



**Health and Healing 3: Health Challenges
and Healing Initiatives – NURS 210**
Bachelor of Science in Nursing (BSN) Program

Course Outline

COURSE IMPLEMENTATION DATE: August 2008
OUTLINE EFFECTIVE DATE: September 2020
COURSE OUTLINE REVIEW DATE: March 2025

GENERAL COURSE 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.

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: 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	
Total	84

Practicum Hours (if applicable):

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

Course Outline Author or Contact:

Jennifer Girvin, RN, MN

Signature

APPROVAL SIGNATURES:

Department Head
Sandi Hill
E-mail: shill@cotr.bc.ca

Dean of Health and Human Services
Heather Hepworth
E-mail: hepworth@cotr.bc.ca

Department Head Signature

Dean Signature

EDCO

Valid from: September 2020 – March 2025

Education Council Approval Date

COURSE PREREQUISITES AND TRANSFER CREDIT:

Prerequisites: Satisfactory completion of the first year of the BSN program.

Corequisites: NURS 213, NURS 215, BIOL 218

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

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:

Required:

Gray Morris, D.C., & Brown, M. (2017). *Calculate with confidence* (1st 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. (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., Wood, M.J., Astle, B.J., & Duggleby, W. (Eds.) (2014). *Canadian fundamentals of nursing* (5th ed.). Toronto, ON, Canada: Harcourt 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 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 ASSESSMENT:

Assignments	% Of Total Grade
Quizzes	30%
Nursing Practice Competency Demonstrations	20%
Health and Healing Assignment	20%
Final Exam	<u>30%</u>
Total	100%

All written assignments must be completed to achieve a passing grade.

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 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.

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.

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

ACADEMIC POLICIES:

See www.cotr.bc.ca/policies for general college policies related to course activities, including grade appeals, cheating and plagiarism.

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 will endeavour to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.