



NURS-220 – Health and Healing 4: Health Challenges and Healing Initiatives

Health and Human Services

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

Program Area: Health

Description:

Participants in this course continue to develop an understanding of people’s experience with healing related to a variety of increasingly complex chronic and episodic health challenges within a variety of practice contexts. 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.

Program Information:

This course is required 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:

Prerequisites

- Complete all of the following
 - Completed the following:
 - **NURS210** – Health and Healing 3: Health Challenges and Healing Initiatives (6)
 - **NURS213** – Relational Practice 2: Creating Health and Promoting Relationships (3)
 - **NURS215** – Nursing Practice 3: Promoting Health and Healing (8)
 - **BIOL218** – Pathophysiology 1 (3)

Corequisites

- Concurrently enrolled in:
 - **NURS221** – Professional Practice 3 Nursing Ethics (3)
 - **NURS225** – Nursing Practice 4: Promoting Health and Healing (8)
 - **BIOL228** – Pathophysiology 2 (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:

Chow, J., Ateah, C.A., Scott, S.B., Ricci, S.S., & Kyle T. (2012). *Canadian maternity and pediatric nursing*. Philadelphia, PA: Lippincott Williams

Doyle, G.R., McCutcheon, J.A, (2015). *Clinical procedures for safer patient care*. Retrieved from https://opentextbc.ca/clinical_skills/

Gray Morris, D.C., & Brown, M. (2017). *Calculate with confidence* (1st ed.). Toronto, ON: Elsevier.

Halter, M. (2013). *Vancouver'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. (2014). *Medical-surgical nursing in Canada: Assessment and management of clinical problems* (3rd ed.). Toronto, ON, Canada: Mosby Elsevier.

Potter, P.A., Perry, A.G., Ross-Kerr, J.C., Stockert, P., Hall, A., Astle, B.J., & Duggleby, W. (Eds.). (2019). *Canadian fundamentals of nursing* (6th ed.). Toronto, ON, Canada: Elsevier Canada.

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

- understand varying and increasingly complex health challenges;
- explore nurses' work in a variety of settings that contribute to the clients' experiences with health and healing;
- focus on the individual and family as clients within the context of your community;
- integrate theoretical knowledge within a moral and caring context;
- practice safely through your abilities to perform more complex practice skills, further developing your critical thinking, decision making for nursing practice and relational skills;
- 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.

Course Topics:

PROCESS:

Using an interactive format for simulations, paradigm cases and other learning experiences, participants gain an experiential knowledge of the course concepts with a variety of increasingly complex health challenges. Participants continue to integrate knowledge from clients (individuals and families), lived experiences, nursing theory, nurses' work, pathophysiology and pharmacology in developing a broader view of 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
- Curative

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 for clients across the lifespan in relation to:

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

Comfort (provision of)

- 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, other technology

CLIENT

Individual and Family

- Age, gender
- Personal meaning
- Hardiness and resilience
- Vulnerability
- Experience of:

Pain – physical and emotional, acute, chronic

Guilt

Shame

Stigma

Loss and grief (body image, abilities, family members)

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

Caring (provision of)

- Confusion
- Providing a safe environment
- Loneliness and isolation
- Coping with loss and grief
- Stigma, shame, guilt
- Stress

Collaboration

- Interdisciplinary – Interprofessional
- Intradisciplinary
- With clients (individual, family, community)

Evaluation and Assessments

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

Assessment Type	% of Total Grade
Quizzes	35%
Midterm Exam	30%
Final Exam	35%
Simulation Demonstrations	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 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)
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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.