



Theorizing Practice

NURS 1101A

Course Instructor:

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Theorizing Practice (N1101A)

Calendar description:

Nursing interventions use theory to create environments of care to promote health and healing. In this course, students focus on use of theory-driven clinical practice models in leadership, interprofessional collaborative practice and client safety, to promote positive outcomes of care.

Expanded Description:

Antirequisite: N/A

Prerequisite(s): N/A

Extra Information: 3 lecture hours

Course Weight: 0.5

Course Learning Outcomes:

After completing this course, students will be able to:

1. Explain how theoretical approaches influence health care policy to impact client care and nursing practice.
2. Analyze how registered nurses use theoretical models and evidence based practices to address health care needs in a variety of settings and with different populations.
3. Demonstrate ways nurses use group communication theory to influence interprofessional collaborative care.
4. Use scholarly writing and advanced communication to convey outcomes related to client care.
5. Develop leadership strategies to support registered nursing practice focusing on change management in health care.
6. Examine how nurses can impact health care safety through theory-driven practice models.

Competencies for entry-level Registered Nurse practice (CNO, 2019) addressed in the course:

1. Clinician: 1.5, 1.23
2. Professional: 2.1, 2.2, 2.3, 2.5, 2.7, 2.9a, 2.9b,
3. Communicator:
4. Collaborator: 4.1, 4.3, 4.4
5. Coordinator: 5.4
6. Leader: 6.2, 6.5, 6.6, 6.9, 7.4, 7.10
7. Advocate:
8. Educator:
9. Scholar: 9.2, 9.3, 9.8

How we will work together:

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

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

Students will be required to complete all the preparation activities for each class and professional practice session, and to use their knowledge from their preparation to participate fully in class and professional practice activities. All students are expected to share ideas to advance their own and others' learning, ask questions, and listen attentively. Attendance at all classes is necessary and professional practice sessions is mandatory, as are respectful interaction and the avoidance of actions that will interfere with the learning of others. Please refer to Appendix A for the Professional Standards for All Nursing Students.

Course Materials:

Required: There is no required textbook for this course. Any readings related to course content will be posted on Brightspace in the corresponding week.

Recommended: American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7th ed.). Washington, DC: American Psychological Association.

Opportunities to Demonstrate Learning

Please consult the course website for assignment instructions and grading rubrics.

Percentage of Course Grade	Assignment Name	Due
40%	Student Led Online Discussion – Leadership Roles & Participation	Weeks 2, 4, 6, 8, 10
30%	Self-Reflection	Week 11

30%	Case Study Assignment	Week 12
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Description of Opportunities to Demonstrate Learning

Student Led Online Discussion – Leadership Roles and Participation (40%)

Due: Weeks 2, 4, 6, 8, 10

Students will be placed in discussion groups (group size 6-10 students) at the beginning of the course. Each week one pair of students from each group will lead the discussion and the remaining group members will be participants. As leaders, students will provide resources, initiate the discussion by introducing theoretical approaches to the issue and facilitating a dialogue through questions and responses throughout the week. Using real life examples is expected and these must be anonymized. The leadership group may work individually or in pairs to monitor and facilitate the discussion groups. Each week of online discussion will focus on a different topic that integrates theory into clinical practice.

The leadership group will work together to develop case-based course material and readings to support the work. They will provide an overview of the intent of the class and a final written summation of the discussion at the end. The leadership team members will determine the type of presentation format and how they will manage the online discussion to foster participation. Students will be evaluated as leaders when they are in the leadership team within their group and as participants for all other sessions. Participation is mandatory and expectations for each of these roles is outlined in the online rubric for the course.

Self-Reflection (30%)

Due: Week 11

At the end of the course student are expected to complete a 4-page critical self-reflection addressing their thoughts and perspectives on significant learnings from the course. At the end of each online discussion students are expected to complete a private reflection on their learning and ideas related to the topic. To complete these final self-reflections, students will summarize these ideas to create an overall final reflection on how their ideas have developed within the course and if their thoughts have or have not changed through the course. References are expected to be used as part of the critical reflection.

Case Study Assignment (30%)

Due: Week 12

There will be 5 cases presented as part of the take home examination and students will choose 1 to complete. Of the 5 cases two will focus directly on the application of nursing theories in practice and the remaining cases will focus on leadership, interprofessional collaborative practice and safety.

The cases will be posted on Friday of week 11 and need to be submitted by Thursday of Week 12 at 1600 to the online course site. Each case will have specific questions that must be addressed. The overall page limit for each case submission is 5 pages formatted as per APA 7th edition including a title page and a page listing a minimum of 3 references used.

Class Schedule

Week	Topic	Course Learning Outcome	Learning Activities <i>All assigned readings will be posted on Brightspace</i>
<p>Week 1 Tuesday, May 5</p>	<p>Nursing Theory Focus I</p>	<p>1, 2</p>	<p>Pre-Readings: On Brightspace</p> <p>In Class: Introductions, review of syllabus and plans for the course, setting expectations, building relationships and trust.</p> <p>After Class: Prepare for group presentation.</p>
<p>Week 2 Tuesday, May 12</p>	<p>Nursing Theory Focus II</p>	<p>1, 2</p>	<p>Pre-Readings: On Brightspace</p> <p>In Class: In this class the instructor will lead the students through a typical online style presentation, setting expectations and providing examples of the type of content students should develop to start the discussion followed by techniques to facilitate ongoing dialogue within the online group.</p> <p>After Class: Complete personal self-reflection focusing on a plan to integrate nursing theories in practice in future.</p>
<p>Week 3 Tuesday, May 19</p>	<p>Leadership Theory Focus I</p>	<p>1, 2, 5</p>	<p>Pre-Readings: On Brightspace</p> <p>After Class: Students prepare for the online discussion.</p>

<p>Week 4 Tuesday, May 26</p>	<p>Leadership Theory Focus II</p>	<p>1, 2, 5</p>	<p>Pre-Readings: On Brightspace After Class: Complete personal self-reflection evaluating how use of leadership theories you have witnessed in practice influences your practice.</p>
<p>Week 5 Tuesday, June 2 ASYNCHRONOUS CLASS</p>	<p>Change Theory Focus I</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>Pre-Readings: On Brightspace After Class: Prepare for online case presentations.</p>
<p>Week 6 Tuesday, June 9</p>	<p>Change Theory Focus II</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>Pre-Readings: On Brightspace After Class: Complete personal self-reflection analyzing behaviours (personal or witnessed) that facilitated or hindered change in your current practice.</p>
<p>Week 7 Tuesday, June 16</p>	<p>Safety Theory Focus I</p>	<p>1, 2, 3, 5, 6</p>	<p>Pre-Readings: On Brightspace After Class: Prepare for online case presentations.</p>
<p>Week 8 Tuesday, June 23, 2026</p>	<p>Safety Theory Focus II</p>	<p>1, 2, 3, 5, 6</p>	<p>Pre-Readings: On Brightspace After Class: Complete personal self-reflection analyzing behaviours (personal or witnessed) that facilitated or hindered change in your current practice.</p>
<p>Week 9 Tuesday, June 30</p>	<p>Interprofessional Collaborative Care Theory Focus I</p>	<p>1, 2, 3, 5</p>	<p>Pre-Readings: On Brightspace After Class: Prepare for online case presentations.</p>

<p>Week 10 Tuesday, July 7</p>	<p>Interprofessional Collaborative Care Theory Focus II</p>	<p>1, 2, 3, 5</p>	<p>Pre-Readings: On Brightspace After Class: Complete personal self-reflection identifying ways you will foster intra- and inter-professional care.</p>
<p>Week 11 Tuesday, July 14</p>	<p>Theory and Evidenced-Based Practice</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>Pre-Readings: On Brightspace After Class: Self-Reflection Due</p>
<p>Week 12 Tuesday, July 21</p>	<p>No Class</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>Case Study Assignment Due</p>

Course Delivery

This course is delivered **in person and online**. The online learning activities will start on Monday at 0900 each week and conclude on Friday at 1600.

Q&A Forum and Course Zoom Drop-Ins

Each week you are invited to post any questions you have about the weekly lecture content by the end of the week. Everyone is invited to participate in answering questions, I will moderate and provide clarification where needed. I will have purposeful course zoom drop-in sessions at times during the course where clarification may be needed– please watch for announcements on when these will occur. Otherwise, individual office hours can be requested via Brightspace.

Policies

All policies related to assignments, attendance and dress code are in the Undergraduate BScN Programs Manual on the [Undergraduate Nursing Site](#) and on the Fanshawe College web site in the Program manual located in the Virtual Home Room at www.fanshaweonline.ca

Due to the significance of theoretical and practice knowledge in developing professional competence, students are expected to demonstrate professional responsibility through regular attendance at, and, participation in all scheduled learning activities. Much of the learning that takes place is a result of preparation and engagement with the material and active dialogue with colleagues and faculty. Therefore, **students are expected to attend all professional practice days, including labs and praxis.**

Attendance

Students are expected to demonstrate professional responsibility through regular attendance at, and participation in, all scheduled learning activities as part of the development of professional competence. Much of the learning that takes place is a result of preparation and engagement with

the material and active dialogue with colleagues and faculty. Therefore, students are expected to organize their schedules such that course materials may be viewed/completed each week.

Technical Requirements

Virtual drop-in sessions will be held using the video conferencing platform Zoom. Zoom is a cloud-based solution for video and audio conferencing, collaboration, and online meetings. The Zoom License is available for students, faculty, and staff at Western and its affiliated colleges. All faculty, staff and students at Western and its affiliated colleges have free access to Zoom License for all of their web conferencing needs. You will need a computer with webcam and audio capabilities, or you can use Zoom with your mobile device. Visit <https://wts.uwo.ca/zoom/index.html> for details and assistance.

Course Communication and Process

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. This means that all preparatory activities must be completed, as classes will focus on application of information, rather than simply a review of theoretical information. Lectures will be held weekly and attendance is strongly encouraged, as the in-class interaction between students and instructors is vital to support learning. Students must visit the course site on a daily basis, as messages and updates are posted by the course instructor and/or Teaching Assistant(s) regularly. Every attempt will be made by faculty members to respond to emails within 48 hours during weekdays. Faculty members will be available for individual and/or group consultation at mutually agreed upon times. Respectful participation is expected of everyone when communicating electronically or in person

Online Etiquette

Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- please “arrive” to class on time
- please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- to minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- unless invited by your instructor, do **not** share your screen in the meeting

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- if you wish to speak, use the “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question
- remember to unmute your microphone and turn on your video camera before speaking
- self-identify when speaking.

- remember to mute your mic and turn off your video camera after speaking (unless directed otherwise)

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

Scholarly Requirements

In this program, scholarly writing is a requirement. Therefore, all scholarly papers will follow the 7th edition of the *Publication manual of the American Psychological Association* (2019), which includes guidelines for both content and format. In addition, all other writing will follow APA (7th ed.) format when citing or referring to an author’s work or ideas. Failure to do so is unethical and is plagiarism.

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to your expulsion from the nursing program. 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 must be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University and the College 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, Fanshawe College, and Turnitin.com (www.turnitin.com). For further information, please see the BScN ProgramManual for the policy on plagiarism. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site(s):

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf.

<http://www.fanshawec.ca/sites/default/files/assets/policies/pdf/2g04.pdf>

Artificial Intelligence (AI)

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.

Assignments and Exams

Please refer Undergraduate Programs Manual for information on penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final assignment. Western at owl.uwo.ca

Use of Electronic Devices

During Lectures: You are welcome to use a laptop or mobile device during lecture periods, you are expected to use your devices for scholastic purposes only and refrain from engaging in any activities that may distract other students from learning. Please turn off all sound notifications before you enter the classroom. From time to time, your instructor may ask the class to put away all devices, 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.

Academic Accommodations vs. Academic Consideration

Academic accommodation consists of formal arrangements made through Western's Accessible Education department that allow a student with a disability a fair opportunity to engage in academic activities, fulfill essential course, and program requirements. Students request academic consideration through their academic advisor, for relief such as extensions, make-up dates, etc. and are required to provide their academic advisor with The Western-Fanshawe Collaborative BScN Program with documentation to support their request. Students should not contact their course instructors to request academic consideration, nor should they send personal and/or health information/documentation to their instructors.

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, 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. Refer to Appendix B for further information

Students who need assistance with their writing skills should contact on-campus resources for support:

- Fanshawe (select Fanshawe Library Learning Commons):
<https://www.fanshawec.ca/students/support/academic-support>
- Western: (<http://writing.uwo.ca/>)

If, after the assignment review, a student still believes they have grounds with supporting documentation that their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals (<https://www.uwo.ca/ombuds/> or <http://www.fanshawec.ca/appeals>).

Use of Electronic Devices

During Lectures: You are welcome to use a laptop or mobile device during lecture periods, you are expected to use your devices for scholastic purposes only and refrain from engaging in any activities that may distract other students from learning. Please turn off all sound notifications before you enter the classroom. From time to time, your instructor may ask the class to put away all devices, 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.

If you have concerns or comments about how the use of laptops or mobile devices is affecting your learning during the course, please make an appointment to talk with the instructor.

Social Media

It is a breach of privacy and confidentiality, and highly unprofessional, to post information on any social media platform about topics such as, but not limited to:

- Peers
- Class activities/discussion
- Clients
- Agencies
- Laboratories
- Simulations
- Communications with professors

Students who post content on social media that is cause for concern will be reported to the Associate Director (Western) or Associate Dean (Fanshawe). Such behavior may compromise a student's standing in the program.

Inclusivity, Diversity, and Respect

We are dedicated to making space for diverse perspectives and content during shared learning experiences within this course. Together with you, we aim to co-create a learning atmosphere for generative discussion and respectful engagement with multiple worldviews, ways of knowing and being, and perspectives. As future healthcare providers, it is expected of you to create

welcoming and inclusive classroom environments much like you would in practice. Your peer group comes from a myriad of experiences and worldviews, all who deserve to be listened to and heard in a respectful and open-minded manner. Hateful messages have no place in this classroom community and will not be tolerated. Engaging in respectful dialogue requires deep, active listening and we need to be mindful of positionality (what may be easy to debate for one person, may be emotionally laborious for another). This course requires you to engage in critical reflection as you embark on your career as health professionals; at times this may be uncomfortable or even painful. We ask that you practice humility, work through defensiveness, and embrace vulnerability as you embark on this journey of personal development.

As your instructors, we are committed to supporting you in navigating this course content. We are not perfect and may falter but will do our best to learn and grow when that happens. Together, throughout this course, we will create a space that may challenge our prior understandings but supports inclusivity and respect for all participants. If you require support in navigating a challenging discussion, please reach out.

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 Student Experience: <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/shs/>

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/hro/>

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

View Westerns *Anti-Racism Working Group Report* here: <https://www.edi.uwo.ca/resources/reports/arwg-final-report-to-president-shepard-fnl.pdf>

Mental Health

Students who are in emotional/mental distress should refer to MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/> or Fanshawe Health and Wellness

<https://www.fanshawec.ca/students/support/health-wellness/counselling> for a complete list of options for obtaining help.

Learning Skills Services

The Student Development Centre at Western provides free support for all students to strengthen their skills and improve or maintain their academic performance. The focus is on helping students learn and study more effectively so that they can achieve their academic goals. You can find out more about this service at www.sdc.uwo.ca/learning

Student Safety

Please refer to the Undergraduate BScN Programs Manual section on Student Safety Concerns available on the [Nursing Undergraduate Information SharePoint](#) site.

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 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.

Appendix A

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.

Social Media

It is a breach of privacy and confidentiality, and highly unprofessional, to post information on any social media platform about topics such as, but not limited to:

- peers
- class activities/discussion
- laboratories
- simulated clients or simulations
- communications with staff and professors

Students who violate this policy will be reported to the Associate Director. Such behaviours may compromise a student's standing in the program.

Appendix B

Review of Graded Assignment

