



Advanced Concepts for Professional Practice

Nursing 4400A Fall 2025

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Calendar Description:

This course will assist students to integrate multiple sources of knowledge gained in the program to engage in deep exploration of health/illness issues. (3 hours/week)

Expanded Course Description:

This course will provide an opportunity for the student to synthesize the theoretical, philosophical, and ethical dimensions of the profession and nursing practice they have explored throughout their program of study. Students will demonstrate thinking and acting like a nurse, incorporating relational inquiry into their practice. Various teaching-learning approaches will be used, which may include case study, self-directed learning, group and individual written assignments and tests. Through the various assignments, students will demonstrate an integrated and advanced application of nursing clients with complex health issues.

Essential elements for the success of each class are preparation and regular and active participation (as appropriate). Engagement with peers, guests, and course instructors, materials, and activities to help develop, share, analyze, and critique ideas will enable students to gain knowledge of course concepts and attain the course objectives.

Course Weight & Delivery:

0.5 FCE theory lecture course. Flexible delivery includes in-person and online classes.

Course Goals:

1. Demonstrate advanced application of the concepts of the metaparadigm of nursing.
2. Demonstrate advanced clinical judgment based on Tanner's (2006) Clinical Judgment Model.
3. Utilize a strengths-based approach and relevant evidence in cases involving individuals and families across the lifespan.
4. Demonstrate an integrated approach in the development of nursing care for clients experiencing complex health challenges.
5. Demonstrate ability to provide constructive feedback.
6. Describe an advanced understanding of the role of the nurse within an interprofessional collaborative team and the importance of the therapeutic nurse-client relationship.
7. Incorporate scholarship and critical reflection into course learning activities.
8. Articulate the relevance of professional, interprofessional and nursing informatics competencies, ethical standards, and professional accountability in nursing.

Major Concepts in the Course:

Persons: Clients, Ways of knowing, Time/transitions, Context/culture, Growth and development, Diversity

Health and Healthcare: Health, health promotion/disease prevention, primary health care, safety interprofessional collaborative practice, health system

Nursing: Strengths-based nursing care, client-centered care, communication, holistic care, patterns of knowing, professionalism, ethical practice, assessment, clinical judgment, critical reflection, evidence-informed practice

Environment: Social determinants of health, physical determinants of health, adverse events, political influences

Entry-to-Practice Competencies for Registered Nurses (College of Nurses of Ontario, 2019) addressed in the course:

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

Interprofessional Competencies (Canadian Interprofessional Health Collaborative, 2010) addressed in the course:

- Interprofessional communication
- Role clarification
- Patient/Client/Family/Community-centered care
- Team functioning
- Interprofessional Communication
- Interprofessional Conflict Resolution

Canadian Association of Schools of Nursing (CASN) Nursing Informatics Entry-to-Practice Competencies addressed in the course:

- Information and knowledge management
- Professional and regulatory accountability
- Information and communication technologies

Canadian Association of Schools of Nursing (CASN) Mental Health and Addiction Entry-to-Practice Competencies addressed in the course: Domains 1-5

Canadian Association of Schools of Nursing (CASN) Public Health Nursing Competencies addressed in the course:

- Health Promotion
- Collaborate and advocate

Canadian Association of Schools of Nursing (CASN) Palliative and End-of-Life Care Competencies addressed in the course: Competencies 1-9

How this course will contribute to your development as a Professional Nurse

The knowledge gained from this course is important in all aspects of nursing practice. This course will refine your ability to apply critical ‘thinking like a nurse’, thus enabling you to ‘act like a nurse’ in the companion professional practice course.

How this course will contribute to your development as an Interprofessional Team Member

The knowledge, skills, and attitudes you develop in this course will refine your role as a nurse in working with other team members. You will also see the importance of the role of the client and their family in working within health teams and seeing how, when team members work together, there is a combined benefit to their clients.

How we will work collaboratively together

We believe in the creation of a caring community within the classroom setting which will positively affect your interactions outside of the classroom as well. Teachers will serve in the role of facilitator to assist you to reach your goals. Group activities are a common teaching approach to provoke discussion of course concepts and assist you in self-reflection and in developing skill in knowing the other.

Required Resources and Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. American Psychological Association.

*Brunner, L. Sholtis., Suddarth, D. Smith., Khalili, H., & Reid, D. (2020). *Brunner & Suddarth's Canadian textbook of medical-surgical nursing*. (M. El-Hussein, Ed.; 4th edition / [edited by] Mohamed Toufic El Hussein, PhD, RN, NP, Joseph Osuji, PhD, RN.). Wolters Kluwer.

NurseAchieve NCLEX/NCLEX-RN Preparation Program

***This was a required text in Nursing 2630 .** The eBook is available at the Western Bookstore [\$262.00]. The required readings for the course have been submitted to the Western Libraries Course Readings Service.

Reference Resources and Texts

Webster, J., Sanders, C., Ricci, S. S., Kyle, T., & Carman, S. (2020). *Canadian maternity and pediatric nursing* (2nd ed.). Wolters Kluwer.

Gottlieb, L. N. (2013). *Strengths-based nursing care: Health and healing for person and family*. Springer Publishing Company.

Additional Resources

Supplementary readings are outlined in the weekly learning activities and have been submitted to the Western Libraries Course Readings Service.

Weekly Schedule

Week (Starting date)	Weekly Topic	Concepts & Course Goals <i>All course goals are integrated throughout the course.</i>
Week 1 (September 8) <i>In-person</i>	Advanced Concepts for Professional Practice	Communication, collaboration, critical judgement, safety
Week 2 (September 15) <i>In-person</i>	Health and Health Promotion Across the Lifespan I: Nursing Management of Respiratory Emergencies <i>Week 2 Quiz available September 15</i>	Family-centred care, growth and development, social determinants of health, illness, health promotion/disease prevention, evidenced-informed practice
Week 3 (September 22) <i>Online</i>	Health and Health Promotion Across the Lifespan II: Nursing Management of Cardiac Emergencies <i>(Independent, self-directed learning)</i> <i>Week 3 Quiz available September 22</i> Proctortrack Onboarding Quiz due September 22, 2025 @ 2355	Family-centred care, homeostasis, social determinants of health, illness, adverse events health promotion/disease prevention, evidenced-informed practice
Week 4 (September 29) September 30, 2025, National Day for Truth & Reconciliation <i>No classes</i>	Health and Health Promotion Across the Lifespan III: Nursing Management of Endocrine Emergencies <i>Week 4 Quiz available September 29</i>	Homeostasis, health promotion/disease prevention, assessment, illness, clinical judgement, adverse events
Week 5 (October 6) <i>Online</i>	Nursing Management of Infectious Diseases <i>(Independent, self-directed learning)</i> <i>Week 5 Quiz available October 6</i>	Client-centred care, social determinants of health, health promotion/disease prevention, inter-professional practice, assessment, advocacy, strengths- based nursing
Week 6 (October 14) October 13 Thanksgiving <i>In-person</i>	Nursing Management of Sepsis <i>Week 6 Quiz available October 14</i>	Homeostasis, infection control, communication, healing, clinical judgment
Week 7 (October 20) <i>In-person</i>	Nursing Management of Traumatic Brain Injuries <i>Week 7 Quiz available October 20</i>	Autonomy, quality of life, dignity, leadership, advocacy, time/ transitions, health care policy, interprofessional collaboration
Week 8 (October 27) <i>Online</i>	Discharge Planning and Transfer of Care Beyond Acute Care Settings NCLEX assignment due October 27, 2025 @ 2355	Health promotion, clinical judgment, healing, advocacy, assessment, illness, clinical judgement, adverse events

	Fall Reading Week November 3 – 9, 2025	
Week 9 (November 10) <i>Online</i>	Death and Dying I: Foundational Concepts <i>Week 9 Quiz available November 10</i>	Personal meaning, health care system, client-centred care, determinants of health, strengths-based nursing, Context/culture, assessment, caring, ethical practice, evidence-informed Practice, interprofessional collaboration, hope, loss, grief, advocacy, political influences
Week 10 (November 17) <i>In-person</i>	Death and Dying II: Nursing Care and Management CATT Module assignment due November 17, 2025 @2355	
Week 11 (November 24) <i>Online</i>	Nursing Management of Gastrointestinal Emergencies.	Illness, health, clinical judgment, assessment; critical reflection, evidence-informed practice
Week 12 (December 1) <i>In-person</i>	Knowledge Synthesis & Course Review All Weekly Quizzes due December 1, 2025 @ 2355	Communication, adverse events, safety, clinical judgment, assessment; all other concepts as relevant
Exam Period (December 11 -22)	Final Exam Scheduled by the Office of the Registrar	

Opportunities to Demonstrate Learning

1. Proctortrack Onboarding Quiz (5%)

Due: September 22, 2025 @ 2355hrs

As remote proctoring will be required in this course, **each student must onboard in Proctortrack** located in the course site, **to create a profile and complete the Onboarding Quiz**. This process will ensure Proctortrack is compatible with your computer and provide an opportunity for you to become familiar with the testing environment. Once the onboarding quiz has been uploaded and processed, your profile is created. This profile is used to verify your identity for each assessment. Students who have previously completed the onboarding process for evaluations in other course(s) must also complete the onboarding process and quiz for this course to receive credit. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>

2. NCLEX-RN Style Questions (20%)

Due: October 27, 2025 @ 2355hrs

Intended to support a student's learning of course content, each student will work independently and submit five (5) well-structured and complete NCLEX-RN style questions based on any course readings and/or concepts covered through **Weeks 2 to 7, inclusive**. This assignment will be submitted to Turnitin through the course Assignments' tab. **Students may submit their questions any time in advance of the due date**. Additional information regarding this assignment, including further description, instructions, and criteria for evaluation will be made available on the course site.

3. Concussion Awareness Training Tool (CATT) Assignment (10%)

Due: November 17, 2025 @ 2355 hrs

Students are provided with the opportunity to complete the **Concussion Awareness Training Tool (CATT) Module for Medical Professionals** and obtain a Certificate of Completion.

Direct link to Concussion Awareness Training Tool (CATT) page: <https://cattonline.com/home>

Registration is required to access this learning module.

Note: There are several modules available – be sure to select the one for medical professionals.

This learning module is specifically designed to provide medical professionals with the information required to provide evidence-based care for persons experiencing concussion. Students will learn about initial concussion assessment and ongoing care. Once completed, students will submit their Certificate of Completion via the Assignments' tab.

4. Learning Module Quizzes (25%)

Due: December 1, 2025 @ 2355hrs

There are seven (7) learning module quizzes to be completed individually online in the course site. Each quiz will be made available as designated in the weekly schedule and will remain open until the beginning of Week 12. **All quiz submissions will close December 1, 2025 @ 2355hrs.**

Each quiz is worth 5% of the course grade and will consist of 10 multiple choice (MCQ) and select-all-that-apply (SATA) questions based only on the content of that week's learning module. Students will have 20 minutes to complete each quiz in one attempt only. The five (5) highest-scoring quizzes will be included in the course grade calculations.

5. Final Exam (40%)

Date: As scheduled by the Registrar's Office

The final exam will cover the course content from weeks 1 through 12 and provides an opportunity for students to demonstrate their understanding of course concepts. The exam will be administered in-person with additional exam details made available on the course site.

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

Exam Chat Support is available for any technical issues arising while completing the quizzes.

Hours of operation for Exam Chat Support:
Monday to Saturday: 9:00 am - 4:00 pm EDT*
* Plus, during scheduled assessments after hours

Summary of Opportunities to Demonstrate Learning

OPPORTUNITIES TO DEMONSTRATE LEARNING	VALUE	DUE DATE	COURSE GOALS
1. Proctortrack Onboarding Quiz	5%	September 22, 2025 @ 2355hrs	1-8
2. NCLEX-RN Style Questions	20%	October 27, 2025 @ 2355hrs	1-8
3. Concussion Assessment Training Tool (CATT) Module	10%	November 17, 2025 @2355	1-8
4. Learning Module Quizzes* Best 5 out of 7 quizzes x 5% each	25%	December 1, 2025 @ 2355hrs	1-8
5. Final Exam*	40%	TBA	1-8
Total	100%		

**Please refer to the course syllabus for the detailed description of the use of online remote proctoring service for the course learning module quizzes and final exam and the policy on Online Proctoring (p.10) for this course.*

Assignment extensions

For this course only, the option of a 48-hour extension without penalty is offered for the following assignments:

- NCLEX-RN Style Questions
- Concussion Awareness Training Tool (CATT) Module

This policy does not apply to the course quizzes or the Final Exam.

This option is available to support students where last minute circumstances arise (example: illness, sick children, computer technical issues), **assuming the majority of the assignment is near to completion and will be submitted within 48 hours.**

Process:

As an example, if an assignment is due on Monday, November 3 @ 11:55PM and a student determines they need academic accommodation for the assignment, the extended due date would be Wednesday, November 5 @ 11:55PM.

- The student is not required to email the instructor about the delayed submission **providing the assignment is submitted within 48 hours following the due date.**
- No late penalty will be applied, if the assignment is submitted within the 48 hour-extension period.
- If the unforeseen circumstances are **anticipated to last beyond 48 hours**, the student **must contact their Academic Advisor**. If the student **does not contact their Academic Advisor until after the 48-hour extension period**, a late penalty will be applied to the submitted assignment **effective to the original due date**. The late penalty is in accordance with Academic Policy of 5% late deduction/per day to a maximum of 10 days.

Policies

All policies related to assignments are in the Undergraduate BScN Programs Manual on the [Undergraduate Student Information site](#) .

Assignments and Exams

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

Support Services

There are various support services around campus, and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

Attendance

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

Absence from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment

has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Special Examinations

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

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_under_grad.pdf.

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the

reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (www.turnitin.com).

Use of Artificial Intelligence for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., “ChatGPT”) in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#)

Correspondence Statement

The centrally administered e-mail account provided to students will be considered the individual’s official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

Use of Electronic Devices

During Exams

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) other than the device on which you are completing your assessment (e.g. laptop, desktop computer) during ANY online tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST NOT be accessible during the test/exam. Any student found with a prohibited device will receive an automatic grade of zero on the test or exam.**

Brightspace

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the [OWL Brightspace](#)

[Help](#) page. Alternatively, they can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

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

Online Proctoring

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

