



## NURS-120 – Health & Healing 2

### Health and Human Services

**Effective Term & Year:** Winter 2026  
**Course Outline Review Date:** 2031-09-01

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**Program Area:** Health

**Description:**

**Health & Healing 2: Health Assessment Across the Continuum of Health**

Students explore promoting health and well being of individuals and families across the lifespan. The focus is on the health promotion, teaching and learning, and human growth and development; and how these foci inform the Registered Nurse's role in contemporary health care. Students will integrate and apply theoretical and conceptual framework in relation to development stages throughout the lifespan. Students will integrate the Social Determinants of Health into strategies to promote health across the lifespan. Students will expand knowledge of learning theory as it applies to individuals, families, and groups.

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**Program Information:**

This is a required course for the first year of the Bachelor of Science in Nursing program at College of the Rockies. The materials in this course represent a component of a four-year integrated BSN program.

**Delivery Methods:** On-campus (Face-to-Face)

**Credit Type:** College of the Rockies Credits

**Credits:** 6

**Instructional Activity and Hours:**

**Activity**

**Hours**

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|   |    |
|---|----|
| Classroom, Directed Studies or Online Instruction | 42 |
| Seminar/Tutorials                                 | 42 |
| Laboratory/Studio                                 |    |
| Practicum/Field Experience                        |    |
| Co-op/Work Experience                             |    |
| Other   |    |
| Total   | 84 |

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**Course Requisites:**

- Complete all of the following
  - Prerequisites: Satisfactory completion of Semester One of the first year of the BSN program.
  - Completed or concurrently enrolled in:
    - [NURS121](#) – Professional Practice 2 (3)
    - [NURS125](#) – Nursing Practice 1 (6)
    - [BIOL182](#) – Introductory Human Anatomy and Physiology 2 (3)
    - [INDG105](#) – Introduction to Health and Wellness in Indigenous Communities (3)

**Prior Learning and Recognition:** No

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**Course Transfer Credit:**

For information about receiving transfer credit for courses taken at either British Columbia or Alberta institutions, please see <https://www.bctransferguide.ca/> or <https://transferalberta.alberta.ca> . For more transfer credit information, please visit <https://www.cotr.bc.ca/Transfer>

All requests for course transfer credit from institutions in British Columbia or elsewhere should go to the College of the Rockies Enrolment Services office.

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**Textbook Resources:**

Textbook selection varies by instructor and may change from year to year. At the Course Outline effective date, the following textbooks were in use:

Astle, B.J., Duggleby, W., Potter, P.A., Stockert, P.A., Perry, A.G., & Hall, A.M., (Eds.). (2024). *Potter and Perry's Canadian fundamentals of nursing* (7th ed.). Elsevier.

Jarvis, C., Eckhardt, A., Browne, A. J., MacDonald-Jenkins, J., Luctkar-Flude, M. (Eds.). (2024).

*Physical examination and health assessment* (4th Cdn. ed.). Elsevier.

Langham, J. (2023). *A guide to numeracy in nursing*. BCcampus.

<https://opentextbc.ca/nursingnumeracy/>.

*Please see the instructor's syllabus or check COTR's online text calculator*

*<https://textbook.cotr.bc.ca/> for a complete list of the currently required textbooks.*

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## **Learning Outcomes:**

Upon the successful completion of this course, students will be able to

- describe strength based and equity-oriented approaches to family assessment within diverse contexts;
  - describe the impacts of the ecological determinants of health on the health of populations;
  - relate developmental theory to health and wellbeing across the lifespan;
  - integrate learning theory with knowledge of each developmental stage;
  - articulate how the fundamentals of health assessment reflect normative values and the implications for the broader population;
  - explain the importance of collaboration with other members of the interprofessional team in the assessment process within the context of health and wellness;
  - describe the relationship between quality improvement and safety in the health care setting;
  - describe use of Information Communication Technologies in accordance with professional and regulatory standards and workplace policies; and
  - apply foundational nursing assessments and skills within the context of decision making for nursing practice.
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## **Course Topics:**

### **Process:**

Learning activities are designed to facilitate understanding relating to the concepts and theories of the course. Examination of multiple perspectives on health promotion and growth and developmental theories, and the worldviews that underpins these perspectives will be emphasized. Understanding is enhanced by drawing on students' experiences of health, in families and communities. Critical thinking and decision making in the health assessment process are emphasized.

### **Featured Concepts:**

- Health Promotion
- Context
- Equity
- Environment
- Inquiry
- Safety

See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.

## Evaluation and Assessments

### Assessment Type: On-Campus (face-to-face)

| Assessment Type             | % of Total Grade |
|-----------------------------|------------------|
| Quizzes                     | 30%              |
| Exam 1                      | 35%              |
| Exam 2                      | 35%              |
| Simulation Demonstration(s) | Pass / Fail      |
| Total                       | 100%             |

### Grade Scheme

| A+   | A     | A-    | B+    | B     | B-    | C+    | C     | C- | D | F   |
|------|-------|-------|-------|-------|-------|-------|-------|----|---|-----|
| >=95 | 94-90 | 89-85 | 84-80 | 79-75 | 74-70 | 69-65 | 64-60 |    |   | <60 |

**Pass requirements:** Must receive a 60% overall average and receive a PASS on simulation demonstration(s).

### Evaluation Notes Comments:

To pass this course,

- If a student fails a simulation demonstration, they will have one opportunity to retest.
- See course syllabus for simulation retest process.

### Additional related information/policies:

*Please see the instructor syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments, resubmission of assignments, and use of electronic aids.*

### ATTENDANCE AND ASSIGNMENT REQUIREMENTS:

- Policy 2.1.6 Progression and Re-admission – Bachelor of Science in Nursing

### **Exam Attendance:**

Students must attend all scheduled exams at the appointed time and place. Instructors may approve an alternate exam to accommodate an illness or personal crisis. Department heads will consider other written requests. Any student who misses a scheduled exam without prior approval will receive a “0” on the exam.

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### **Academic Policies:**

College of the Rockies policies related to courses can be found at <https://cotr.bc.ca/about-us/college-policies/> and include the following:

- Policy 2.1.4 Course Audit
  - Policy 2.4.1 Credential Framework
  - Policy 2.4.3 Students with Documented Disabilities
  - Policy 2.4.4 Student Rights, Responsibilities and Conduct
  - Policy 2.4.8 Academic Performance
  - Policy 2.4.9 Student Feedback and Concerns
  - Policy 2.4.11 Storage of Academic Works
  - Policy 2.5.3 Student Appeal
  - Policy 2.5.5 Prior Learning Assessment and Recognition (PLAR)
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### **Course Changes:**

The College of the Rockies updates course outlines regularly to meet changing educational, employment and marketing needs. The instructor will notify students in writing of any updates to this outline during the semester. The instructor reserves the right to revise, add or delete material while meeting the learning outcomes of this course outline.