



## **Health and Healing 4: Health Challenges and Healing Initiatives – NURS 220**

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

#### **Course Outline**

COURSE IMPLEMENTATION DATE:	January 2009
OUTLINE EFFECTIVE DATE:	January 2024
COURSE OUTLINE REVIEW DATE:	September 2029

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#### **GENERAL COURSE 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.

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**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.

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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:**

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Signature**APPROVAL SIGNATURES:**

Department Head

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Department Head Signature

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Dean Signature

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Valid from: January 2024 – September 2029

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Education Council Approval Date**COURSE PREREQUISITES AND TRANSFER CREDIT:****Prerequisites:** Satisfactory completion of NURS 210, NURS 213, NURS 215 and BIOL 218.**Corequisites:** NURS 221, 225 and BIOL 228**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:** NURS 215**Date changed:** January, 2009

## **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:

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/clincial skills/>

Gray Morris, D.C., & Brown, M. (2017). *Calculate with confidence* (1<sup>st</sup> 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* (3<sup>rd</sup> 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* (6<sup>th</sup> ed.). Toronto, ON, Canada: Elsevier 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 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.
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**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)

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### **EVALUATION AND ASSESSMENT:**

<b>Assignments</b>	<b>% Of Total Grade</b>
Assignment	30%
Midterm Exam	30%
Final Exam	<u>40%</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 experience will be evaluated for their eligibility to remain in the program. (**clinical courses only!**)
3. All assignments must be submitted by the contract date. A penalty of 10% per calendar day will be deducted on late assignments. Extensions will be considered on an individual bases 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.

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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 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.