

NESA BN Programs

Handbook

2023-2024



***The Policies and Procedures Described
Herein Apply to the
2023-2024 Academic Year
For
BNAD students **beginning** their
program **in 2022** or earlier.***

**Nursing Education in Southwestern Alberta (NESA)
NESA BN PROGRAM HANDBOOK
2023-2024
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Deans' Welcome

It is our pleasure to welcome you to the Nursing Education in Southwestern Alberta (NESA) BN program, and we thankfully acknowledge that we deliver this program on the traditional territory of the Blackfoot Confederacy. We are proud to highlight that the NESA BN Programs are collaborative programs, delivered in partnership by Lethbridge College and the University of Lethbridge, and that our programs are nationally accredited by the Canadian Association of Schools of Nursing. The collaborative nature of the programs extends to our numerous external practice partners, who are committed to supporting students with meaningful educational experiences in practice settings.

In pursuing the NESA BN, students will experience an academic program that respects the dignity, diversity and rich complexity of individuals, communities, and populations. Moreover, we strive to provide students with a rich educational journey that cultivates critical thinking, sound professional judgment, and supports learners to be ready for collaborative practice in increasingly complex and dynamic health care environments.

This program is built on the work of incredibly dedicated and knowledgeable instructors, faculty, and staff who are committed to student success. On behalf of everyone at Lethbridge College and the University of Lethbridge we extend our warmest wishes to each of you, for an enriching educational journey characterized by professional growth and personal development.

Sincerely,

Dean Debra Bardock
Centre for Health and Wellness
Lethbridge College

Dean Jon Doan
Faculty of Health Sciences
University of Lethbridge

SECTION I: OVERVIEW OF THE NESAs BN PROGRAMS

Welcome to the NESAs BN Programs. NESAs stands for Nursing Education in Southwestern Alberta and encompasses two approved and accredited programs leading to entry to practice as a Registered Nurse (RN) in the province of Alberta. Lethbridge College and the University of Lethbridge work together to offer these programs, which lead to a Baccalaureate, or Bachelor of Nursing (BN) degree from the University.

One program is designed for students who are new to post-secondary education or have completed a few university or college courses and now want to pursue a BN degree. Students enroll in the **BN Program**, which requires 8 semesters, or 3½ - 4 years, of full-time study.

The second program is for students who have completed all of the requirements for a university degree in any field of study and now wish to earn a second degree. These individuals enroll in the **BN After-Degree (BNAD) Program**. This program requires six consecutive semesters of full-time study and is offered in a compressed format over a 24-month period.

The University of Lethbridge is responsible for admitting students to the BN and BNAD Programs. At commencement, students begin their studies at Lethbridge College and transition to the University of Lethbridge to complete their nursing programs. Throughout the duration of our NESAs BN programs nursing students are considered to be students of both institutions, providing access to a variety of services.

Once students have earned their BN, they are eligible to write the NCLEX-RN exam. A successful result on that exam means students can register with the College of Registered Nurses of Alberta (CRNA) or another provincial nursing regulatory body, receive a practice permit and seek employment as a Registered Nurse in Canada.

This Handbook contains important information about the NESAs BN Programs. Keep it nearby as a resource.

A. Vision/Mission/Values/Goals

Vision: We prepare and inspire students to become exemplary baccalaureate-educated Registered Nurses.

Mission: The NESAs BN Programs, through collaborative partnerships, foster a learning culture that facilitates innovation, diversity, leadership, and the creation and exchange of nursing knowledge that inspires transformation of our graduates into exemplary baccalaureate-educated Registered Nurses.

Values:

The NESAs BN Programs:

- are learner-centered and based on sound curricular theory;
- foster a sense of teamwork and a cooperative learning environment where students are active participants in the learning process;
- encourage the development of evidence-based practice, as well as critical thinking;
- emphasize theoretical pluralism, encouraging a variety of philosophical approaches to nursing practice and research;
- value lifelong learning for students and faculty in an environment that supports caring among students, faculty, and clients;
- promote teaching excellence through innovation and collaboration, complemented by technology;
- value and support the contributions of practitioners, preceptors, and community partners in institutions and the community

Strategic Goals:

The NESAs BN Programs:

- provide education that promotes innovative nursing practice and scholarship
- utilize a teaching/learning process that is learner-centred and facilitates lifelong learning and continuing competence
- prepare graduates to be caring holistic professionals who base their nursing practice on theoretical knowledge, evidence, and standards for nursing practice
- promote quality clinical practice to the full scope of the baccalaureate nursing role
- place theoretical and clinical emphasis on cultural, social, and health issues across the lifespan
- encourage the professional development of its diverse faculty as educators, clinicians, researchers and community advocates

- collaborate with clinical and community partners in nursing education, practice, and research

B. Curriculum Framework

The NESAs Levelling Matrix was created as a guide for the design of courses in the NESAs BN Programs curriculum. It gives focus to the Process and Content Themes within the NESAs Curriculum Framework that applies across all four years of the program. Process themes refer to components of professional nursing practice. Content themes refer to theoretical concepts covered throughout the NESAs BN Programs curriculum.

The Process Themes include:

- Communication and Relationships
- Scholarship and nursing informatics
- Critical thinking and clinical reasoning
- Leadership and professionalism
- Teaching and learning (reflective practice)
- Clinical practice

The Content Themes include:

- Health
- Illness
- Healing
- Caring
- Holism
- Populations
- Environment

The NESAs Levelling Matrix adds detail and specifics that indicate the educational levelling of the Process and Content themes across the four years of the program. Within each year, the required courses in the NESAs curriculum will combine to include all of the Process and Content activities and topics identified in that year's Levelling Matrix. Taken together, the Levelling Matrices for all four years illustrate how the NESAs student is gradually able to demonstrate the NESAs Program Graduate Goals by the end of the program.

During Year One, NESAs students require significant guidance and direction in the Process Themes. They are beginning to understand application of theoretical knowledge to practice. The students are expected to identify and describe important concepts and show initiative to identify their own learning needs and gather basic information.

During Year Two, NESAs students demonstrate more skills in the Process Themes, but still with consistent guidance and direction from faculty. Increasing ability to apply theoretical knowledge to practice is demonstrated.

During Year Three, NESAs students show initiative in identifying when and how they need direction. They are able to critically analyze application of theory to practice.

During Year Four, NESAs students are expected to initiate and make judgements about the Process Themes and nursing care independently, then consult with others prior to implementing their plan. Their understanding of Content Themes is at a synthesis level, incorporating different types of evidence into their consideration of topics or situations, and using that understanding as a basis for action.

1. Teaching-Learning Process

The teaching-learning processes used in the NESAs BN Programs are grounded in the vision, mission, values, and goals described earlier. Nursing faculty believe the evidence that learning is more effective when interactive teaching strategies are used in the context of caring relationships. Involving students in their own learning reflects the practice of nurses who involve clients in managing their own health. Students in classroom and practice settings acquire knowledge and skills relevant to professional nursing situations through participation that:

- Is a learner-centred endeavour based on sound curricular theory.
- Fosters a sense of teamwork and a cooperative learning environment where students are active participants in the learning process.
- Encourages the development of evidence-based practice, critical thinking, and clinical reasoning.
- Emphasizes theoretical pluralism, encouraging a variety of philosophical approaches to nursing practice and research.
- Values lifelong learning for students and faculty in an environment that supports caring among students, faculty, and clients.
- Promotes teaching excellence through innovation and collaboration, complemented by technology.
- Values and supports the contributions of practitioners, preceptors, and community partners in institutions and the community.

The NESAs BN Programs work in close partnership with several community and health care agencies to provide rich learning opportunities in diverse rural and urban locations, including:

- Continuing Care
- Acute Care
- Community Health
- Mental Health

Whenever possible, nursing theory courses are aligned with concurrent nursing practice experiences. In senior courses, concepts are more complex and are applied to the health of groups and communities. Knowledge from liberal education disciplines (arts, fine arts, sciences, social sciences, and humanities) is integrated into the nursing programs to develop generalists who respect human diversity. Graduates of the BN programs are life-long learners who are skilled in problem-solving, teamwork, and reflective learning based on experience. The College of Registered Nurses of Alberta (CRNA) requires all registered nurses to demonstrate these attributes.

Student effort is integral to success in the NESAs BN Programs. As students move through the programs, they are taught how to take more initiative in directing their learning as they gradually acquire more independence in classroom and practice settings. Students and faculty members have similar accountabilities to learning which is created by being prepared and sharing knowledge and experience. According to CRNA, accountability in nursing includes demonstration of self-directed learning strategies, reflection on personal experiences and performance, and openness to feedback. Students also show accountability by working independently and cooperatively to achieve group, course, and program outcomes. Independent learning requires students to prepare for class and nursing practice experiences by finding resources and reading. Students and faculty members show commitment to interactive teaching-learning strategies by actively participating and encouraging critical thinking-determining meaning and applying evidence to situations. Nursing faculty members share their professional knowledge and expertise to support student learning. Within the curriculum framework, nursing faculty members creatively adapt teaching-learning strategies to:

- the course contents
- the realities of the learning context
- the group or class characteristics

Diversity in courses with multiple sections is balanced with commitment to the CRNA Entry Level Competencies, program goals, and course outcomes.

C. Evaluation

1. Philosophy of Evaluation

- Learners are actively involved in evaluation; they actively seek feedback from faculty and fellow students and provide feedback about evaluation methods.
- Learners will become skilled in evaluating their own performance in preparation for future reflective practice. Evaluation is an ongoing process through which learners evaluate their practice and identify future learning needs.
- Evaluation occurs within the context of the learner/faculty relationship, taking into account the learner as an individual and the development of the learner's potential.
- Evaluation is congruent with the interactive teaching-learning processes used in the NESAs BN Programs, is learner-centered and focused on process as well as content. Learners are ultimately responsible for ensuring the quality and breadth of their learning.
- A variety of approaches to evaluation are used which are appropriate to different levels and types of learning.
- Evaluation will include both formative and summative evaluation, to ensure that information is provided about ongoing progress as well as end-of-course achievement.
- Evaluation methods will be fair, rigorous, and relevant to the desired learning.
- The process of evaluation uses evidence-based practice and explores new evaluation methods to continually improve the process.
- Evaluation is a competency that requires ongoing faculty development and support.

2. Guidelines for Evaluation

- Learners are ultimately responsible for ensuring the quality and breadth of their learning.

- Learners will be asked to evaluate their own performance in practice courses, using the same evaluation tool as their faculty member. Learners may be asked to evaluate their own performance in theory courses.
- Learners may be invited to participate in the design and implementation of self and peer assessment strategies.
- Learners will be given feedback in a timely fashion.
- Learners will be given a reasonable opportunity to demonstrate improvement. Learners are responsible for collaborating with faculty to outline a plan for improvement.
- Learners will have sufficient feedback about their progress in a course to be able to make sound judgments with respect to withdrawal deadlines.
- Learners have a right to evaluation feedback in written format. Any comments and feedback must be considered within the context of the learning experience and progression of learning.
- The assessment and evaluation methods components for any course will be clearly presented in the course syllabus.
- Learners must successfully meet each course outcome by the end of the course.
- Faculty members are encouraged to use a variety of assessment and evaluation methods in any one course to support learners with alternative learning styles.
- Assessment and evaluation methods are aligned with interactive teaching-learning strategies.
- The assessment and evaluation methods must ensure the privacy of those assessed as per Freedom of Information and Protection of Privacy (FOIP) guidelines.

3. NESA BN Programs Practice Evaluation Process

Instructors are responsible for completing an independent evaluation of student practice performance and provide evaluation feedback to the student by completing the NESA BN Programs Practice Evaluation Tool, with a minimum frequency of mid-term and at completion of the practice course. In turn, students are required to complete a self-evaluation of their practice performance using the NESA BN Programs Practice Evaluation Tool with minimum frequency of mid-term and at completion of the practice course.

In order to promote student success and enhance our working relationship with our practice partners, student practice evaluation meetings will take place **at a mutually agreeable time outside of the group's clinical practice schedule**. The meeting will be held in a location that affords privacy and security for both student and instructor to review instructor feedback and student self-evaluation feedback. The evaluation meetings will provide an opportunity to address problems related to a student's practice performance promptly with the student and to initiate a Practice Enhancement Plan (PEP) if the student's current level of practice puts him/her in jeopardy of failing the practice course.

Additional meetings may be scheduled as needed or requested by either the student or instructor for such purposes as creating a Practice Enhancement Plan, reviewing learning plans, and/or developing strategies to address specific practice performance.

4. Enhancement Plans (EP) for NESA BN Programs

Patient safety lies at the heart of competent professional nursing practice. Consequently, both Lethbridge College and the University of Lethbridge endorse a process that identifies substandard nursing practice by students that has implications for negative patient outcomes, and that provides a means for addressing deficiencies in performance in practice/theory coursework. That process includes the Enhancement Plan (EP), which may be instituted in the classroom or practice settings. These may be referred to as Theory Enhancement Plans (TEP) or Practice Enhancement Plans (PEP).

The purpose of the EP is to support the student in situations where the student is having difficulty in attaining competency in theory and/or practice. Should an instructor determine that a student is not consistently meeting expectations, she/he will implement an EP. The EP will be revised, updated, and modified as needed to facilitate student success. If a student does not fully meet the performance outcomes, a failing grade is assigned for the course.

Once initiated, a copy of the EP is forwarded to the Practice Coordinator/Program Chair (Lethbridge College) or the Assistant Dean, Nursing and Academic Advisor, Nursing (University of Lethbridge). This ensures documentation of the situation, and of the provision of appropriate support and guidance by the instructor.

The outcome of the EP, once known, is provided to the Practice Coordinator/Program Chair/Assistant Dean/Academic Advisor, Nursing.

The EP is an official record and will appear in the student's file. The EP will be stored electronically at the corresponding Lethbridge College or University of Lethbridge campus.

During a practice course where students have more than one instructor, students are expected to advise all instructors of the implementation of the EP so that every effort can be made to provide opportunities for the student to demonstrate proficient and adequate mastery of the learning goals.

D. Grading Scale

Grades are calculated to two (2) decimal places for all assignments contributing to final course grades. Final course grades will not be rounded up to the next letter grade.

University of Lethbridge and Lethbridge College use the following grading scale (updated June 2018):

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.00	95 - 100	C+	2.30	71 - 74.99
A	4.00	91 - 94.99	C	2.00	67 - 70.99
A-	3.70	87 - 90.99	C-	1.70	63 - 66.99
B+	3.30	83 - 86.99	D+	1.30	59 - 62.99
B	3.00	79 - 82.99	D	1.00	55 - 58.99
B-	2.70	75 - 78.99	F	0.00	0 - 54.99

E. Examinations

1. Final Examinations

Some courses include a final exam that is scheduled during the Final Examination period at the end of each semester and, in the case of the University of Lethbridge, the end of each summer session. Each course syllabus indicates whether there will be such an exam. The Final Examination schedule is posted on the institution's website; it is available for consultation at the time of registration for each semester at the University and later in the semester at Lethbridge College. Please note that the final exam schedule is subject to change up to and including the week prior to the exams.

Final exams can only be rescheduled at the discretion of the Dean (for University courses) or the faculty member (for College courses), and then only under extraordinary circumstances such as bereavement or serious illness (please see the relevant institution's Calendar for details of the policy and the process). Personal or family vacations are not considered to be extraordinary circumstances in the NESAs BN Programs.

F. NESAs Policies, Guidelines and Procedures

See NESAs BN Programs Policies and Guidelines at <http://www.uleth.ca/healthsciences/policies>

SECTION II: GENERAL PROGRAM INFORMATION

A. Bachelor of Nursing After-Degree Program (BN-AD Program)

The BN-After Degree (BN-AD) Program is a 6-semester program that is offered over 24 continuous months. There is one intake annually with the program beginning in September and ending in August, two years after commencement. Successful applicants will have completed all the prerequisite courses prior to acceptance into the program; these courses include anatomy and physiology, statistics, and microbiology along with a variety of Humanities and Social Sciences courses.

The BN-AD program introductory nursing courses are specially designed to incorporate the foundational concepts and skills of nursing in a compressed time frame. The program commences study at Lethbridge College for the first two semesters (apart from NURS 3360 which is taken at the University of Lethbridge) followed by the third semester where students move to the University of Lethbridge campus to complete the remaining 3 semesters. The final semester consists of a 10-week, full-time preceptorship experience that enables students to consolidate knowledge, skills, and attitudes about nursing. Successful graduates are eligible to write the NCLEX-RN and attend Fall convocation in October.

1. Bachelor of Nursing After-Degree Program Course Sequencing

Year I - Fall (LC)

Nursing 1181 Nursing Concepts:
Individuals & Families
Nursing 1182 Introduction to Nursing:
Assessment & Practice
Nursing 3360 Research in Nursing (UofL)

Year I - Winter (LC)

Nursing 2268 Disruptions in Health 1

Nursing 2269 Rural Nursing Practice

Nursing 2290 Pharmacology and
Applied Therapeutics

Year II - Summer (UofL)

Nursing 3125 Mental Health Nursing
Nursing 4511 Mental Health Nursing
Practice
Nursing 2254 Maternity and Pediatric
Nursing
Nursing 2293 Maternity and Pediatric
Nursing Practice

Year II – Fall (UofL)

Nursing 3135 Leadership in Nursing
Nursing 3020 Community Health
Nursing
Nursing 4520 Community Health
Nursing Practice

Year III – Spring (UofL)

Nursing 4135 Global Health Issues and
Trends
Nursing 3230 Disruptions in Health II
Nursing 4531 Medical-Surgical Nursing
Practice

Year III – Summer (UofL)

Nursing 4750 Senior Preceptorship

Note: All required courses must be successfully completed in order to proceed to the next semester of the program. Due to the structured nature of the NESAs BN programs, students are required to complete nursing courses during the semesters in which they are assigned. Students who do not follow the standard program sequence each semester **are at risk and may not complete the program.**

A new curriculum structure is being developed for the NESAs BN program with planned implementation for Fall 2022 for BNAD students.

B. Professional Commitment and Conduct

1. Student Rights and Responsibilities

Students are responsible for conducting themselves in a manner which complies with Institutional and Program policies, rules, and regulations. The current Academic Calendars of the institutions are a resource in which to find statements regarding guidelines and policies that inform the professional and respectful behaviours of all concerned.

Lethbridge College	University of Lethbridge
<p>Practice Coordinator Years 1 & 2 Miya Abraham PA 2112 (403) 320-3202 ext. 5340 miya.abraham@lethbridgecollege.ca</p>	
<p>Chair of NESAs BN Programs Years 1 & 2 Liz Cernigoy PA2120 (403) 320-3424 liz.cernigoy@lethbridgecollege.ca</p>	<p>Assistant Dean- Nursing Years 3 & 4 Bernie Wojtowicz M3061 (403) 382-7119 bernadine.wojtowicz@uleth.ca</p>

Associate Dean-School of Health Sciences (BN/PN)

Years 1 & 2

Cindy Wilmore

PA2119

(403) 320-3202 ext. 5559

cindy.wilmore@lethbridgecollege.ca

2. Professional Commitment

The NESAs BN Programs are committed to maintaining freedom of thought, belief, opinion, and expression among teachers and students. We have the responsibility for fostering academic freedom within the context of professional standards of conduct. We are also committed to assisting students to become an integral part of the profession of nursing. The following statements describe professional behaviours faculty and staff are committed to exhibiting, and expectations of student behaviours in all interactions.

In the NESAs BN Programs, we strive to:

- Practice in ways that are consistent with the Canadian Nurses Association (CNA) Code of Ethics for Registered Nurses and the College of Registered Nurses of Alberta (CRNA) Nursing Practice Standards.
- Act in a manner that maintains the honour and dignity of the profession and program.
- Act in ways that preserve and protect patient safety, and the safety of ourselves and others.
- Act in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, age, ancestry, physical characteristics, or place of origin.
- Treat clients, peers, personnel in agencies, and faculty with dignity and respect and consideration of their circumstances.
- Act in a responsible manner that includes being punctual, dependable, trustworthy, consistent, and reliable.
- Demonstrate empathy for others by showing concern for, and understanding of, others' feelings and/or ideas.
- Be flexible, adaptable, and solution focused.
- Respond to feedback by listening, evaluating and responding respectfully to suggestions.
- Maintain positive interpersonal relationships with peers, faculty, practice personnel and clients.
- Ensure that those who are expecting our participation and presence are notified when we are unavoidably absent.
- Show enthusiasm and initiative by being actively involved as a participant while encouraging the involvement and participation of others.
- Demonstrate a commitment to nursing through an interest in learning about nursing through consulting, reading, questioning and discussing.

C. Registration as a Nurse

NCLEX-RN and Registration with the College of Registered Nurses of Alberta

Students must successfully complete all NESAs BN Programs requirements before they are eligible to write the NCLEX-RN and seek registration. Documentation required to apply to write the NCLEX-RN and register in Alberta are provided during NURS 4750.

D. Academic Program Progression

1. Academic Standing

Student success in the NESAs BN Program is dependent on achieving minimum standards, both in core nursing courses and in your support courses. The charts below indicate those standards for specific courses and Grade Point Averages earned at various points throughout the program. Questions regarding this information should be directed to the Academic Advisor.

2. BN Program

Students are required to complete at least 20 course equivalents, including a minimum of 12 courses in Nursing and Health Sciences through University of Lethbridge. Students may transfer in up to half (50%) of the program requirements (20 course equivalents). It is important to note that minimum grade and time-limit

requirements apply to any transfer courses used in the BN program. Transferable nursing courses are accepted if a student is able to complete the BN Program within seven years from completion of the first nursing course. (table below approved at NESAs Joint Dec. 2018)

Number of completed courses (includes transfer courses) ¹	Good Standing	Academic Probation	Required Withdrawal	Minimum Course Grade Requirements*	GPA Requirements for Graduation
0-5	1.70 or higher	0.00-1.69	-	C- <i>* Applies to all Nursing courses and BIO/KNES 1160 and BIO/KNES 1161</i>	<ul style="list-style-type: none"> • Minimum cumulative GPA of 2.00 AND <ul style="list-style-type: none"> • Minimum NURS/HLSC GPA of 2.50
6-10	1.70 or higher	1.50-1.69	Below 1.50		
11-20	1.85 or higher	1.70-1.84	Below 1.70		
21-30	2.00 or higher	1.85-1.99	Below 1.85		
31-40	2.00 or higher	-	Below 2.00		

¹ The number of completed courses is based on a standard 3.0 credit hours course.

Students who earn a Nursing Course grade that is lower than the minimum listed above, are required to repeat the course and **achieve the minimum grade before being allowed to proceed in the program.**

Students who meet the requirements above but fail a course that is not a prerequisite for a course in the following term, will be allowed to continue while they repeat the course. Students are responsible for ensuring all program requirements are met in order to graduate.

To track program completion use your Program Planning Guide to mark completed courses after each semester: https://www.uleth.ca/sites/ross/files/imported/ppgs/2020-21/nurs_bn.pdf

3. BN-After Degree Program

Students are required to complete all courses through Lethbridge College and University of Lethbridge. No transfer credit is given for courses taken at institutions other than University of Lethbridge or Lethbridge College. Students must complete all degree requirements within six years of the first nursing course used for credit toward the degree. (table below approved at NESAs Joint Dec. 2018)

Good Standing	Required Withdrawal	Minimum Course Grade Requirements*	GPA Requirements for Graduation
GPA 2.00 or higher	GPA below 2.00	C- <i>* Applies to all Nursing courses</i>	<ul style="list-style-type: none"> • Minimum cumulative GPA of 2.00 AND <ul style="list-style-type: none"> • Minimum NURS/HLSC GPA of 2.50

Students who earn a Nursing Course grade that is lower than the minimum listed above, are required to repeat the course and **achieve the minimum grade before being allowed to proceed in the program.**

Students who meet the requirements above but fail a course that is not a prerequisite for a course in the following term, will be allowed to continue while they repeat the course. Students are responsible for ensuring all program requirements are met in order to graduate.

To track program completion use your Program Planning Guide to mark completed courses after each semester: <https://www.ulethbridge.ca/sites/ross/files/imported/ppgs/2022-23/Bachelor%20of%20Nursing%20After%20Degree.pdf>

4. Academic Probation

A student shall be placed on academic probation if their semester GPA and/or cumulative GPA fall(s) below the minimum listed above for all courses, or the minimum semester GPA listed above for required Nursing or Health Sciences courses. The student may be subject to program restrictions while on probation.

5. Academic Disqualification

A student is required to withdraw from the Bachelor of Nursing program if any of the following occurs:

- the cumulative GPA falls below the required levels for two or more consecutive semesters at the end of the spring term;
- the student fails any internship or nursing practicum course; or
- the student fails to meet the Standards of Professional Conduct (see **Lethbridge College Academic Calendar and Course Catalogue**)

A student dismissed for academic reasons may apply for readmission by the appropriate deadline after a lapse of one full year. Readmission is not guaranteed. Students dismissed for a second time will not be re-admitted to the program. Students are advised to contact the Nursing Program Chair (LC) and the Academic Advisor (U of L) as early as possible to discuss the possibility of readmission.

6. Granting of Degree

Students who have successfully completed all course requirements for the degree are eligible to formally apply for graduation at the University of Lethbridge. Students are not considered a graduate, nor can they use the academic designation 'BN', until they have officially graduated. Official graduation occurs with the conferral of degrees by the Chancellor at a Convocation Ceremony. These ceremonies are held twice annually, in the Spring and in the Fall. Students may receive their degree in person or in absentia. Students **must apply for graduation**; it is not an automatic process.

7. Graduation GPA

Once students have completed all program requirements, a graduation GPA will be calculated using all courses taken for credit toward completion of their BN degree. All required courses (nursing and non-nursing) completed at Lethbridge College and the University of Lethbridge, as well as any transfer credit that has been awarded and "used" in the program from other institutions, are included in the calculation.

Courses that have been repeated will be included in the calculation once, using the highest grade received.

The graduation GPA is calculated to award students their degrees "With Distinction" (GPA of 3.50 to 3.74) or "With Great Distinction" (GPA of 3.75 to 4.00). This graduation GPA is not reported on the University of Lethbridge transcript.

Note: Access BN GPA calculators: <http://www.uleth.ca/healthsciences/gpa>

E. **Academic Offences**

1. Academic Offenses

The Academic Policies of Lethbridge College/University of Lethbridge are summarized in the Academic Calendars for these institutions and online. It is the student's responsibility to familiarize him or herself with the information.

2. Academic Integrity

Academic integrity is necessary to achieve excellence. Lethbridge College and the University of Lethbridge support and demand this excellence in all academic learning activities. Please refer to the policy on academic offenses at your current institution of study.

3. Plagiarism

No student shall represent the words, ideas, images, or data of another person as his or her own. This regulation will affect any academic assignment or other component of any course or program of study

whether the plagiarized material constitutes a part, or the entirety of the work submitted. The University and College subscribe to Turnitin.com, a plagiarism detection service.

4. Cheating

In the course of an examination, no student shall obtain or attempt to obtain information from another student or other unauthorized source, or give, or attempt to give information to another student, or knowingly possess, use or attempt to use any unauthorized material.

No student shall represent or attempt to represent oneself as another or have or attempt to have oneself represented by another in the taking of an examination, preparation of a paper or other evaluated activity.

The student's original scholarly work may not be submitted for credit in more than one course.

I. **Program Costs/Accommodation/Transportation/Lockers**

1. Program Costs

While at Lethbridge College, fees for each term are due, in full, by the last day of the Add/Drop period. Students with unpaid fees will be removed from classes.

Please see the University of Lethbridge/Lethbridge College Academic Calendar for details on tuition deadlines and costs.

Additional costs include, but are not limited to: uniforms, appropriate footwear, blood pressure cuff, stethoscope, lab supplies and textbooks.

2. Accommodation

Students who use residence facilities when attending affiliating agencies are responsible for rental fees assigned by the agency.

3. Transportation

One strength of the NESAs BN Programs is a close connection with rural communities. Students are responsible for the cost of transportation to and from affiliating agencies. Several courses will require travel outside the City of Lethbridge. **The program cannot accommodate student requests for changes in practice site locations.**

4. Lockers

Students are reminded that there is limited secured space for their personal belongings at placement sites. You will be directed to the appropriate person for locker assignment during program orientation.

F. **Insurance/Workers' Compensation/Blood/Body Fluid Exposures**

1. Insurance

Lethbridge College and the University of Lethbridge have a policy of General Liability Insurance. The insurance policy covers home visits, field trips, and contracted affiliations at other agencies.

Lethbridge College and the University of Lethbridge are not responsible for you when you are working as a volunteer or paid employee in other institutions. When you participate in functions for other agencies, you do so as a private individual unless there is a contractual agreement between the institution and the agency.

2. Workers' Compensation

You are eligible for benefits under the Workers' Compensation Board (WCB) for injuries that occur while attending and participating in practice learning experiences. In the case of an injury:

- Inform the instructor/practice coordinator, and if medical treatment is required, advise your doctor that the injury is work related. Complete WCB documentation.
- The instructor/practice coordinator will advise Human Resources at the college and the Risk and Safety Services Office at the university about the injury.
- The instructor/practice coordinator will return the completed forms to Human Resources or Risk and Safety Services within 72 hours of notification of the injury. Human Resources will submit the claim to WCB.

3. Blood/Body Fluid Exposure
In the event of a blood or body fluid exposure occurring at an AHS site, you are directed to go immediately to the nearest emergency department for medical intervention and subsequent follow-up. You are also required to follow up with the Practice Coordinator at your institution

G. Additional Program Information

1. Voluntary Withdrawal
A student may choose to *opt out* of continuing study while in the NESAs BN Program. The following process must be followed:
 - Discuss possible withdrawal from the program with either the Nursing Program Chair at the Lethbridge College, or the Academic Advisor at the University of Lethbridge prior to exiting the program.
 - Formally withdraw from the program by contacting the University of Lethbridge and Lethbridge College Registrar's Office (if still attending LC).
 - If you choose to return to the BNAD program, contact the Academic Advisor at the University of Lethbridge prior to submitting your application and before the application deadline passes. It is best to make this contact at the earliest possible date.
 - Submit application for readmission to the University of Lethbridge and attach a letter describing why you left the program and why you are able to return to the program. This letter will assist in faster review by the Committee for Readmission.
 - It is important to note, although we make every effort to accommodate re-entry to the program, readmission cannot be guaranteed.
2. Collection and Disclosure of Personal Information
To operate the NESAs BN Program, it is necessary for Lethbridge College and the University of Lethbridge to share personal student information; however, **only** the required information necessary to the continuation of students from one institution to another will be shared. This includes, but is not limited to, transcripts, disciplinary records, practice enhancement plans and theory enhancement plans and is pursuant to the Alberta Freedom of Information and Protection of Privacy (FOIP) Act relative to "common or integrated" programs. Your personal information is protected by the FOIP Act as well as by University and College institutional policies and procedures. Questions about the collection and disclosure of your personal information can be directed to the NESAs Chair at Lethbridge College and the Assistant Dean, Nursing, at the University of Lethbridge.
3. Change of Name or Address
If you change your name, address, phone number, or next of kin, please notify the Registrar's Office at the institution you are attending (either Lethbridge College or the University of Lethbridge).
4. Practice and Performance
Because nursing is a practice profession, a significant component of the NESAs BN Program is devoted to providing students with opportunities to learn how to integrate essential knowledge, skills, and attitudes into professional nursing care delivery. We are committed to making certain that students have the opportunity to work with clients across the life span in various community and institutional settings in order to ensure their ability to meet the Entry-to-Practice Competencies required of every new graduate in Alberta. Throughout the program, student nursing performance is carefully and frequently evaluated, documented and reviewed by nursing faculty and students themselves.
5. Simulation Hub (LC) & Simulation Health Centre (U OF L)
Both Lethbridge College and the University of Lethbridge have nursing skills labs where students have numerous opportunities throughout your program to apply evolving knowledge in a simulated patient-care setting. Because competence in nursing skills requires dedicated and frequent rehearsal, students are encouraged to engage in such practice as often as possible.

All NESAs BN students can access the Simulation Health Centre at the University and Simulation Hub at Lethbridge College to acquire nursing skills practice on an individual or small group basis. In addition to psychomotor skill development, students may receive assistance with other nursing skills such as documentation and medication calculations.

H. Student Resources

1. Student Advisement and Support

A variety of support services are available to promote student success. Student advisors are able to assist with academic advising, program planning and information on advanced credit.

Name	Campus	Email
Academic Advising	Lethbridge College	advisor@lethbridgecollege.ca
	University of Lethbridge	sherry.hogeweide@uleth.ca

Any concerns related to specific courses should be discussed with the course instructor. Part-time faculty may not always be on campus but will inform students of the best way to make contact.

2. Indigenous Student Resources

The University of Lethbridge and Lethbridge College provide academic, cultural, and personal support services for self-declared First Nations, Métis, and Inuit students enrolled in the NESAs BN Programs. An integrated approach is utilized involving Elders, mentors, and advisors as well as assistance in locating resources such as accessibility services, tutors, and scholarship applications. Students are encouraged to meet with the Elders in Residence for guidance, cultural support, and spiritual mentoring. Dedicated homework space is provided, and social networking opportunities help students adjust to student life and create peer support systems. Both the [Niitsitapi Gathering Place](#) at Lethbridge College (AN1501) and the [likaisskini Gathering Place](#) at the University of Lethbridge (Paterson Centre) provide a *home away from home* for both Indigenous and non-Indigenous students. For additional information, please call the Faculty of Health Sciences Learning Facilitator (vacant position currently), or likaisskini- Indigenous Student Advisor: Royal Adkin (royal.adkin@uleth.ca) or call the Indigenous Student Support Coordinator: Marni Hope at Lethbridge College at 403.320.3202 ext. 5896 or email: marni.hope@lethbridgecollege.ca.

3. General Services on Campus

A wide range of services is available to students on both campuses. These services include, but are not limited to, the bookstore, career resources and counselling, day care, chaplaincy, fitness and recreation, information technology and library, housing, and resources for students with disabilities. Students are referred to the Lethbridge College calendar and the University of Lethbridge calendar for complete details.

Students who need help with studying, test-taking, note-taking, or writing and construction of scholarly papers, are encouraged to make an appointment with learning support specialists through Student Services at either Lethbridge College or University of Lethbridge.

Service	Campus	Phone Number
Student Services/ Registrar's Office	Lethbridge College	403-320-3323
	University of Lethbridge	403-320-5700
Counselling	Lethbridge College	403-320-3323
	University of Lethbridge	403-317-2845
Health Centre	Lethbridge College	403-320-3289
	University of Lethbridge	403-329-2484

See Appendix D – Campus & Community Resources

I. Special Learning Needs

1. Lethbridge College

Modifications to courses or the way they are delivered or tested may be available to students who have documented learning or physical disabilities. It is the student's responsibility to initiate the process at the beginning of the semester by contacting both the course instructor and the Accessibility Services Coordinator at 403-320-3202, Ext. 5400 or email accessibilityservices@lethbridgecollege.ca. Staff in Accessibility Services can help you access academic supports such as exam accommodations, individualized learning strategies, tutoring, note-taking assistance, technology training and disability counseling. Students who suspect they may have a learning disability may arrange for appropriate testing through the Learning Centre.

2. University of Lethbridge

Reasonable accommodations are available for students who have a documented disability. Contact the Accessible Learning Centre at 403-329-2766 <https://www.uleth.ca/ross/accommodated-learning-centre/> to set up an appointment. After registering with the Accessible Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. If you require specific accommodations for an exam or evaluation, ensure that you have contacted the Accessible Learning Centre at the number above or by email at exam.accommodations@uleth.ca to set up an appointment. In addition, students are responsible for requesting accommodations from the instructor at least *two weeks* in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process. Please note that accommodations will not be made for students without the involvement of the Accessible Learning Centre.

3. English as a Second Language

The demands of the NESAs BN Program require that students are able to communicate effectively. If written or verbal communication in English is a problem, success may be seriously jeopardized. Students for whom English is not a first language, are strongly encouraged to access an Academic Advisor at the Lethbridge College or the University of Lethbridge on or before the first week of the program. The advisor is able to help you determine if there are other English courses or workshops that you could take to increase your comfort/use of English.

The English Language Centre at Lethbridge College provides assistance in all of the four major communicative skills - listening, speaking, reading and writing, enabling students to more readily understand and respond to contemporary spoken English. Authentic and interest-related materials are utilized to improve language skills. Students develop a progressively wide and sophisticated vocabulary through discussions about contemporary topics, encouraging both formal and informal communication. Courses are also offered specifically for the nursing student. For more information please contact the English Language Centre, Lethbridge College, at 403-329-7269 or esl@lethbridgecollege.ca.

The International Centre at the University of Lethbridge provides the English for Academic Purposes Program for students where English is not the first language. The Centre may also provide international student support to nursing students who are attending on a study permit.

Further support may be provided throughout the duration of their program if necessary. For more details, please contact the International Centre, University of Lethbridge, at 403-329-2053 or international@uleth.ca.

4. Awards and Scholarships

The University of Lethbridge calendar/website contain information regarding awards and scholarships for which students may be eligible. NESAs BNAD students attending Lethbridge College in the first year can apply for scholarships at Lethbridge College and the University of Lethbridge while in their 2nd year. <https://www.uleth.ca/ross/student-finance/current-student>

5. Emergency Fund

Emergency funds are available on through Student Services:

Lethbridge College: 403-320-3367

University of Lethbridge: 403-329-2585

6. Other Campus Resources

While registered at Lethbridge College students have access to services and resources offered on campus, including The Buchanan Library, Fitness and Wellness Services (which includes a fitness centre, squash/racquetball courts, gymnasium, outdoor track, and access to a wide range of fitness classes) and student services. While attending the College, students also receive a University of Lethbridge Campus Card that offers use of the library, sport and recreation facilities at a reduced cost (25% less than the full student rate). These facilities include a state-of-the-art fitness centre, the Max Bell Aquatic Centre, Ascent Climbing Centre and Bouldering Cave, gymnasium, indoor track, and access to a wide range of fitness classes.

Appendix A: NESAs BN PROGRAMS FACULTY DIRECTORY

Lethbridge College Campus

OFFICE	NAME/TITLE	PHONE
ADMINISTRATION		
PA2147	Debra Bardock Dean, Centre for Health and Wellness debra.bardock@lethbridgecollege.ca	403-320-3403
PA2119	Cindy Wilmore Associate Dean, Nursing Faculty of Health Sciences cindy.wilmore@lethbridgecollege.ca	403-320-3202 ext. 5559
PA2120	Liz Cernigoy Chair, NESAs BN Programs liz.cernigoy@lethbridgecollege.ca	403-320-3202 ext. 5405
FACULTY MEMBERS		
PA2112	Miya Abraham, Practice Coordinator miya.abraham@lethbridgecollege.ca	403-320-3202 ext. 5715
PA2114	Danielle Aitkens, Faculty danielle.aitkens@lethbridgecollege.ca	403-320-3202 ext. 5334
PA2125	Gillian Comchi, Faculty gillian.comchi@lethbridgecollege.ca	403-320-3202 ext. 5774
PA2151	Chris Doré, Faculty chris.dore@lethbridgecollege.ca	403-320-3202 ext. 5411
PA2136	Teri Dyck, Faculty teri.dyck@lethbridgecollege.ca	403-320-3202 ext. 5206
PA2124	Chantelle Fitton, Faculty chantelle.fitton@lethbridgecollege.ca	403-320-3202 Ext. 5448
PA2133	Ashlea Johnson, Faculty ashlea.johnson@lethbridgecollege.ca	403-320-3202 ext. 5403
PA 2152	Sarah Krogman, Faculty sarah.krogman@lethbridgecollege.ca	403-320-3202 Ext. 5438
PA2137	Benjamin Northcott, Faculty benjamin.northcott@lethbridgecollege.ca	403-320-3202 ext. 5340
PA2134	Shannon Seitz, Faculty shannon.seitz@lethbridgecollege.ca	403-320-3202 ext. 5402
PA2154	Sangita Thapaliya, Faculty sangita.thapaliya@lethbridgecollege.ca	403-320-3202 ext. 5761
PA 2154	Ryan Pace, Faculty ryan.pace@lethbridgecollege.ca	403-320-3202 ext. 5246
SIMULATION HUB		
PA2118	Sheri Wright, Simulation Hub Coordinator sheri.wright@lethbridgecollege.ca	403-320-3202 ext. 5505 (lab) ext. 5383 (office)
WORK INTEGRATED LEARNING OFFICE- WILO		
PA2101D	Rita Perry, Placement Coordinator rita.perry@lethbridgecollege.ca	403-382-6937
PA2101C	Lori Hatfield, Health Sciences Placement Specialist II lori.hatfield@lethbridgecollege.ca	403-394-7342
PA2103	Leah, Vandenberg, Health Sciences Placement Specialist III leah.vandenberg@lethbridgecollege.ca	403-320-3202 ext. 5380
SUPPORT STAFF		
PA2145	Robyn Bentley, Senior Administrator, Office of the Dean robyn.bentley02@lethbridgecollege.ca	403-320-3464
PA2140	Lisa Halpen, Program Assistant, NESAs BN Programs lisa.halpen@lethbridgecollege.ca	403-320-3348

OFFICE	NAME/TITLE	PHONE
CE2310	Sean Hubbel, Business Analyst sean.hubbel@lethbridgecollege.ca	403-320-5295

OFFICE	NAME/TITLE	PHONE
ADMINISTRATION		
M3090	Jon Doan Dean, Faculty of Health Sciences jon.doan@uleth.ca	403-329-2676
M3061	Bernie Wojtowicz Assistant Dean, Nursing, Faculty of Health Sciences bernadine.wojtowicz@uleth.ca	403-382-7119
FACULTY MEMBERS		
M3124	Karen Ander, Instructor karen.ander@uleth.ca	403-332-4032
M3069	Chloe Crosschild, Faculty chloe.crosschild@uleth.ca	403-329-2005
M3119	Kim Derksen, Instructor derkks@uleth.ca	403-394-3944
M3064	Trenna Devoy, Instructor mcdotd00@uleth.ca	403-332-4088
M3129	Katherine (Kathy) Haight, Instructor katherine.haight@uleth.ca	403-394-3947
M3060	Lisa Johnson, Instructor and SHC Coordinator lisa.johnson1@uleth.ca	403-332-4576
M3071	Peter Kellett, Faculty peter.kellett@uleth.ca	403-329-2643
M3118	Terri Langlois, Instructor terri.malowski@uleth.ca	403-329-2784
M3047	Wendi Lokanc-Diluzio, Faculty wendi.lokancdiluzio@uleth.ca	403-332-4097
M3058	Morgan Magnuson, Instructor morgan.magnuson@uleth.ca	403-332-4098
M3114	Bob Marthiensen, Instructor martrg@uleth.ca	403-329-2025
M3125	Jenna McDonald, Instructor jenna.mcdonald@uleth.ca	403-332-5278
M3115	Bill McKay, Instructor bill.mckay@uleth.ca	403-382-7165
M3126	Danielle McGregor, Instructor danielle.clearwater@uleth.ca	403-332-5242
M3122	Dianne Nolette, Instructor noledr@uleth.ca	403-332-4460
M3067	Tracy Oosterbroek, Faculty tracy.oosterbroek@uleth.ca	403-317-5067
M3100	Monique Sedgwick, Faculty monique.sedgwick@uleth.ca	403-329-2432
M3009	Gerri Smith, Instructor geraldine.smith@uleth.ca	403-382-7130
remote	Claudia Steinke, Faculty claudia.steinke@uleth.ca	403-329-2699
M3117	Tara Vande Griend, Instructor tara.vandegriend@uleth.ca	403-332-5256
M3066	Shannon Vandenberg, Instructor shannon.vandenberg@uleth.ca	403-332-4085
M3055	Laura Vogelsang, Faculty laura.vogelsang@uleth.ca	403-332-5232

OFFICE	NAME/TITLE	PHONE
	FACULTY MEMBERS	
M3116	Jason Wengel, Instructor jason.wengel@uleth.ca	403-332-5214
M3123	Penni Wilson, Instructor penni.wilson@uleth.ca	403-332-4031
	ADMINISTRATIVE STAFF	
M3076	Sherry Hogeweide, Academic Advisor, BN Programs sherry.hogeweide@uleth.ca	403-329-2220
M3098	Shawna Martinez, Administrative Assistant shawna.martinez@uleth.ca	403-382-7152
	Tammy Rogness, Grad Student Program Advisor tammy.rogness@uleth.ca	403-380-1819
M3074	TBD, Indigenous Student Supports	
M3083	Sharon Lawson, Administrative Support sharon.lawson@uleth.ca	403-382-7186
M3083	Lansing Mills, Administrative Support (on leave) lansing.jacobson@uleth.ca	403-329-2610
M3092	Pam Smith, Administrative Manager pamela.smith4@uleth.ca	403-329-2676
M2005	Joanne Williams, SHC Technician joanne.williams2@uleth.ca	403-332-4622

Appendix B: NES A BNAD PROGRAM – [COURSE DESCRIPTIONS AND SEQUENCING](#)

BN-AD Program Course Sequencing			
	Course Number	Course Name	Course Content Area
Year 1 Fall (LC)	NSG 1181	Nursing Concepts: Individuals & Families	Individual, family, community, and population health and wellness concepts
	NSG 1182	Introduction to Nursing: Assessment & Practice	Foundations for nursing practice, health assessment and nursing skills
	NURS 3360	Research in Nursing	Research in professional nursing practice <i>NOTE: Course offered at U of L site</i>
Year 1 Winter (LC)	NSG 2268	Disruptions in Health I	Medical/surgical theory I
	NSG 2269	Rural Nursing Practice	Acute Care Practice (Rural)
	NSG 2290	Pharmacology and Applied Therapeutics	Therapeutic modalities
Year 1 Summer (U of L)	NURS 3125	Mental Health Nursing	Mental health theory
	NURS 4511	Mental Health Nursing Practice	Mental Health practice
	NURS 2254	Maternity and Pediatric Nursing	Maternal/Child/Pediatric theory
	NURS 2293	Maternity and Pediatric Nursing Practice	Maternal/Child/Pediatric practice
Year 2 Fall (U of L)	NURS 3135	Leadership in Nursing	Social, economic, ethical, professional and political issues influencing nursing practice
	NURS 3020	Community Health Nursing	Community health theory
	NURS 4520	Community Health Nursing Practice	Community health practice
Year 2 Spring (U of L)	NURS 4135	Global Health Issues and Trends	Canadian and global issues influencing health and nursing practice
	NURS 3230	Disruptions in Health II	Medical/surgical theory II
	NURS 4531	Medical Surgical Nursing Practice	Medical/Surgical acute care practice
Year 2 Summer (U of L)	NURS 4750	Senior Preceptorship	Preceptorship practice

Appendix C: CAMPUS & COMMUNITY RESOURCES

Academic Advising – Lethbridge College Phone: 403-320-3202 ext. 4905 or make an appointment in person at the desk across the hall from the Bookstore. E-mail: advisor@lethbridgecollege.ca	Academic advising is available to all Lethbridge College students and can assist with developing educational plans to complete your education over a varied length of time, answer questions, and act as an advocate for the student and liaison between the institution and the student. Academic advising can also refer students to the appropriate institutional resources.
Liz Cernigoy – Chair of NESA BN Programs PA2120 – Lethbridge College Phone 403-320-2202 ext. 5405 Email: liz.cernigoy@lethbridgecollege.ca	Liz is available to assist all nursing students with program planning, course selection and inquiries into policies and procedures. An appointment is strongly recommended to ensure availability. Appointments can be made through Lisa Halpen at 403-320-3348.
Sherry Hogeweide – Academic Advisor M3076 – University of Lethbridge Phone: 403-329-2220 E-mail: sherry.hogeweide@uleth.ca	Sherry is available to assist all nursing students with program planning, course selection, and to answer inquiries about academic regulations. Students are encouraged to contact her regarding any questions about courses or program requirements. Appointments can be made by calling (403) 329-2699 or online booking: www.uleth.ca/healthsciences/booking
TBD – Learning Facilitator, Indigenous Student Resources M3100 – University of Lethbridge Phone: 403-332-4579 E-mail:	Marilyn is available to help First Nations, Métis and Inuit nursing students handle any challenges they may encounter at the College or University. Students needing help to access resources such as elders, tutors, instructors, mentors, advisors, scholarships and bursaries, health care, daycare, etc., or just needing someone to listen, are encouraged to contact her.
LETHBRIDGE COLLEGE	
Niitsitapi Gathering Place Phone: 403-320-3202 ext 5540 Indigenous@lethbridgecollege.ca	The FNMI staff is available to support academic endeavors by building on students' strengths. FNMI Services promotes pride in who you are and where you come from. Attending College does not have to come at the expense of losing your languages, cultures, or traditions.
Accessibility Services TE1222 Phone: 403-320-3202 ext. 5400 Fax: 1-888-302-9287 accessibilityservices@lethbridgecollege.ca	Accessibility Services are available to current and prospective students with learning, physical, or mental health disabilities. Through the Accessibility Services office, students with disabilities may identify their special needs and receive appropriate academic accommodations. Students are encouraged to contact the office early in the application process to ensure disability-related funds and supports are in place before classes begin.
Counselling Student Support Program (SSP) Phone: 1-855-649-8641 (toll free) (CE1380)- phone: (403) 320-3289 https://lethbridgecollege.ca/departments/wellness-services/appointment-guide	Counseling services are available through online, video, telephone or app-based counselling to provide free, individualized and confidential support in personal, aboriginal, career, and academic counseling. There is also a wide variety of health and wellness information available on the SSP website and download the My SSP app .
International Office PA1130 Phone: 403-320-3202 ext. 5532 E-mail: international@lethbridgecollege.ca	The Lethbridge College International Office is pleased to provide support and assistance to international students. The office works closely with other support service departments within the college to assist you.
Learning Café CE1340 Phone: 403-382-6952 E-mail: learningcafe@lethbridgecollege.ca	All nursing students may access the Learning Café for academic skills support. Skill support is available with writing, grammar, APA format and mathematical skills. The Learning Café also offers online resources, peer tutoring, Developmental Studies courses and study skills support.
Registrar's Office Lethbridge College Phone: 403-320-3323 E-mail: registration@lethbridgecollege.ca	Services include registration, admission applications and student records for all credit and noncredit courses.
Students' Association Food Bank CE1350 Phone: 403-320-3373	The purpose of the LCSA Food Bank is to provide students with food when they are in need. We know that it is not always easy to make it through the school year.
Student Awards & Scholarships Phone: 403-320-3367 awards@lethbridgecollege.ca	https://lethbridgecollege.ca/departments/student-awards-and-financial-aid

<p>Student Health Centre CE1380 Phone: 403-320-3289 health.services@lethbridgecollege.ca</p>	<p>Services include information and counselling on general health, nutrition and weight management, smoking cessation, alcohol and drug education, sexual health including prevention of sexually transmitted diseases, birth control and pregnancy. Health Services staff can provide students with emergency and First Aid assistance. Physician appointments are also available.</p>
UNIVERSITY OF LETHBRIDGE	
<p>Campus Food Bank, SU180 Phone: 403-329-2222 food.bank@ulsu.ca</p>	<p>Their mission is to supply food to the neediest members of our University of Lethbridge community.</p>
<p>Community Good Food Club Student's Union Office SU – Level 1</p>	<p>The Community Good Food Club is open to anyone wanting a convenient and economical way of promoting healthy eating habits. It is run by a team of dedicated community partners and volunteers.</p>
<p>Counselling Services TH218 Phone: 403-317-2845 counselling.services@uleth.ca</p>	<p>Counselling Services focuses on improving the total wellbeing of students. Counsellors are mental health professionals who can help to facilitate your personal growth, academic skills development and career decision making. Counselling services are free of charge and strictly confidential. To book an appointment: https://www.uleth.ca/counselling/contact</p>
<p>Accessible Learning Centre A782 Phone: 403-329-2766 alc@uleth.ca</p>	<p>The university community shares in the responsibility for providing instructional and learning-related accommodation for students with disabilities. Students who have been diagnosed with a disability have no need to face the challenge of university without support. Students with a visible or non-visible disability may qualify for support.</p>
<p>Health Centre SU 020 Phone: 403-329-2484 health.centre@uleth.ca</p>	<p>Helping students stay healthy. Offering Physician, Psychiatrist, Chiropractor, Registered Massage Therapist, and Dietician clinics as well as Nursing Assessment and care.</p>
<p>Indigenous Student Centre at Ikaisskini (Paterson Centre) Phone: 403-329-2492 or 403-332-4455 royal.adkin@uleth.ca or jodie.flamand@uleth.ca</p>	<p>The Indigenous Student Centre's primary role is to guide, encourage, and empower students in the University environment. The Indigenous Centre Team can assist your transition to University by helping you access services on and off campus.</p>
<p>International Centre for Students SU 047 Phone: 403-394-3910 https://www.uleth.ca/international</p>	<p>This Centre has The English for Academic Purposes (EAP) program. Tutors and students may contact the Centre regarding specific student learning needs for the nursing program to determine strategies to address any identified areas of weakness.</p>
<p>Registrar's Office, SU140 Phone: 403-320-570 Email: inquiries@uleth.ca http://www.uleth.ca/ross</p>	<p>The Registrar's Office at the University of Lethbridge can assist with questions related to applying to graduate/convocation, registration difficulties, notification of withdrawal, transcripts and other items related to admission, etc.</p>
<p>Scholarships & Student Finance AH151 Phone: 403-329-2585 fin.aid@uleth.ca</p>	<p>Students can access information and applications for scholarships and financial assistance. https://www.uleth.ca/ross/student-finance/current-student</p>
<p>Writing Centre L1012 Phone: 403-394-3963 writing.centre@uleth.ca</p>	<p>All nursing students have access to the Writing Centre where students may book a session with a writing tutor, access online tutorials and access online writing guides. https://www.uleth.ca/artsci/academic-writing/writing-centre</p>
OTHER SERVICES	
<p>Interfaith Food Bank 1116 – 3rd Avenue North Phone: 403-320-8779</p>	<p>Recognize the human dignity of people in need and to assist these people living in Lethbridge and the surrounding communities.</p>
<p>Lethbridge Food Bank 1016 – 2nd Avenue South Phone: 403-320-1879</p>	<p>Acknowledging the disparity in the availability of resources among Canadians and recognizing that while food banks will be needed for the foreseeable future, they are a short-term response for those living with difficult circumstances.</p>
<p>Lethbridge Immigrant Services Organization (LISO) ESL department #506 - 4 Ave. S. Phone: 403-320-1589</p>	<p>The LISO focuses on early acquisition of English skills for new immigrants to southern Alberta.</p>

