

NESA B.N. Programs

Program Purpose

Our purpose in the NESA BN Programs is to prepare students to engage in caring, relational nursing practice with people and populations across settings, with the goal of promoting health, healing, and wholeness. We treat our students as emerging professionals and provide leadership and advocacy opportunities within the inter-professional care team and the larger healthcare and social systems.

Program Goals

Graduates of the program:

1. Engage in relational practice with people and populations across a variety of contexts to promote health, healing, and wholeness.
2. Are knowledgeable, competent and caring practitioners of nursing.
3. Are accountable, reflective, resourceful, confident, capable, open-minded, and inquisitive life-long learners.
4. Make sound moral and ethical nursing decisions based on multiple ways of knowing and sources of evidence, in partnership with people, populations, and members of the inter-professional care team.
5. Are emerging leaders and advocates in creating positive change and influencing current and future nursing practice at political, social and professional levels.
6. Are well prepared to meet entry-level practice requirements as established by the relevant professional and regulatory bodies.

Program Philosophy

We see nursing as an intentional, moral, and ethical way of thinking, doing, and being in relational practice.

Our goals are to promote health, healing, and wholeness with people from the beginning of life through to the end of life in all settings. We inform our practice with multiple sources of evidence and ways of knowing, and are guided by a commitment to social justice, equity, caring, and continuous growth in nursing knowledge and competence. We see caring as more than an emotion, but as a moral imperative to act ethically, justly, and in partnership with those for whom we care. We belong to a trusted profession of service and are committed to acting with integrity and compassion, and being accountable to our professional practice standards and code of ethics. We are knowledgeable and well-prepared to manage complexity in context, respond effectively to unpredictability, and lead and advocate for care in all settings.

We are uniquely situated and educated to engage in relational practice.

We partner with people in our care, and other members of the inter-professional team, to build on strengths and create conditions to support health, healing, and wholeness. We believe people are infinitely unique, have their own story, and their own evolving journey of health experienced within healing, disruption and dying. We promote the health of people and populations by recognizing the influence of a complex intersection of social, economic, biological, political and environmental factors, and by acting on the broader determinants of health.

We recognize peoples' inherent rights to respect, dignity, and self-determination. Further, we collectively declare our commitment to cultural safety. We are allies and advocates for Indigenous health, and embrace the moral imperative to understand the impact and influence of colonization on the wellness of Blackfoot and other Indigenous people(s).

We also believe that teaching is a relational practice.

We see teaching as an intentional way of thinking, doing, and being with students to facilitate learning and to support them as emerging professionals. We believe that learning is participatory, transformative, and engages teachers and students as partners. The most effective learning relationships are collaborative, caring, non-judgmental and respectful. We acknowledge an unequal distribution of power in learning relationships, and accept the responsibility to create conditions of trust and willingness to share power in the interests of ethical and mutual learning. We believe that self-care must be nurtured and supported in learning relationships.