



NESA



NURSING EDUCATION
IN SOUTHWESTERN ALBERTA

BN PROGRAMS

NESA BN Programs Handbook

2025-2026

The Policies and Procedures Described Herein Apply to the
2025-2026 Academic Year for BN and BNAD students

**Nursing Education in Southwestern Alberta (NESA)
NESA BN PROGRAM HANDBOOK
2025-2026
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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 Polytechnic 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 Polytechnic 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 Polytechnic

Dean Jon Doan
Faculty of Health Sciences
University of Lethbridge

SECTION I: OVERVIEW OF THE NESA BN PROGRAMS

Welcome to the NESA BN Programs. NESA 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 Polytechnic 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 Polytechnic and transition to the University of Lethbridge to complete their nursing programs. Throughout the duration of our NESA 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 (National Council Licensure Examination - RN). 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 NESA BN Programs. Keep it nearby as a resource.

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A. 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.

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.

B. Curriculum Framework

The NESA BN Programs Curriculum Framework is constructed based on nursing praxis, the integrated “whole” of reflective, relational, professional nursing practice that simultaneously apprehends the uniqueness of each situation, and a critical awareness of relevant theories and patterns. Praxis unfolds in complex socio-cultural contexts that require nurses to integrate ways of knowing and sources of knowledge in relationships that support health, healing, and wholeness, and address barriers and inequities to achieving health experienced by those receiving nursing care.

Foundational cornerstones support the Curriculum Framework:

NESA Cornerstones			
Health, Healing, & Wholeness	Relational Practice	Professional Identity	Intersectionality, Context, & Change
Engaging students in supporting health, healing, and wholeness with people from the beginning of life to the end of life in all settings.	Engaging students in partnering with people in their care, and other members of the inter-professional team, to build on strengths and create conditions that support health, healing, and wholeness.	Engaging students in becoming members of a trusted profession of service that is committed to acting with integrity and compassion, and in being accountable to professional practice standards and codes of ethics.	Engaging students in reflecting on how the dynamics of power, oppression, opportunity and privilege play out in sociopolitical contexts and systems of health, health care and nursing right now, and how to influence change in these systems into the future.

Pedagogical Framework

We believe that learning in the NESA BN program is grounded in the program cornerstones:

- Health, healing and wholeness
- Relational practice
- Professional identity
- Intersectionality, context and change.

Our purpose 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 see teaching as an intentional way of thinking, doing, and being with students to facilitate learning and to support them as emerging professionals within the inter-professional care team and the larger healthcare and social systems. As part of this journey of learning and consistent with our cornerstones, we commit to teach in ways that help students recognize and build on strength and resiliency in others and in themselves, and practice in ways that demonstrate relationality and cultural safety. Further, we commit to teach in ways that demonstrate and promote accountability-- to our profession, to Truth and Reconciliation with the Indigenous peoples of Canada, and to the pursuit of social justice for all peoples.

The NESA 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 NESA 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.

NESA has launched a Collaborative Strategic Plan for 2025-2030

The strategic goals are to:

1. Promote student well-being through responsiveness and a student-centered culture.
2. Foster student academic success and entry-to-practice with innovative, high quality nursing curriculum.
3. Expand connection and collaboration within the programs and the Southern Alberta community.
4. Facilitate faculty growth and celebrate the unique strengths each nurse brings to nursing education.

The University of Lethbridge has launched a new strategic plan – more information available [here](#).

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 NESA 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 an Enhancement Plan (EP) if the student's current level of practice puts them 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 an 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 Polytechnic 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, lab, or practice settings.

The purpose of the EP is to support the student in situations where the student is having difficulty in attaining competency in theory, lab, and/or practice. Should an instructor determine that a student is not consistently meeting expectations, they 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 and course 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 Polytechnic) or the Assistant Dean, 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 (LP) or Assistant Dean, Nursing (UL).

The EP is an official record and will appear in the student's file. The EP will be stored electronically at the

corresponding Lethbridge Polytechnic or University of Lethbridge campus.

In split praxis courses (i.e. NSG 2322, 2422, 3122, 3322, 3522, 4622), the instructor who initiated the EP will provide a copy to the following praxis instructor for the purpose of ongoing student support. EPs must remain in place until the student has had an opportunity to demonstrate a satisfactory performance in the at-risk competency areas. If the course does not provide such opportunities (e.g., limited/different clinical experiences, lack of time remaining in rotation after EP initiation), then the EP must be carried forward to the next semester. EPs may only carry forward one semester, unless the limited/different learning opportunities available do not address the initial EP (e.g., EP in medication administration carrying forward to a Praxis with Populations rotation would extend past that to the next acute rotation with similar opportunities to those being assessed/monitored in the EP). When an EP is carried forward to the next semester, the Program Chair (LP) or Assistant Dean (UL) will notify the student and instructor/Faculty Advisor for the course; the student bears the ultimate responsibility for reviewing the EP generated in the previous semester with their instructor at the beginning of the new semester.

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 Polytechnic Nursing Programs 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 Polytechnic. 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 Polytechnic 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 Program (BN Program) – Regular Stream

This program entails two years of study at Lethbridge Polytechnic, followed by two years at the University of Lethbridge. The first year provides an introduction to the arts, sciences and practice of nursing as well as a

number of important support courses in the social and biological sciences and humanities. Students learn nursing skills in a laboratory setting in preparation for engaging with and caring for clients in the practice setting. In the second year, students continue to apply ever-expanding nursing knowledge in acute care settings in rural and urban locations. Students gain awareness of nursing as a profession and broaden their depth of understanding about human health and development across the life span.

In the third year of the program, students move to the University campus where they study the process of knowledge creation and integrating evidence into best practices. Students delve into the complex issues that affect nursing and health care, shifting their gaze from the individual practitioner working with individuals, to the skills necessary to assess health in, and provide care to, groups and communities. Students comprehensively address the needs of unstable and increasingly complex clients. Final nursing courses find students working full-time alongside an experienced RN preceptor as they consolidate and hone their knowledge and skills.

By the completion of Nursing 4922, the last course in the program, students will be well prepared to enter the nursing profession as a competent, safe, and ethical novice practitioner. Students are then eligible to attend Spring convocation and write the NCLEX-RN.

B. BN Program Course Sequencing

NOTE: Years 1 and 2 nursing courses are taken on the Lethbridge Polytechnic campus.

Year 1 - Fall (LP)

Nursing 1400 Becoming a Nurse
Nursing 1410 Personal Health and Wholeness
Nursing 1420 Intersectionality and Health
BIO1160/KNES1160 Anatomy & Physiology I
ENG1150/WRIT1000 Writing-Composition
INS1155/INDS1000 Intro to Indigenous Studies

Year 1 - Winter (LP)

Nursing 1500 Caring Communication
Nursing 1521 Assessing Health
Nursing 1522 Introduction to Praxis
BIO1161/KNES1161 Anatomy & Physiology II
PSY1160/PSYC1000 Intro to Psychology
BIO1155/BIO2300 Human Nutrition

Year 2 - Fall or Winter (LP)

Nursing 2321 Health of Persons
Nursing 2322 Praxis with Persons
Social Science Elective or Nursing 2300
One of: HUM 1155/PHIL 1xxx Ethics or
SOC 1160/SOCI 1000 Intro to Sociology

Year 2 - Fall or Winter (LP)

Nursing 2421 Health of Families
Nursing 2422 Praxis with Families
Nursing 2300 or Social Science Elective
One of: HUM 1155/PHIL 1xxx Ethics or
SOC 1160/SOCI 1000 Intro to Sociology

NOTE: All 3rd and 4th year courses must be completed at the University of Lethbridge in order to meet the University of Lethbridge residence requirement.

Year 3 - Fall (UofL)

Nursing 3021 Community and Population Health, or
Nursing 3121 Mental Health and Addictions, or
Nursing 3321 Acute Health Disruptions

Nursing 3022 Praxis in Health Promotion, or
Nursing 3122 Praxis in Mental Health, or
Nursing 3322 Praxis in Acuity

Nursing 3100 Leadership and Change, or
Nursing 3200 Praxis and the Digital Age, or
Nursing 3300 Nursing and Global Health
HLSC 3450/PSYC 3450 Applied Statistics for Clinical Practice

Year 3 - Winter (UofL)

Nursing 3021 Community and Population Health, or
Nursing 3121 Mental Health and Addictions, or
Nursing 3321 Acute Health Disruptions

Nursing 3022 Praxis in Health Promotion, or
Nursing 3122 Praxis in Mental Health, or
Nursing 3322 Praxis in Acuity

Nursing 3100 Leadership and Change, or
Nursing 3200 Praxis and the Digital Age, or
Nursing 3300 Nursing and Global Health
HLSC 3560 History of Nursing: Women and the Care of the Sick

Year 4 - Fall (UofL)

Nursing 3121 Mental Health and Addictions, or

Year 4 - Winter (UofL)

Nursing 4922 Professional Preceptorship

Nursing 3321 Acute Health Disruptions

Nursing 3122 Praxis in Mental Health, or
Nursing 3322 Praxis in Acuity

Year 4 - Fall (UofL)

Nursing 3200 Praxis and the Digital Age, or
Nursing 3300 Nursing and Global Health

Health Science elective:(INHL, ADCS, HLSC or PUBH)

Note: Due to the structured nature of the NESA 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 of not completing the program within the allowable time.**

C. BN Program - Fast Track Option

1. Student Qualification and Selection Process

The Fast Track Option enables about one-quarter of the cohort to complete the fourth year of the BN Program by the end of December rather than the end of the following April. This group of students will complete their final year over the full Summer Session and Fall semesters and will attend Convocation in the spring with their regular stream peers.

If interest exceeds capacity, students are chosen for the Fast Track Option through random selection. Student names will be drawn until the quota is met. When a student declines an offer, additional letters of offer are initiated until the quota is filled.

For detailed information please refer to the [Guideline: NESA BN Program Fast Track Option Application](#).

2. Fast Track Course Sequencing (University Campus)

Year 3 – Fall (UofL)

Nursing 3021 Community and Population Health, or
Nursing 3121 Mental Health and Addictions

Nursing 3022 Praxis in Health Promotion, or
Nursing 3122 Praxis in Mental Health

Nursing 3100 Leadership and Change, or
Nursing 3200 Praxis and the Digital Age

HLSC 3450/PSYC 3450 Applied Statistics
for Clinical Practice

Health Science elective:(INHL, ADCS, HLSC or PUBH)

Year 3 – Winter (UofL)

Nursing 3021 Community and Population Health, or
Nursing 3121 Mental Health and Addictions

Nursing 3022 Praxis in Health Promotion, or
Nursing 3122 Praxis in Mental Health

Nursing 3100 Leadership and Change, or
Nursing 3200 Praxis and the Digital Age

HLSC 3560 History of Nursing: Women and the
Care of the Sick

Year 4 – Summer (UofL)

Nursing 3321 Acute Health Disruptions
Nursing 3322 Praxis in Acuity
Nursing 3300 Nursing and Global Health

Year 4 – Fall (UofL)

Nursing 4922 Professional Preceptorship

Note: Due to the structured nature of the NESA 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 of not completing the program within the allowable time.** All 3rd and 4th year courses must be completed at the University of Lethbridge in order to meet the University of Lethbridge residence requirement.

All degree requirements must be completed within seven years of completion of the first Nursing course used for credit towards the degree.

D. Bachelor of Nursing After-Degree Program (BNAD Program)

The BN-After Degree (BNAD) 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, and statistics, along with a variety of Social Sciences and Humanities courses. The program commences study at Lethbridge Polytechnic for the first two semesters followed by the third semester where students move to the University of Lethbridge campus to complete the remaining 4 semesters.

In the first semester of the BNAD program students learn nursing skills in a laboratory setting in preparation for engaging with and caring for clients in the practice setting. In the second and third semesters of year one, students continue to apply ever-expanding nursing knowledge in acute care settings in rural and urban locations. Students gain awareness of nursing as a profession and broaden their depth of understanding about human health and development across the life span.

During the 2nd year students delve into the complex issues that affect nursing and health care, shifting their gaze from the individual practitioner working with individuals, to the skills necessary to assess health in, and provide care to, groups and communities. Students comprehensively address the needs of unstable and increasingly complex clients. Final nursing courses find students working full-time alongside an experienced RN preceptor as they consolidate and hone their knowledge and skills.

By the completion of Nursing 4922, the last course in the program, students will be well prepared to enter the nursing profession as a competent, safe, and ethical novice practitioner. Students are then eligible to attend Fall convocation in October and write the NCLEX-RN.

1. Bachelor of Nursing After-Degree Program Course Sequencing

Year 1 - Fall (LP)

Nursing 1600 Nursing and Intersectionality
Nursing 1610 Assessing Health and Wholeness
Nursing 1522 Introduction to Praxis
INS 1155 Intro to Indigenous Studies

Year 1 - Winter (LP)

Nursing 2321 Health of Persons
Nursing 2322 Praxis with Persons

Year 1 - Summer (UofL)

Nursing 3120 Mental Health and Addictions
Nursing 4622 Praxis in Mental Health
Nursing 2521 Health of Families
Nursing 3522 Praxis and Families

Year 2 – Fall (UofL)

Nursing 3021 Community and Population Health
Nursing 3022 Praxis in Health Promotion
Nursing 3610 Nursing Leadership and Global Health
Nursing 3200 Praxis and the Digital Age

Year 2 – Winter (UofL)

Nursing 3321 Acute Health Disruptions
Nursing 3322 Praxis in Acuity
Nursing 2300 Evidence and Praxis

Year 2 – Summer (UofL)

Nursing 4922 Professional 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 NESA 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 of not completing the program within the allowable time.**

All degree requirements must be completed within six years of the first Nursing course used for credit towards the degree.

E. 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.

2. Professional Commitment

The NESA 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 NESA 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.

3. University of Lethbridge Scheduling

The University is unable to accommodate individual scheduling requests, unless there are extenuating circumstances with provided documentation. Clinical placements, class times, and lab schedules are assigned to ensure equitable and high-quality learning experiences for all students.

F. Registration as a Nurse

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

Students must successfully complete all NESA BN Program requirements before they are eligible to write the NCLEX-RN and seek registration. Information regarding documentation required and steps to apply to write the NCLEX-RN and register in Alberta are provided during NURS 4922 orientation.

G. Academic Program Progression

1. Academic Standing

Student success in the NESA BN Programs 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. NESA BN Program

Students are required to complete at least 20 course equivalents, including a minimum of 12 courses in Nursing and Health Sciences through the 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 NESA Joint Dec. 2018)

Number of completed courses (including 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- * Applies to all Nursing courses and BIO/KNES 1160 and BIO/KNES 1161	• Minimum cumulative GPA of 2.00 AND • 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.

While attending Lethbridge Polytechnic, students must follow its institutional policies unless they conflict with NESA policies.

To track program completion, use your Program Planning Guide to mark completed courses after each semester has ended (***make sure to use the PPG for the year you were admitted***):

- a.) For the BN Program: [Bachelor of Nursing.pdf \(ulethbridge.ca\)](#)
- b.) For the BNAD program: [Bachelor of Nursing After Degree.pdf \(ulethbridge.ca\)](#)

3. Academic Probation

A student shall be placed on academic probation if their cumulative GPA falls 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.

4. 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 at the University or the cumulative GPA falls below the required levels for one semester at the Polytechnic;
- the student fails any internship or nursing practicum course; or
- the student fails to meet the Standards of Professional Conduct (see **Lethbridge Polytechnic and University of Lethbridge Academic Calendars**)

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 (LP) and the Academic Advisor (U of L) as early as possible to discuss the possibility of readmission.

5. Progression in Praxis Courses Policy

A student is permitted to attempt a Praxis course twice in the NESA BN Program. If a student does not receive a "Pass" grade after the 2nd attempt, they will be required to withdraw from the program. Students who wish to return to the program, will follow the University of Lethbridge's process to reapply.

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 courses (nursing and non-nursing) completed at Lethbridge College and the University of Lethbridge within the degree, 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. (refer to University of Lethbridge Calendar for [Academic Standing Policies](#))

H. **Academic Offences**

1. Academic Offenses

The Academic Policies of Lethbridge Polytechnic/University of Lethbridge are summarized in the Academic Calendars for these institutions and online. It is the student’s responsibility to familiarize themselves with the information.

- i. University of Lethbridge Institutional Policies: <https://www.ulethbridge.ca/policy/external-resource> and the [Faculty of Health Sciences Policies](#)
- ii. Lethbridge Polytechnic Institutional Policies: <https://lethbridgecollege.ca/departments/institutional-compliance/policies-and-procedures>
- iii. NESA BN Programs Policies: <https://www.ulethbridge.ca/healthsciences/policies>

2. Academic Integrity

Academic integrity is necessary to achieve excellence. Lethbridge Polytechnic and the University of Lethbridge support and demand this excellence in all academic learning activities. The decision on whether to allow the use of Artificial Intelligence (AI) in a nursing course is at the discretion of each individual instructor. While online AI-powered tools are publicly available, they often produce results that are less accurate and reliable and may contain biases, stereotypes, and misleading information detrimental to your learning needs and current context. Please be aware that utilizing automatic translation aids or AI-powered tools in written work without proper citation (<https://library.ulethbridge.ca/cite?hs=a>) will be considered an academic offense. Please refer to the policy on academic offenses at your current institution of study for additional information on academic integrity.

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 Polytechnic 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 Polytechnic, 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 Polytechnic 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 NESA 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. Students will be directed to the appropriate person for locker assignment during program orientation.

J. Insurance/Workers' Compensation/Blood/Body Fluid Exposures

1. Insurance

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

Students are expected to remain in the clinical practice area during their placement hours. The university or polytechnic will not be liable for injuries if the student is outside the practice site, engaging in non-learning activities during scheduled practice time.

2. Workers' Compensation

Students 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 Polytechnic 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 Alberta Health Services site, students are directed to go immediately to the nearest emergency department for medical intervention and subsequent follow-up. Students are also required to follow up with the Practice Coordinator at their institution.

4. Leave from the Program

Whether an Approved Leave of Absence or a Voluntary Leave (Withdrawal)

A student may choose to *opt out* of continuing study while in the NESA BN Program. The following process must be followed:

- Discuss possible leave or withdrawal from the program with either the Nursing Program Chair at the Lethbridge Polytechnic or the Assistant Dean and Academic Advisor at the University of Lethbridge prior to exiting the program.
- **Follow the Leave of Absences** steps and complete the application found under the [NESA Policies](#).
- Once the leave has been determined, students will formally withdraw from courses in the program by contacting the University of Lethbridge and Lethbridge Polytechnic Registrar's Office (if still attending LP) and make sure they are dropped from any further course registration.
- When planning for return to the BN program, contact the Academic Advisor at the University of Lethbridge at least 3 to 6 months prior, to ensure adequate time to prepare for your return. It is best to make this contact as soon as possible in the event the student may need to reapply for admission (as in the case of an unapproved leave).
- **Voluntary Leave:** submit application for readmission to the University of Lethbridge and attach a letter describing why the student left the program and why they are able to return to the program. This letter will assist in faster review by the Committee for Readmission.
- It is important to note that although we make every effort to accommodate re-entry to the program, readmission cannot be guaranteed. Additional courses may be required to be taken or retaken as a condition of readmission.

5. Collection and Disclosure of Personal Information

To operate the NESA BN Program, it is necessary for Lethbridge Polytechnic 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. Students' personal information is protected by the FOIP Act as well as by University and Polytechnic institutional policies and procedures. Questions about the collection and disclosure of personal information can be directed to the NESA Chair at Lethbridge Polytechnic and the Assistant Dean, Nursing, at the University of Lethbridge.

6. Change of Name or Address

In the event that students change their name, address, phone number, or next of kin, they must notify the Registrar's Office at the institution of study (either Lethbridge Polytechnic or the University of Lethbridge).

7. Practice and Performance

Because nursing is a practice profession, a significant component of the NESA 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.

8. Simulation Hub (LP) and Simulation Health Centre (U of L)

Both Lethbridge Polytechnic 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 NESA BN students can access the Simulation Health Centre at the University and Simulation Hub at Lethbridge Polytechnic 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.

K. Student Resources

1. Student Advisement and Support

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

Name	Campus	Email
Academic Advising	Lethbridge Polytechnic	advisor@lethpolytech.ca
	University of Lethbridge	nursing@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 Polytechnic provide academic, cultural, and personal support services for self-declared First Nations, Métis, and Inuit students enrolled in the NESA 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 Polytechnic (AN1501) and the [likaisskini Gathering Place](#) at the University of Lethbridge (6th Floor, UHall) provide a *home away from home* for both Indigenous and non-Indigenous students.

For additional information, please call

- The likaisskini – Indigenous Student Advisors: Royal Adkin or Jodie Flamand (royal.adkin@uleth.ca or jodie.flamand@uleth.ca), or
- The Indigenous Student Engagement Coordinators at Lethbridge Polytechnic: Melanie Lanois melanie.lanois@lethpolytech.ca Angella Provost Angella.provost@lethpolytech.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 Polytechnic 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 Polytechnic or University of Lethbridge.

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

See Appendix C – Campus & Community Resources

L. Special Learning Needs

1. Lethbridge Polytechnic

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@lethpolytech.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.ulethbridge.ca/accessible-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 NESA 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 Polytechnic or the University of Lethbridge on or before the first week of the program. The advisor can help students determine if there are other English courses or workshops that they could take to increase their comfort/use of English.

The [International Centre](#) at the University of Lethbridge provides the English for Academic Purposes Program for students where English is not the first language.

This program is an opportunity for students to further develop their English skills (both written and verbal) prior to the commencement of their program. 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.advice@uleth.ca.

4. Awards and Scholarships

The Lethbridge Polytechnic and University of Lethbridge calendar/websites contain information regarding awards and scholarships for which students may be eligible. NESA BN Program students attending Lethbridge Polytechnic in the first few terms of their program have the opportunity to apply for scholarships at both

Lethbridge Polytechnic: <https://lethbridgepolytechnic.ca/departments/student-awards-and-financial-aid/awards-and-scholarships>, and the

University of Lethbridge: <https://www.ulethbridge.ca/ross/student-finance/current-student>

5. Emergency Fund

Emergency funds are available through Student Services:

Lethbridge Polytechnic: 403-320-3367

University of Lethbridge: 403-329-2585

6. Other Campus Resources

While registered at Lethbridge Polytechnic 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 Polytechnic, students also receive a University of Lethbridge Campus Card that offers use of the library. Students can purchase a student membership to the Sport and Recreation facilities at the University of Lethbridge. 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: NESA BN PROGRAMS FACULTY DIRECTORY

Lethbridge Polytechnic Campus

	ADMINISTRATION	
PA2147	Debra Bardock Dean, Centre for Health and Wellness debra.bardock@lethpolytech.ca	403-320-3403
PA2145	Cindy Wilmore Associate Dean, Nursing Programs, Centre for Health and Wellness cindy.wilmore@lethpolytech.ca	403-320-3202 ext. 5559
PA2120	Liz Cernigoy Chair, NESA BN Programs liz.cernigoy@lethpolytech.ca	403-320-3202 ext. 5405
	FACULTY MEMBERS	
PA2111	Miya Abraham, Practice Coordinator miya.abraham@lethpolytech.ca	403-320-3202 ext. 5715
PA2114	Danielle Aitkens, Faculty danielle.aitkens@lethpolytech.ca	403-320-3202 ext. 5334
PA2125	Gillian Comchi, Faculty gillian.comchi@lethbridgecollege.ca	403-320-3202 ext. 5774
PA2136	Teri Dyck, Faculty teri.dyck@lethpolytech.ca	403-320-3202 ext. 5206
PA2124	Chantelle Fitton, Faculty chantelle.fitton@lethpolytech.ca	403-320-3202 Ext. 5448
PA 2152	Bryde Henderson, Faculty bryde.henderson@lethpolytech.ca	Email only
PA2137	Benjamin Northcott, Faculty benjamin.northcott@lethpolytech.ca	403-320-3202 ext. 5340
PA2134	Shannon Seitz, Faculty shannon.seitz@lethpolytech.ca	403-320-3202 ext. 5402
PA2154	Sangita Thapaliya, Faculty sangita.thapaliya@lethbridgecollege.ca	403-320-3202 ext. 5761
PA2117	Cole Gilmer, Faculty cole.gilmer@lethbridgecollege.ca	403-320-3202 ext. 5615
PA 2154	Mieka Burbank, Faculty mieka.burbank@lethpolytech.ca	403-320-3202 ext. 5614
PA2115	Melissa Schalk, Faculty melissa.schalk@lethpolytech.ca	Email only
PA2140B	Heather Dyck, Faculty heather.dyck@lethpolytech.ca	Email Only
PA 2115	Rachel Herder, Faculty rachel.herder@lethpolytech.ca	Email Only
	SIMULATION HUB	
PA2118	Sheri Wright, Simulation Hub Coordinator sheri.wright@lethpolytech.ca	403-320-3202 ext. 5505 (lab) ext. 5383 (office)
	WORK INTEGRATED LEARNING OFFICE- WILO	
PA2101D	Rita Perry, Placement Coordinator rita.perry@lethpolytech.ca	403-382-6937
PA2101C	Lori Hatfield, Health Sciences Placement Specialist II lori.hatfield@lethpolytech.ca	403-394-7342
PA2103	Leah Vandenberg, Health Sciences Placement Specialist III leah.vandenberg@lethpolytech.ca	403-320-3202 ext. 5380

	SUPPORT STAFF	
PA2145	Robyn Bentley, Senior Administrative Assistant, Office of the Dean robyn.bentley_02@lethpolytech.ca	403-320-3464
PA2140	Lisa Halpen, Program Assistant, NESA BN Programs lisa.halpen@lethbridgecollege.ca	403-320-3348
	Marina Keijzer, Interim Business Analyst marina.keijzer@lethpolytech.ca	

University of Lethbridge Campus

OFFICE	NAME/TITLE	PHONE
	ADMINISTRATION	
M3090	Jon Doan Dean, Faculty of Health Sciences jon.doan@uleth.ca	403-329-2676
M3066	Shannon Vandenberg Assistant Dean, Nursing, Faculty of Health Sciences shannon.vandenberg@uleth.ca	403-332-4085
	FACULTY MEMBERS	
M3124	Karen Ander, Instructor karen.ander@uleth.ca	403-332-4032
M3112	Aaron Burke, Instructor Aaron.burke@uleth.ca	403-332-4092
TBA	Stacey Clark, Instructor TBA	TBA
M3069	Chloe Crosschild, Faculty chloe.crosschild@uleth.ca	403-329-2005
M3060	Jenn Davis, Instructor Jennifer.davis3@uleth.ca	403-332-4576
M3119	Kim Derksen, Instructor derkks@uleth.ca	403-394-3944
M3064	Trenna Devoy, Instructor mcdotd00@uleth.ca	403-332-4088
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
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
M3126	Danielle McGregor, Instructor danielle.clearwater@uleth.ca	403-332-5242
M3115	Bill McKay, Instructor bill.mckay@uleth.ca	403-382-7165
M3118	Maddie Kearns, Instructor Maddie.kearns@uleth.ca	403-329-2784
M3122	Dianne Nolette, Instructor noledr@uleth.ca	403-332-4460
M3067	Tracy Oosterbroek, Faculty tracy.oosterbroek@uleth.ca	403-317-5067
M3062	Nicolina Pitcher, Instructor Nicolina.pitcher@uleth.ca	403-332-4061
M3064	Cyrena Quinn, Instructor cyrena.quinn@uleth.ca	403-332-4370
M3100	Monique Sedgwick, Faculty monique.sedgwick@uleth.ca	403-329-2432
remote	Claudia Steinke, Faculty claudia.steinke@uleth.ca	403-329-2699
M3117	Tara Vande Griend, Instructor tara.vandegriend@uleth.ca	403-332-5256

OFFICE	NAME/TITLE	PHONE
M3066	Shannon Vandenberg, Instructor shannon.vandenberg@uleth.ca	403-332-4085
M3055	Laura Vogelsang, Faculty laura.vogelsang@uleth.ca	403-332-5232
M3061	Bernie Wojtowicz, Instructor bernadine.wojtowicz@uleth.ca	403-382-7119
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	Lansing Mills, Academic Advisor, BN Programs nursing@uleth.ca	403-329-2610
M3098	Shawna Martinez, Clinical Placement Specialist- Nursing shawna.martinez@uleth.ca	403-382-7152
M3068	Sianna Cherweniuk, Indigenous Learning Support Facilitator (on Leave) s.cherweniuk@uleth.ca	403-332-4066
M3083	Sharon Lawson, Executive & Administrative Support sharon.lawson@uleth.ca	403-382-7186
M3083	Alex Korthuis, Executive & Administrative Support Alex.korthuis@uleth.ca	403-329-2699
M3094	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 BN PROGRAMS – [COURSE DESCRIPTIONS AND SEQUENCING](#)

BN Program Course Sequencing			
	Course Number	Course Name	Course Content Area
Year 1 Fall Term	Nursing 1400	Becoming a Nurse	An exploration of the disciplinary knowledge base of nursing and an introduction to self as a member of the professional nursing community.
	Nursing 1410	Personal Health and Wholeness	Critical exploration of concepts of health and wholeness from a personal perspective and as an emerging professional. Incorporates learning to provide safe, high-quality nursing care through integration in the lab environment.
	Nursing 1420	Intersectionality and Health	An introduction to socio-cultural perspectives on health, healing, and wholeness. Focus is on intersectionality, cultural safety, and humility, and an emphasis on Blackfoot ways of knowing and perspectives on health.
	Biology 1160/KNES 1160	Anatomy & Physiology I	Human Anatomy/Physiology
	English 1150/WRIT 1000	Composition	APA and writing
	INS1155/INDG 1000	Introduction to Indigenous Studies	
	Year 1 - Winter Term		
Year 1 Winter	Nursing 1500	Caring Communication	An introduction to caring and effective communication to enhance relational practice with clients and families, and within the inter-professional team.
	Nursing 1521	Assessing Health	Provides the theoretical foundations for assessing health and wellness, and delivering basic nursing care to support health, healing, and wholeness in adults.
	Nursing 1522	Introduction to Praxis	Application of foundational nursing knowledge in praxis with adults. Includes focus on the integration of caring communication while practicing assessment and basic nursing skills.
	Biology 1161/KNES 1160	Anatomy & Physiology II	Human Anatomy/Physiology
	PSY 1160/PSYC 1000	Introduction to Psychology	
	BIO 1155/HLSC 2310	Human Nutrition	

Year 2 (Fall or Winter Term)			
	Nursing 2321	Health of Persons	An examination of chronic and acute health challenges experienced across the lifespan. Incorporates fundamental knowledge of anatomy, pathophysiology, pharmacology, microbiology, and human development into nursing responses, with an emphasis on person centered care. Includes integration in the lab environment with an emphasis on learning to provide safe, high quality nursing care.
	Nursing 2322	Praxis with Persons	Building upon a growing knowledge base in holistic health assessment, this praxis opportunity focuses on supporting health, healing, and wholeness at all stages of life, with a focus on the person as the unit of care. Placement experiences in sub-acute and/or post-acute and rural settings will facilitate opportunities for students to expand their view beyond urban hospital practice and participate in person centred care within a multidisciplinary team.
	HUM 1155/PHIL 1XXX	Ethics	
	SOC 1160/SOCI 1000	Intro to Sociology	
		Social Science transferrable to the UofL	Social Science elective
	Nursing 2300	Evidence and Praxis	An analysis of how multiple ways of knowing and sources of evidence inform nursing practice. Includes learning to access, assess, critique, and incorporate different forms of evidence, with an emphasis on research utilization in nursing practice.

	Nursing 2421	Health of Families	An examination of chronic and acute health challenges experienced across the lifespan. Incorporates fundamental knowledge of anatomy, pathophysiology, pharmacology, microbiology, and human development into nursing responses, with an emphasis on family theory and contemporary models of care. Includes integration in the lab environment with an emphasis on learning to provide safe, high quality nursing care.
	Nursing 2422	Praxis with Families	Building upon a growing knowledge base in holistic health assessment, this praxis opportunity focuses on supporting health, healing and wholeness at all stages of life, through relational practice, with a focus on family as the unit of care. A variety of placement experiences will facilitate opportunities to participate in family-centred care within a multidisciplinary team.
Years 3 and 4 (rotation of terms)			
Years 3 & 4 (rotation of terms)	Nursing 3021	Community and Population Health	An introduction to community as client and an exploration of health as a socio-ecological concept. Focus is on population health promotion with the general public and groups experiencing inequities. Incorporates the social determinants of health, and principles of social justice, primary healthcare, and community development.
	Nursing 3022	Praxis in Health Promotion	A praxis opportunity to utilize a strengths-based approach with populations in their communities. Students will enact the principles of primary health care and implement strategies for health promotion.

	Nursing 3121	Mental Health and Addiction	An examination of acute and chronic mental health conditions affecting the lives of individuals. Includes a focus on intersectionality, addictions, and alternative perspectives to understanding mental health and addictions. Incorporates integration in the lab environment with an emphasis on providing safe, high quality nursing care.
	Nursing 3122	Praxis in Mental Health	Engaging in relational practice with individuals experiencing mental health and addiction challenges in acute, rural, and community settings. Emphasis is on person centered care and inter-professional collaboration in meeting the complex needs of individuals.
	Nursing 3321	Acute Health Disruptions	An examination of acute and urgent health challenges experienced by adults. Integrates knowledge of pathophysiology, pharmacology, and microbiology into nursing responses to the lived experiences of these challenges with a particular emphasis on nursing management of complex patient care situations. Includes integration in the lab environment with an emphasis on providing safe, high-quality nursing care.
	Nursing 3322	Praxis in Acuity	This praxis opportunity will focus on the integration of theoretical and practical knowledge from the health sciences, social sciences, and nursing practice to guide person-centered and evidence-informed care of adults experiencing acute health challenges. Emphasis is on prioritization and organization, critical thinking, clinical reasoning, and judgment.

	Nursing 3100	Leadership and Change	An examination of the individual and collective professional responsibilities of nurses to lead, advocate for, and enact positive change at the inter-professional practice team level, and at organizational and public policy levels. Integrates change theory, advocacy, social justice, equity, cultural safety, relational ethics, communication for change, and the dynamics of power and influence.
	Nursing 3200	Praxis and the Digital Age	An exploration of nursing practice in digital health. Includes an examination of the implications for nursing of factors that affect the ability to access and use digital technologies, virtual inter-professional health care, digital health coaching and self-care support for chronic conditions, artificial intelligence, the use of big data, social media and marketing to support and promote health, and other emerging trends in digital health.
	Nursing 3300	Nursing and Global Health	An examination of the epidemiology of health and illness at a global level. Includes an exploration of nursing leadership in global health and collaborative action across disciplines in addressing current and emerging health challenges facing our world.
	HLSC 3450/PSYC 3450	Applied Statistics for Clinical Practice	
	Health Science Elective	<i>Subject code: INHL, ADCS, HLSC or PUBH (some exceptions apply)</i>	
	HLSC 3560/HIST 3560	History of Nursing: Women and the Care of the Sick	

	Nursing 4922	Professional Preceptorship	A minimum ten-week, 350-hour preceptored clinical practicum intended to facilitate the integration and consolidation of nursing knowledge within a designated practice setting. Students' practicum schedules will align with the assigned schedule of their clinical preceptor to ensure continuity of learning within the clinical environment. Complementing the practicum, students will engage in an online, asynchronous discussion forum designed to promote critical reflection on professional nursing practice issues and provide access to resources that support their transition to entry-to-practice as registered nurses.
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Appendix B: NESA BNAD PROGRAM – [COURSE DESCRIPTIONS AND SEQUENCING](#)

BN-AD Program Course Sequencing			
	Course Number	Course Name	Course Content Area
Year 1 Fall Term - (LP)	NSG 1600	Nursing and Intersectionality	Critical exploration of the disciplinary knowledge base of nursing, including diverse concepts of health and wholeness. Focuses on intersectionality, cultural safety and humility, and a particular emphasis on Blackfoot ways of knowing and perspectives on health. An introduction to foundational concepts of nursing as a self-regulating profession.
	NSG 1610	Assessing Health and Wholeness	Introduction to caring, persuasive communication for effective relational practice in assessing health and wellness, and delivering basic nursing care to support health, healing, and wholeness.
	NSG 1522	Introduction to Praxis	Application of foundational nursing knowledge in praxis with adults. Includes focus on the integration of caring communication while practicing assessment and basic nursing skills.
	INS 1155	Introduction to Indigenous Studies	
Year 1 - Winter Term – (LP)			
Year 1 Winter Term - (LP)	NSG 2321	Health of Persons	An examination of chronic and acute health challenges experienced across the lifespan. Incorporates fundamental knowledge of anatomy, pathophysiology, pharmacology, microbiology, and human development into nursing responses, with an emphasis on person centered care. Includes integration in the lab environment with an emphasis on learning to provide safe, high quality nursing care.

	NSG 2322	Praxis with Persons	Building upon a growing knowledge base in holistic health assessment, this praxis opportunity focuses on supporting health, healing, and wholeness at all stages of life, with a focus on the person as the unit of care. Placement experiences in sub-acute and/or post-acute and rural settings will facilitate opportunities for students to expand their view beyond urban hospital practice and participate in person centred care within a multidisciplinary team.
Year 1 – Summer Term – (UofL)			
Yea 1 Summer (U of L)	NURS 3120	Mental Health and Addictions	An examination of acute and chronic mental health conditions affecting the lives of individuals. Includes a focus on intersectionality, addictions, and alternative perspectives to understanding mental health and addictions. Incorporates integration in the lab environment with an emphasis on providing safe, high quality nursing care.
	NURS 4622	Praxis in Mental Health	Engaging in relational practice with individuals experiencing mental health and addiction challenges in acute, rural, and community settings. Emphasis is on person centered care and inter-professional collaboration in meeting the complex needs of individuals.
	NURS 2521	Health of Families	An examination of chronic and acute health challenges experienced across the lifespan. Incorporates fundamental knowledge of anatomy, pathophysiology, pharmacology, microbiology, and human development into nursing responses, with an emphasis on family theory and contemporary models of care. Includes integration in the lab environment with an emphasis on learning to provide safe, high quality nursing care.

	NURS 3522	Praxis with Families	Building upon a growing knowledge base in holistic health assessment, this praxis opportunity focuses on supporting health, healing and wholeness at all stages of life, through relational practice, with a focus on family as the unit of care. A variety of placement experiences will facilitate opportunities to participate in family-centered care within a multidisciplinary team.
Year 2 – Fall Term (UofL)			
Year 2 Fall Term - (U of L)	NURS 3021	Community and Population Health	An introduction to community as client and an exploration of health as a socio-ecological concept. Focus is on population health promotion with the general public and groups experiencing inequities. Incorporates the social determinants of health, and principles of social justice, primary healthcare, and community development.
	NURS 3022	Praxis in Health Promotion	A praxis opportunity to utilize a strengths-based approach with populations in their communities. Students will enact the principles of primary health care and implement strategies for health promotion.
	NURS 3610	Nursing Leadership and Global Health	An exploration of nursing leadership in global health and collaborative action across disciplines in addressing current and emerging health trends and challenges facing our world, and advocacy to reduce global health inequities and the global burden of disease.
	NURS 3200	Praxis and the Digital Age	An exploration of nursing practice in digital health. Includes an examination of the implications for nursing of factors that affect the ability to access and use digital technologies, virtual inter-professional health care, digital health coaching and self-care support for chronic conditions, artificial intelligence, the use of big data, social media and marketing to support and promote health, and other emerging trends in digital health.

Year 2 - Winter Term – (UofL)			
Year 2 Winter Term - (U of L)	NURS 3321	Acute Health Disruptions	An examination of acute and urgent health challenges experienced by adults. Integrates knowledge of pathophysiology, pharmacology, and microbiology into nursing responses to the lived experiences of these challenges with a particular emphasis on nursing management of complex patient care situations. Includes integration in the lab environment with an emphasis on providing safe, high-quality nursing care.
	NURS 3322	Praxis and Acuity	This praxis opportunity will focus on the integration of theoretical and practical knowledge from the health sciences, social sciences, and nursing practice to guide person-centered and evidence-informed care of adults experiencing acute health challenges. Emphasis is on prioritization and organization, critical thinking, clinical reasoning, and judgment.
	NURS 2300	Evidence and Praxis	An analysis of how multiple ways of knowing and sources of evidence inform nursing practice. Includes learning to access, assess, critique, and incorporate different forms of evidence, with an emphasis on research utilization in nursing practice

Year 2 Summer (U of L)	NURS 4922	Professional Preceptorship	A minimum ten-week, 350-hour preceptored clinical practicum intended to facilitate the integration and consolidation of nursing knowledge within a designated practice setting. Students' practicum schedules will align with the assigned schedule of their clinical preceptor to ensure continuity of learning within the clinical environment. Complementing the practicum, students will engage in an online, asynchronous discussion forum designed to promote critical reflection on professional nursing practice issues and provide access to resources that support their transition to entry-to-practice as registered nurses.
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Appendix C: CAMPUS & COMMUNITY RESOURCES

Academic Advising – Lethbridge Polytechnic Phone: 403-320-3202 ext. 4905 or make an appointment in person at the desk across the hall from the Bookstore. E-mail: advisor@lethpolytech.ca	Academic advising is available to all Lethbridge Polytechnic 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 Polytechnic Phone 403-320-2202 ext. 5405 Email: liz.cernigoy@lethpolytech.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.
Lansing Mills – Academic Advisor M3076 – University of Lethbridge Phone: 403-329-2610 E-mail: nursing@uleth.ca	Lansing 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 emailing: nursing@uleth.ca or Calendar Booking .
On Leave Sianna Cherweniuk – Indigenous Learning Support Facilitator M3068 – University of Lethbridge Phone: 403-332-4066 E-mail: s.cherweniuk@uleth.ca	Sianna is available to help Indigenous Nursing Students handle any challenges they may encounter while attending Lethbridge Polytechnic or the 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 Sianna by email or booking an appointment: Booking Calendar .
LETHBRIDGE POLYTECHNIC	
Niitsitapi Gathering Place Phone: 403-320-3202 ext. 5540 Indigenous@lethpolytech.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 Polytechnic 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@lethpolytech.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://lethbridgePolytechnic.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@lethpolytech.ca	The Lethbridge Polytechnic 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@lethpolytech.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@lethpolytech.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 LPSA 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@lethpolytech.ca	Students can access information and applications for scholarships and financial assistance. https://lethbridgepolytechnic.ca/departments/student-awards-and-financial-aid
Student Health Centre CE1380 Phone: 403-320-3289 health.services@lethpolytech.ca	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.
UNIVERSITY OF LETHBRIDGE	
Campus Food Bank, SU180 Phone: 403-329-2222 food.bank@ulsu.ca	Their mission is to supply food to the neediest members of our University of Lethbridge community.
Community Good Food Club Student's Union Office SU – Level 1	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.
Counselling Services TH218 Phone: 403-317-2845 counselling.services@uleth.ca	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: Counselling Services University of Lethbridge (ulethbridge.ca)
Accessible Learning Centre A782 Phone: 403-329-2766 alc@uleth.ca	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.
Health Centre SU 020 Phone: 403-329-2484 health.centre@uleth.ca	Helping students stay healthy. Offering Physician, Psychiatrist, Chiropractor, Registered Massage Therapist, and Dietician clinics as well as Nursing Assessment and care.
Indigenous Student Centre at Ikaisskini Phone: 403-329-2492 or 403-332-4455 royal.adkin@uleth.ca or jodie.flamand@uleth.ca	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.
International Centre for Students SU 047 Phone: 403-394-3910 https://www.uleth.ca/international	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.
Registrar's Office, SU140 Phone: 403-320-570 inquiries@uleth.ca http://www.uleth.ca/ross	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.
Scholarships & Student Finance AH151 Phone: 403-329-2585 fin.aid@uleth.ca	Students can access information and applications for scholarships and financial assistance. https://www.uleth.ca/ross/student-finance/current-student
Writing Centre in: L1012 Phone: 403-394-3963 writing.centre@uleth.ca	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.
OTHER SERVICES	
Interfaith Food Bank 1116 – 3 rd Avenue North Phone: 403-320-8779	Recognize the human dignity of people in need and to assist these people living in Lethbridge and the surrounding communities.

Lethbridge Food Bank 1016 – 2nd Avenue South Phone: 403-320-1879	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.
Lethbridge Immigrant Services Organization (LISO) ESL department #506 - 4 Ave. S. Phone: 403-320-1589	The LISO focuses on early acquisition of English skills for new immigrants to southern Alberta.