15 at 0700

R2 (HOSP)=Dec 6 at 0700

Please note, the Absence from Clinical Learning Experiences policy applies to placement in hospital-based and Long Term Care. Students who complete the placement with incomplete hours greater than 20% of the required hours in this course are subject to the outcomes of this policy, which may include an unsuccessful course outcome.

Students will negotiate their schedule with their preceptor in advance of their placement start date to schedule required shifts and submit a copy of their scheduled shifts to their faculty advisor via *Timesheets* in InPlace. In the event of a schedule change, students will submit revisions to their timesheet.

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

Responsibilities of Student:

- Contacting their assigned preceptor by 2 weeks from placement start date
- Negotiating schedule to fulfill placement hours requirement
- Following up promptly on any scheduling challenges as per direction in Schedule tab in Brightspace OWL
- Inputting planned shifts into Timesheet in InPlace
- Inputting actual completed hours into Timesheet 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

5. Hospital Based: Clinical Practice Collaborative Evaluation (via InPlace)

Due:

Hospital Based Placement: 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.**

R1 (HOSP)=Nov 15 at 0700

R2 (HOSP)=Dec 6 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

6. Group Praxis

Students must participate in 3 (three) 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. Students who miss greater than 20% of the praxis sessions (>1 session) in this course are subject to the outcomes of this policy, which may include an unsuccessful course outcome.

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 (HOSP)	Rotation 2 (HOSP)	Topic
1	Oct 28	Nov 18	Transition to the clinical setting: Creating and using learning goals CLO: 6
2	Nov 4	Nov 25	Understanding plan of care CLO: 3
3	Nov 11	Dec 2	Supporting transitions in care CLO: 2, 3, 4, 5

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. For a maximum of ONE absence, 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.

2 or more absences in praxis will result in an unsuccessful course outcome as per the Absence from Clinical Learning policy.

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

7. End of Course Summary

Due: 48 hours following final clinical shift/praxis session (whichever is last) in hospital-based setting. By Dec 7 at 0700 at the latest for all students.

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 hospital-based 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 all 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)

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

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. 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**

Clinical learning experiences are an essential component of the nursing program as they provide an opportunity to apply the concepts students have learned in the classroom. The Absence from Clinical Learning policy applies to both **clinical placement hours with clinical instructor/preceptor, AND praxis sessions that are components of all clinical placement courses.** Clinical placement hours provide an opportunity to build competency in nursing knowledge through application, while the praxis sessions are structured learning activities to integrate knowledge through interaction with your faculty advisor and fellow peers. No more than ONE makeup opportunity will be offered for praxis due to an absence, any further absences from praxis compromise the student and their fellow peers experiences by disrupting the learning environment of the cohort. The experience of working through the praxis content in a synchronous environment with peers is an essential pedagogical component of clinical learning. Students who miss more than 20% of the required hours in the clinical placement, or 20% of the required hours 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.**

- **Adverse Events Reporting**
- **Clinical Practice Placements**
- **Evaluation in Clinical Practice**
- **Involuntary Withdrawal**
- **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.

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.

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.

Mental Health

Students who are in emotional/mental distress should refer to the following links for a complete list of options about how to obtain help.

MentalHealth@Western: <https://www.uwo.ca/health/psych/index.html>

Support Services

Academic Support and Accommodation Services:

http://academicsupport.uwo.ca/accessible_education/index.html

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

Indigenous Student Center staff and Elders are available to support you personally, academically and culturally. <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 Western's *Anti-Racism Working Group Report*: <https://www.president.uwo.ca/>

Services related to Gender Based Violence and Survivor Support:
https://www.uwo.ca/health/student_support/survivor_support/index.html

Student Safety

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