



## Health and Healing 2: Health Indicators – NURS 120

### Bachelor of Science in Nursing (BSN) Program

### Course Outline

COURSE IMPLEMENTATION DATE: August 2008  
OUTLINE EFFECTIVE DATE: January 2022  
COURSE OUTLINE REVIEW DATE: September 2027

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#### GENERAL COURSE DESCRIPTION:

Building on Health and Healing 1, this course focuses on individual, family and community health assessments. Participants have opportunities to explore and critique various theoretical and conceptual frameworks in relation to health assessment, including early childhood development, family development, healthy aging and community development. The concept of assessment within the context of decision making is explored. Opportunities to learn basic health assessment skills are included in this course.

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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.

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**Delivery:** This course is delivered face to face.

**COTR Credits:** 6

**Hours for this course:** 84 hours

#### Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	42
Seminars / Tutorials	42
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
<b>Total</b>	<b>84</b>

#### Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
<b>Total</b>	

**Course Outline Author or Contact:**

Jennifer Ham, RN, BSN, MSN

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Signature

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**APPROVAL SIGNATURES:**

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Department Head Signature

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Dean Signature

EDCO

Valid from: January 2022 – September 2027

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Education Council Approval Date

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**COURSE PREREQUISITES AND TRANSFER CREDIT:**

**Prerequisites:** Satisfactory completion of Semester One of the first year of the BSN program.

**Corequisites:** NURS 121, 125 and BIOL 182

**Flexible Assessment (FA):**

Credit can be awarded for this course through FA

Yes  No

**Transfer Credit:** For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>.

Students should also contact an academic advisor at the institution where they want transfer credit.

**Prior Course Number:** N/A

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## Textbooks and Required 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:

Jarvis, C., Browne, A.J., Macdonald-Jenkins, J., & Luctkar-Flude, M. (2019). *Physical examination and health assessment* (3<sup>rd</sup> Canadian ed.). Saunders Elsevier.

Killian, T. (2021). *Gray Morris' calculate with confidence* (2<sup>nd</sup> ed.). 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* (6<sup>th</sup> ed.). Elsevier Canada.

Webster, J., Sanders, C., Ricci, S.S., Kyle T., & Carman, S. (Eds.). (2020). *Canadian maternity and pediatric nursing* (2<sup>nd</sup> ed.). Lippincott Williams.

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.

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## LEARNING OUTCOMES:

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

- understand health indicators and how to engage with people's personal meanings of health through undertaking individual, family and community health assessments;
  - understand contextual influences on health assessments;
  - develop a repertoire of nursing practice skills, including critical thinking, decision making for nursing practice, and relational, organizational, and psychomotor skills to conduct system assessment on healthy individuals across the lifespan;
  - explain the importance of collaboration with other members of the interprofessional team in the assessment process within the context of health and wellness; and
  - describe the responsibilities of the Registered Nurse related to interacting with other health professionals.
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## COURSE TOPICS:

### Process:

Learning activities are designed to engage participants actively in achieving an understanding of the concepts and theories of this course. Understanding is enhanced by drawing on participants' experiences of health, in individuals, families and in communities. Critical thinking and decision making in the health assessment process are emphasized.

## **Concepts and Subconcepts:**

### ***NURSE***

#### Decision Making

- Assessment models and processes
- Application of philosophical perspectives (including situatedness, constitutedness and reflexivity)

#### Responsibility and Accountability

- Documentation

### ***CLIENT (as focus of assessment)***

#### Individual

- Physical, emotional and mental health
- Spiritual, social and sexual health
- Situatedness and constitutedness
- Learning needs

#### Family

- Selected family theories and models as guides for coming to know the family

#### Community

- Strengths and capacities, windshield surveys and conversations with members

### ***CONTEXT***

#### Growth and Development

- Across the lifespan (emphasis on individual and family)
- Health perspectives
- Epidemiology
- Population health and trends

#### Transitions and Change Theory

- Personal behavioural change
- Role transitions over the lifespan

#### Family

#### Community

#### Healing Initiatives

- includes alternative and complementary approaches as they pertain to health and health promotion

## **INQUIRY**

### Diagnostics

- Introduction to diagnostics as a source of assessment data

### Information Technology

- As a source of assessment data and system of documentation for future retrieval of data

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

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## **EVALUATION AND ASSESSMENT:**

<b>Assignments</b>	<b>% Of Total Grade</b>
Exam 1	25%
Exam 2	35%
Simulation Centre Nursing Action Demonstrations	20%
Class and/or Simulation Centre Preparation	<u>20%</u>
Total	100%

All written assignments and simulation centre demonstrations must be completed to achieve a passing grade.

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

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## **ATTENDANCE AND ASSIGNMENT REQUIREMENTS:**

Refer to instructor's syllabus.

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## **ADDITIONAL RELATED 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 prevent the student from 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 due date. A penalty of 10% per calendar day will be deducted for late assignments. 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.
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**EXAM POLICY:**

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

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**COURSE GRADE:**

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	F
Mark (Percent)	≥ 95	94-90	89-85	84-80	79-75	74-70	69-65	64-60	< 60

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**ACADEMIC POLICIES:**

See [www.cotr.bc.ca/policies](http://www.cotr.bc.ca/policies) for general college policies related to course activities, including grade appeals, cheating and plagiarism.

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**COURSE CHANGES:**

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment and marketing needs. The instructor endeavours to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.