



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

Health and Human Services

Effective Term & Year: Fall 2025  
Course Outline Review Date: 2030-03-01

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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 |
|-------|----|

### 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)

**Prior Learning and Recognition:** 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.

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 the community;
- utilize theoretical knowledge within a moral and caring context;
- 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%              |
| Exam # 2                    | 35%              |
| Quizzes                     | 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:** All evaluation components must be submitted to pass the course.

### 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 course 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

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## **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.