



## NURS-210 – Health and Healing 3: Health Challenges And Healing Initiatives

Health and Human Services

Effective Term & Year: Fall 2022  
Course Outline Review Date: 2027-03-01

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**Program Area:** Health

**Description:**

This course provides learners with the opportunity to integrate knowledge from pathophysiology, pharmacology and nursing practice with their understanding of health, healing and the nursing approaches that reflect this understanding.

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**Program Information:**

This is a required course for the second year of the BSN program. 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
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 the first year of the BSN program.
  - Completed or concurrently enrolled in:
    - **NURS213** – Relational Practice 2: Creating Health and Promoting Relationships (3)
    - **NURS215** – Nursing Practice 3: Promoting Health and Healing (8)
    - **BIOL218** – Pathophysiology 1 (3)

**Flexible Assessment:** No

### 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.

### 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:

Required:

Gray Morris, D.C., & Brown, M. (2022). *Calculate with confidence* (2nd ed.). Toronto, ON: Elsevier.

Halter, M. (2013). *Varcarolis's Canadian psychiatric mental health nursing: A clinical approach*. Editors: Pollard, Ray and Haase. Toronto, ON: Elsevier-Saunders.

Lewis, S.L., Heitkemper, M.M., Dirksen, S.R., O'Brien, P.G., & Bucher, L. (2017). *Medical-*

*surgical nursing in Canada: Assessment and management of clinical problems* (4th ed.). Toronto, ON, Canada: Mosby Elsevier.

Potter, P.A., Perry, A.G., Ross-Kerr, J.C., Wood, M.J., Astle, B.J., & Duggleby, W. (Eds.) (2017). *Canadian fundamentals of nursing* (6th ed.). Toronto, ON, Canada: Harcourt Canada.

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

- understand the personal meaning of varying chronic and episodic health challenges;
- explore nurses' work in relation to people's experience with health and healing with individuals and families in the context of your community;
- utilize theoretical knowledge within a moral and caring context; and
- develop a repertoire of nursing practice skills, including critical thinking, decision making for nursing practice, and relational, organizational and psychomotor skills to promote healing;
- examine the importance of collaboration with other members of the interprofessional team when providing care for clients with chronic and episodic health challenges; and
- distinguish the responsibilities and contributions of the Registered Nurse and other health professionals related to the provision of client centered care.

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## Course Topics:

### Process

By using an interactive format for simulations, paradigm cases and other learning experiences, participants gain an experiential knowledge of the course concepts in reference to health challenges. Participants integrate knowledge from clients' (individuals and families) lived experiences, nursing theory, nurses' work, pathophysiology and pharmacology in coming to understand these challenges.

### Concepts and Subconcepts:

#### ***NURSE***

Decision Making

- Evidence-informed practice
- Collaborative frameworks
- Assessment (increasing competency development in physical, family, social, mental areas, and including history from various sources, diagnostic tests, etc.)
- Salience
- Proactive planning
- Capacity building

#### Accountability

- Documenting and reporting client care (including electronic charting and related information technology)
- Legalities

### **HEALTH AND HEALING**

#### Primary Health Care

- Health promotion and prevention
- Restorative and curative health care

#### Illness

#### Suffering

#### Healing

#### Epidemiology

- Selected models (e.g. web of causation)
- “At risk” and “target populations”
- Managing communicable disease

#### Healing Initiatives

The collaborative and independent role of the nurse in relation to

- Pharmacotherapeutics (pharmacokinetics, pharmacodynamics – drug categories), lifespan, and considerations
- Selected others such as physiotherapy, occupational therapy, dietetics, complementary and alternative modalities

#### Providing Comfort

- Fatigue
- Nausea
- Breathlessness and dyspnea
- Pain – acute and chronic
- Fever and diaphoresis

## ***INQUIRY***

### Teaching and Learning

- Motivation, “the teachable moment”
- Personal meaning
- Assessment, planning and implementation
- Influence of context on teaching and learning
- Critical examination of teaching and learning strategies – one-to-one instruction, pamphlets, demonstrations, audiovisuals, web-sites and other technology

## ***CLIENT***

### Individual and Family

- Age and gender
- Personal meaning
- Hardiness and resilience
- Vulnerability
- Experience of: Pain (physical and emotional, acute, chronic), guilt, shame, stigma, loss and grief (body image, family members, abilities), stress, spirituality and hope

## ***CONTEXT***

### Transitions and Change (in relation to health challenges)

- Self-image and self-concept
- Body image
- Sexuality
- Role Change

### Family

### Community

### Practice Settings

### Spirituality

### Environment

## ***RELATIONAL PRACTICE***

### Providing Care

- Confusion
- Providing a safe environment
- Loneliness and isolation

- Coping with loss and grief
- Stigma, shame, guilt
- Stress

Collaboration

- Interdisciplinary – interprofessional
- Intra-disciplinary
- With clients (individual, family, community)

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
Exam # 1	30%
Demo # 1	15%
Demo # 2	20%
Exam # 2	35%
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:** All assignments and evaluations must be completed.

**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:**

See COTR Nursing Program Admission and Progression Policies

**ADDITIONAL RELEVANT INFORMATION/POLICIES:**

1. All learning experiences are mandatory. Students who are unable to attend a scheduled learning event must notify the instructor at the earliest possible opportunity.
2. Absence from learning experiences, for any reason, may preclude the student being able to meet the requirements for that course. Students who have missed 10% or more of their clinical practice experiences will be evaluated for their eligibility to remain in the program.  
**(Clinical courses only)**
3. All assignments must be submitted by the contract date. Assignments in clinical courses will be graded as either satisfactory or unsatisfactory based on assignment evaluative criteria. Extensions will be considered on an individual basis when legitimate circumstances support the student's request, provided the extension is negotiated 48 hours in advance of the due date.

Clinical courses are graded COM/NCG. Clinical courses grades are not included in a student's GPA.

To achieve a COM, students must:

- Complete all evaluative components of this course
- Achieve a level of "satisfactory" on the Nursing Practice self-assessment.

### **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 2.4.3 Students with Documented Disabilities
- Policy 2.4.4 Student Conduct (plagiarism, other cheating, behavioral misconduct)
- Policy 2.5.8 Academic Performance
- Policy 2.5.3 Grade Appeal
- Policy 2.4.9 Student Concerns Re Faculty

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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.