



NURS-210 – Health & Healing 3

Health and Human Services

Effective Term & Year: Fall 2026

Course Outline Review Date: 2031-03-01

Program Area: Health

Description:

Health and Healing 3: Health Challenges and Healing Initiatives 1

Students explore foundational concepts informing nursing practice to provide safe, inclusive, competent, anti-oppressive care in the context of complex illness across the lifespan. Students integrate knowledge of nursing science as it relates to caring for persons who live with complex illness. Students develop skills in critical thinking, the decision-making model, and teaching and learning theory. Students employ principles of health promotion, management of complex illness, rehabilitation, and supportive care when crafting patient-centered care plans.

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:
 - [NURS215](#) – Nursing Practice 2 (8)
 - [NURS211](#) – Professional Practice 3 (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:

Doyle, G. R., & McCutcheon, J. A. (2015). *Clinical procedures for safer patient care*. Retrieved from <https://opentextbc.ca/clinicalskills/front-matter/about-bccampus/> (Open-Ed Resource)

Langham, J. (2023). *A guide to numeracy in nursing*. BCcampus. <https://opentextbc.ca/nursingnumeracy/>. (Open-Ed Resource)

Tyerman, J., Cobbett, S., Harding, M., Kwong, J., Roberts, D., Hagler, D., & Reinisch, C. (Eds.).

(2019). *Lewis's medical-surgical nursing in Canada: Assessment and management of clinical problems* (5th ed.). Elsevier.

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.

Please see the instructor's syllabus or check COTR's online text calculator
<http://go.cotr.bc.ca/tuition/tCalc.asp> for a complete list of the currently required textbooks.

Learning Outcomes:

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

- develop an understanding of the personal meaning of complex health challenges;
- apply nursing and other disciplinary knowledge in the context of complex health challenges;
- integrate the decision making model and learning theory into developing care plans for patients in the context of complex challenges;
- apply key concepts of pharmacokinetics, pharmacodynamics and pharmacotherapeutics specific to individual needs throughout the lifespan;
- interpret the findings of select diagnostics and implications for care;
- develop a repertoire of nursing practice skills, including critical thinking, decision making for nursing practice, management of information communication technologies, relational, organizational, and psychomotor skills to promote healing;
- discuss how structural racism and colonization impact the care environment and the health of Black, Indigenous, People of Colour (BIPOC);
- discuss the impacts of systemic inequities and structural violence on the care environment and health of communities and individuals experiencing oppression;
- analyze the relationship between the ecological determinants of health, emergence of specific illnesses (i.e., respiratory, vector-borne diseases, cardiovascular), and resulting patient symptomology;
- demonstrate appropriate use of information communication technologies to support information synthesis; and
- plan person-centered nursing care in partnership with persons experiencing a health challenge, along the continuum of care and across the lifespan (i.e.. mental health, substance use, etc.).

Course Topics:

Process

Learning activities are designed to facilitate understanding of the concepts and theories relating to the care of individuals with complex health challenges. Experiential learning, including simulations and exemplar cases, foreground lived experience of individuals and families, with emphasis on the Decision-Making Model to promote critical thinking and decision making for nursing practice. Students integrate nursing theory, nurses work, pathophysiology, diagnostic test interpretation, and pharmacology in coming to understand these challenges.

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
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:

An overall average of C (60%) or higher and a PASS on simulation demonstration(s) are required to pass this course.

Evaluation Notes: If a student fails a simulation demonstration, they will have one opportunity to retest.

Evaluation Notes Comments:

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](#)

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.

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)

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.

