

Annual Report 2014

Rapport Annuel 2014



CASN
ACESI



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CASN ACESI

CASN's MISSION

CASN (Canadian Association of Schools of Nursing) is the national voice for nursing education, research, and scholarship and represents baccalaureate and graduate nursing programs in Canada.

CASN's mission is to lead nursing education and scholarship in the interest of healthier Canadians.

L'ACESI (Association canadienne des écoles de sciences infirmières) est le porte-parole national pour l'enseignement et la recherche en sciences infirmières et représente le baccalauréat et les études graduées des programmes de sciences infirmières au Canada.

L'ACESI a pour mission d'être un leader dans l'enseignement et l'avancement des connaissances en sciences infirmières, dans l'intérêt d'une meilleure santé des Canadiennes et des Canadiens.

Mission de l'ACÉSI



CASN ACESI

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BENEFITS OF CASN MEMBERSHIP

Participation in Nursing Education Leadership:

- Program accreditation.
- Support and lobby for baccalaureate nursing education in Canada.
- Professional development and advancement through:
 - Participation on national committees focusing on nursing education issues.
 - Research and scholarship through the work of committees and task forces.
 - Opportunities to contribute to nursing education as an accreditation reviewer.
 - Political action and policy development through CASN position statements, policies and other key initiatives.
 - Faculty and curriculum development through the use of tools such as “substantive content” educational resource banks.
 - Advancing research and scholarship in nursing education.
 - Representation and information on global nursing education issues.
 - Inclusion of your school’s nursing programs in the CASN education programs database.
 - A link to your school’s nursing program on the CASN website.
 - Educational Leadership Awards and awards for Research and Administration in Nursing Education.
 - Discounts on CASN conference fees.
 - Dissemination of announcements and information through the CASN monthly newsletter NewsUpdate and the CASN website.
 - Fact Sheets that can assist you as a nurse educator and/or leader.

Opportunities for Networking:

- Access to national and international conferences co-sponsored by CASN.
- Representation on CASN national committees and task forces, and on external committees and working groups.
- CASN representation at regional and national conferences, symposia and meetings attended by other nurse educators, health professionals and decision-makers.
- Affiliation with the Canadian Nursing Students’ Association (CNSA).

CASN IS ACTING FOR YOU!

- Collaboration with the Canadian Nurses Association (CNA) on key initiatives such as the annual Student & Faculty Survey.
- Leadership in the Canadian Consortium for Nursing Research and Innovation.
- Linking nursing education and practice through national and provincial dialogue and action.
- Promotion of the Dr. Pat L. Griffin Fund of CASN for research in nursing education.
- Development of baccalaureate level educational competencies, such as in palliative/end-of-life care and community/public health.
- Addressing the challenges of providing clinical/practice education placements.
- Collaboration with national accrediting bodies of other health professions to promote interprofessional education.
- International collaboration with other organizations promoting nursing education and research through GANES.

AVANTAGES DE L'ADHÉSION À L'ACESI

Contribution au leadership en formation infirmière

- Agrément de programmes.
- Appui et lobbying en faveur d'une formation de premier cycle pour le personnel infirmier au Canada.
- Perfectionnement et avancement professionnels :
 - par la participation à des comités pancanadiens axés sur les questions d'intérêt en matière de formation infirmière.
 - par la recherche et l'avancement des connaissances grâce aux efforts de comités et de groupes de travail.
 - par la possibilité de contribuer à la formation en soins infirmiers à titre d'évaluatrice ou d'évaluateur aux fins de l'agrément.
 - Action politique et élaboration de politiques par l'entremise d'énoncés de position, d'interventions et d'autres grandes initiatives de l'ACESI.
 - Développements du corps professoral et des programmes grâce à l'utilisation d'outils tels que les bases de données de ressources éducatives.
 - Améliorer la recherche et l'avancement des connaissances en sciences infirmières.
 - Représentation et information au sujet des questions d'intérêt mondial qui touchent la formation infirmière.
 - Inclusion des programmes de sciences infirmières de votre école dans la base de données de l'ACESI.
 - Publication d'un lien vers le programme de sciences infirmières de votre école sur le site Web de l'ACESI.
 - Nombreux prix pour récompenser le leadership pédagogique ainsi que pour l'excellence en recherche infirmière et l'excellence en gestion universitaire.
 - Rabais consentis sur les droits d'entrée aux conférences de l'ACÉSI.
 - Diffusion d'annonces et d'information dans le bulletin mensuel *Mise à jour* de l'ACESI et sur le site Web de l'organisme.
 - Accès à des fiches de renseignements utiles au personnel infirmier enseignant et aux chefs de file du domaine.

Réseautage

- Accès à des conférences coparrainées par l'ACESI au Canada et à l'étranger (p. ex., leadership dans l'enseignement des sciences infirmières, GANES).
- Représentation au sein de comités et de groupes de travail de l'ACESI ou d'autres organismes.
- Possibilité de représenter l'ACESI à l'occasion de conférences, de réunions et de colloques régionaux et nationaux auxquels assistent d'autres membres du personnel infirmier éducateur, des spécialistes de la santé et des décisionnaires.
- Affiliation de l'ACESI à l'Association des étudiant(e)s infirmier(ière)s du Canada (AEIC).

L'ACESI EST LÀ POUR VOUS!

- Collaboration avec l'Association des infirmières et infirmiers du Canada (AIIIC) pour réaliser l'enquête auprès des étudiantes, des étudiants et du personnel enseignant ainsi que huit grands projets qui seront mis en oeuvre au cours des prochaines années (portail de l'AIIIC, bases de données, travaux à l'étranger, planification et action stratégiques, etc.).
- Leadership au sein du consortium canadien de la recherche et de l'innovation en sciences infirmières.
- Resserrement des liens entre l'enseignement et la pratique des sciences infirmières grâce à divers débats et mesures à l'échelle canadienne ou provinciale.
- Promotion du Fonds Pat L. Griffin de l'ACESI, consacré à la recherche en formation infirmière.
- Collaboration avec d'autres organismes d'agrément nationaux afin de promouvoir la formation interprofessionnelle.
- Collaboration internationale avec d'autres organismes afin de promouvoir, à travers GANES, la gestion universitaire et la recherche.



PRESIDENT/ PRÉSIDENT

LINDA FERGUSON, RN, PHD

I welcome participants to the 2014 CASN Council meeting and anticipate that we will have thoughtful and productive discussions on some vitally important issues to nursing education. We have much to discuss!

In 2013, the Board of Directors engaged in strategic planning, to plot CASN initiatives for the next five years (2014-2018). In that plan, the Board embraced five strategic directions; 1) create a national framework for our core mission of nursing education, 2) advocate for better, more effective use of fiscal, strategic, and personnel resources for nursing education at provincial and national levels, 3) support nursing schools and educators to deliver high quality nursing education across the span of nursing, 4) foster the development of research and scholarship in nursing education to support disciplinary knowledge, nursing's contribution to interprofessional knowledge, and innovative quality health care, and 5) support the delivery of high quality nursing education through accreditation provincially, nationally, and internationally. The Board of Directors is excited to have begun working towards achieving these goals.

With these foci in mind, the board has worked to create an environment that allows CASN Executive Director Dr. Cynthia Baker and staff to work with nurse educators and administrators from across Canada. I would like to highlight two areas CASN has been heavily involved in.

Firstly, the Transition to the NCLEX-RN® initiative, 2015 is going to be pivotal for Nursing Education and Nursing Educators with the implementation of the NCLEX-RN® Exam in January 2015. CASN is committed to providing support and resources to our member schools to help them through this period of transition. Some of the work that has already been done to support schools through the transition includes:

- A survey sent to schools of nursing in Spring 2014
- As a result of the survey, a Repertoire of Strategies was developed and disseminated to all CASN member schools
- A webinar on item writing strategies in preparing for the NCLEX-RN® was also developed as a response to the survey outcomes (held in August, September, October and November of 2014)
- A communications tool-kit was developed and sent to all deans and directors of schools of nursing

Secondly, CASN attended and was heavily involved in planning the GANES (Global Alliance for Leadership in Nursing Education and Science) meeting in Cartagena, Columbia in September 2014. Countries represented at the meeting included Canada, United States, Mexico, Peru, Portugal, Chile and Colombia. This meeting was extremely fruitful in continuing to strengthen ties in nursing education around the globe.

The work that CASN has produced, which you will be hearing about and engaged in discussion on, involves hundreds, if not thousands, of Canadian nurse educators. We at CASN are indebted to the contributions of all these participants, and we thank you and your faculty for your energy, passion, intellect, experience, and commitment to addressing issues in nursing education. Ultimately, our nursing students, graduates, and healthcare clients/patients will benefit from these deliberations and your continued hard work.

During the meetings over the next couple of days and in the months and years to come, we will continue to address these and other emergent issues. We thank you for being at this national meeting, and for your willingness to contribute your time and energy to these important discussions.

Linda Ferguson, RN, PhD

Bienvenue aux participantes à la réunion de 2014 du Conseil de l'ACESI. J'anticipe aujourd'hui, des échanges réfléchis et productifs sur divers enjeux fort importants concernant la formation en sciences infirmières. Après tout, nous avons amplement matière à discussion!

En 2013, le conseil d'administration s'est livré à un exercice de planification stratégique afin de définir les initiatives à mener par l'ACESI au cours des cinq prochaines années (de 2014 à 2018). Dans ce plan, le conseil d'administration s'est donné cinq orientations stratégiques : 1) établir un cadre national pour baliser notre mission de base en formation en sciences infirmières, 2) promouvoir, à l'échelle provinciale et nationale, une utilisation plus éclairée et plus efficace des ressources financières, stratégiques et humaines consacrées à la formation en sciences infirmières, 3) faciliter aux écoles de sciences infirmières et aux infirmières enseignantes la prestation d'une formation de haute qualité dans tous les domaines, 4) favoriser le développement de la recherche et de bourses d'études en formation en sciences infirmières pour faciliter l'acquisition de connaissances spécialisées, la contribution des infirmières aux connaissances interprofessionnelles, et la prestation de soins de santé novateurs de qualité, et 5) faciliter la prestation de formation en sciences infirmières de haute qualité moyennant l'obtention d'un agrément à l'échelle provinciale, nationale et internationale. Le conseil d'administration est enthousiaste d'avoir déjà entrepris le travail en vue de réaliser ces objectifs.

En tenant compte de ces orientations stratégiques, le conseil d'administration s'est employé à instaurer un environnement permettant à la directrice générale de l'ACESI, la D^{re} Cynthia Baker, et son équipe de collaborer avec les infirmières enseignantes et les administratrices partout au Canada. J'aimerais souligner deux domaines dans lesquels l'ACESI s'est considérablement investie.

Premièrement, l'initiative Transition vers le NCLEX-RN[®]. L'année 2015 sera une année cruciale pour la formation en sciences infirmières et les infirmières enseignantes, en raison de la mise en œuvre de l'examen NCLEX-RN[®], en janvier 2015. L'ACESI s'est engagée à prodiguer soutien et ressources aux écoles membres, afin de les aider durant cette période de transition. Voici certaines des activités qui ont déjà été menées pour appuyer les écoles durant la transition :

- Envoi d'un sondage aux écoles de sciences infirmières au printemps 2014.
- À la suite du sondage, un Répertoire de stratégies a été élaboré et diffusé à toutes les écoles membres de l'ACESI.
- Un webinaire sur les stratégies de rédaction d'éléments en prévision du NCLEX-RN[®] a aussi été élaboré à la suite du sondage (présentation du webinaire en août, septembre, octobre et novembre 2014).
- Une trousse de communication a été élaborée et transmise à toutes les doyennes et directrices des écoles de sciences infirmières.

Deuxièmement, l'ACESI a assisté à la réunion de la Global Alliance for Leadership in Nursing Education and Science (GANES), après avoir largement participé à sa planification, et a délégué des représentantes à la réunion tenue à Cartagena, en Colombie, en septembre 2014. Au nombre des pays représentés, mentionnons le Canada, les États-Unis, le Mexique, le Pérou, le Portugal, le Chili et la Colombie. Cette réunion a été très fructueuse et a surtout permis de continuer à renforcer les liens internationaux dans le domaine de la formation en sciences infirmières.

Le travail mené par l'ACESI, dont vous entendrez parler et dont vous discuterez, est le fruit des efforts de centaines, voire de milliers d'infirmières enseignantes canadiennes. À l'ACESI, nous sommes redevables à chacune d'entre elles pour leur contribution et nous tenons à vous remercier, vous et vos enseignantes, pour votre dynamisme, votre passion, votre intelligence et votre expérience, sans oublier votre engagement à aborder des enjeux liés à la formation en sciences infirmières. Au bout du compte, ce sont nos étudiantes-infirmières, nos diplômés, nos clients en soins de santé et nos patients qui tireront profit de ces délibérations et de votre travail acharné.

Durant les réunions au fil des prochains jours et durant les mois et les années qui suivront, nous continuerons à nous pencher sur ces enjeux émergents et bien d'autres encore. Nous vous remercions de votre participation à cette réunion nationale et de votre volonté à contribuer temps et énergie à ces échanges importants.



Linda Ferguson, RN, PhD



EXECUTIVE
DIRECTOR /
DIRECTRICE
GÉNÉRALE

CYNTHIA BAKER, RN, PHD

Dear Colleagues,

This year has been exciting for the CASN National Office. We have the responsibility for implementing the strategic plan developed by the Board of Directors and in January launched the first year of the 2014-2019 strategic plan. Five strategic directions are identified in this plan to guide operations from 2014 until 2019. I would like to highlight some of the major actions undertaken to advance each of these priorities.

CASN's first strategic priority is to create a national framework for our core mission of nursing education. A baccalaureate and a master's education committee, working both separately and collaboratively, completed guiding principles and essential components across six domains for their respective degree levels using a multistep process of national consultations and document revision. A doctoral committee has been struck, and the next step will be to incorporate guiding principles and essential components for PhD programs in nursing into this framework. In addition to this work, CASN and CNA released a *National Nursing Education Summit-Summary Report* in May 2014. Based on the input of multiple stakeholders from across the country at a national summit last fall, the report identifies four major actions needed to prepare registered nurses for the future: 1) Strengthen foundational learning to develop knowledge, skills, and attitudes enabling students to become flexible, safe practitioners and lifelong learners; 2) Continue to foster RN's development as leaders and change agents with a leadership capacity that will grow as they enter the workforce and practice the profession; 3) Create a dynamic set of practice learning options, in partnership with the service sector, to bridge a solid generalist education to the specialized workforce; and 4) Develop a capacity to improve care where there is the greatest need, where registered nurses will have the greatest impact on the health of Canadians and on the health care system.

CASN advocated for better, more effective use of fiscal, strategic and personnel resources for nursing education, the second priority of the strategic plan, throughout the year. At the national level, a presentation was made to the House of Commons Health Committee in April 2014, calling for the federal government to support the critical need to develop a national framework to guide the future of nursing education based on an examination of the scopes of practice of Nurse Practitioners, Registered Nurses, and Practical Nurses as well as intraprofessional and interprofessional collaboration. At the provincial level, we responded to the government decision in Québec not to require the baccalaureate degree as entry-to-practice, in support of the Quebec provincial regulatory body's (OIIQ) call to move to the baccalaureate degree as the entry-to-practice requirement for registered nurses. CASN's position stated, *"The Canadian Association of Schools of Nursing (CASN) considers a failure to adopt this requirement, as requested by the provincial regulatory body for nursing, the Quebec Order of Nurses, to be a major step backwards in health care in Quebec."*

As part of our initiatives to advance this priority, CASN continued to support Canadian nurse educators prepare for the transition from the CRNE to the NCLEX-RN®. CASN offered four webinar series for faculty that examined the basics of the NCLEX-RN® and the development of NCLEX-RN® style questions. We also continued to post resources for educators related to the NCLEX-RN® on the CASN website that we hope you have found helpful.

To support human resource planning among member schools, CASN assumed full responsibility for the annual student and faculty survey which was no longer part of the Canadian Nurses Association's (CNA) priorities. Thus, the survey instrument and the existing data were successfully transferred from the CNA to CASN and the survey was administered through the CASN National Office. We also partnered with the Canadian Association of Practical Nurse Educators (CAPNE) to collect accurate data on admissions, enrollments, graduates and faculty in Practical Nursing programs across Canada.

To advance the third CASN strategic priority, providing support to nursing schools and educators to deliver high quality nursing education, we have launched the *CASN Nurse Educators' Learning Institute*. It offers two academic certificate programs, the

Nurses educator Certificate in English, and the Clinical Instructor Certificate in both English and in French, as well as professional development courses on scholarship in non-research intensive institutions, and leadership. In addition, a CASN task force of public health champions from member schools developed, *Entry-to-Practice Public Health Nursing Competencies for Undergraduate Nursing Education*. A Task Force on NP Education for Prescribing Controlled Drugs and Substances will develop recommendations for programs to include prescribing controlled drugs and substances into their curriculum. We also revised the structure of the CASN Conferences with the introduction of a biannual, Canadian Nursing Education Conference, in May in Halifax, in order to focus on our central mandate of nursing education. There was an exciting exchange of ideas, innovations, and research findings related to nursing education at the conference, and we are looking forward to the next Canadian Nursing Education Conference in May 2016.

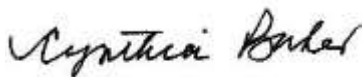
Strategic Direction 4 is to foster the development of research and scholarship in nursing education. We introduced a webinar course promoting scholarship during the year that is based on the CASN position statement on scholarship and have offered it twice. I am also pleased to announce a major step forward this year, the publication in October, 2014, of the inaugural edition of the CASN peer reviewed journal, *Quality Advancement in Nursing Education – Avancées en formation infirmière*, with the guidance of an international editorial board, and under the direction of Co-Editors in Chief, Florence Myrick and Jacinthe Pepin.

CASN national office has advanced strategic priority 5, supporting the delivery of high quality nursing education through accreditation, provincially, nationally, and internationally throughout the year. We have operationalized and implemented the revision of the CASN standards, descriptors, and key elements adopted by Council in November, 2013, and continue to streamline processes, improve orientation and training of reviewers, and work to provide the best possible support to member schools. Internationally CASN has been providing expertise and support to the Government in Haiti to revise and update standards for nursing education programs and to develop more rigorous processes for the evaluation of schools and decision-making. We continued as well to support the revision and implementation of an accreditation program in Bangladesh as part of a project funded by the Department of Foreign Affairs, International Trade and Development.

CASN has received enormous support from nurse educators from across Canada who have been highly engaged in moving the strategic priorities forward. I would like to express gratitude for their invaluable contributions in support of CASN's mandate and mission.

I look forward to working with all of you throughout the coming year.

Sincerely



Cynthia Baker, RN, PhD



EXECUTIVE DIRECTOR / DIRECTRICE GÉNÉRALE

CYNTHIA BAKER, RN, PHD

Chères collègues,

Le Secrétariat national de l'ACESI a connu une année passionnante. Nous avons la responsabilité de mettre en œuvre le plan stratégique élaboré par le conseil d'administration, et janvier a coïncidé avec le lancement de la première année du plan stratégique 2014-2019. Cinq orientations stratégiques sont définies dans ce plan afin de guider les activités de 2014 à 2019. J'aimerais souligner certaines des principales mesures prises pour faire progresser chacune de ces priorités.

La première priorité stratégique de l'ACESI est de créer un cadre national pour notre mission fondamentale de formation infirmière. Un comité d'éducation au niveau du baccalauréat et de la maîtrise, dont les membres travaillent séparément et en collaboration, a finalisé les principes directeurs et les composantes essentielles de six domaines pour leurs niveaux de diplomation respectifs, en ayant recours à un processus en plusieurs étapes de consultations nationales et de révision de documents. Un comité au niveau du doctorat a été créé, et la prochaine étape consistera à intégrer les principes directeurs et les composantes essentielles des programmes de doctorat en sciences infirmières dans ce cadre. En plus de ce travail, l'ACESI et l'AIC ont publié en mai 2014 le document intitulé *Sommet national sur la formation infirmière – Rapport sommaire*. Élaboré en fonction des commentaires d'un éventail d'intervenants de partout au pays recueillis dans le cadre d'un sommet national l'automne dernier, ce rapport définit quatre principaux domaines d'intervention pour préparer les infirmières autorisées pour l'avenir : 1) Renforcer l'apprentissage de base pour continuer de perfectionner les connaissances, compétences et attitudes essentielles qui permettront aux étudiantes des programmes de formation d'infirmières autorisées de pratiquer de façon sécuritaire et souple et d'apprendre tout au long de leur vie; 2) Continuer de favoriser le perfectionnement des infirmières autorisées comme chefs de file et agentes de changement en créant chez les étudiantes en sciences infirmières une capacité de leadership qui s'accroîtra en entrant sur le marché du travail et en exerçant leur profession; 3) Créer un ensemble dynamique de possibilités d'apprentissage par la pratique en partenariat avec le secteur des services afin d'établir un pont entre une solide formation de généraliste chez les nouvelles diplômées en soins infirmiers et un effectif spécialisé qui apprend continuellement; 4) Renforcer la capacité d'améliorer les soins là où le besoin est le plus grand et là où les infirmières autorisées auront le plus d'incidence pour renforcer la santé de la population canadienne ainsi que la durabilité du système de santé.

L'ACESI plaide pour une utilisation plus optimale et plus efficace des ressources fiscales, stratégiques et personnelles pour la formation infirmière, soit la deuxième priorité du plan stratégique, tout au long de l'année. Au niveau national, un exposé a été présenté en avril 2014 aux membres du Comité de la santé de la Chambre des communes afin d'inciter le gouvernement fédéral à reconnaître la nécessité cruciale d'élaborer un cadre national pour orienter l'avenir de la formation infirmière qui repose sur un examen du champ de pratique des infirmières praticiennes, des infirmières autorisées et des infirmières auxiliaires et qui mise sur la collaboration intra-professionnelle et interprofessionnelle. Au niveau provincial, nous avons répondu à la décision du gouvernement du Québec de ne pas exiger l'obtention d'un baccalauréat comme entrée dans la pratique infirmière, en appui à l'appel de l'ordre professionnel provincial du Québec (l'OIIQ) d'établir le baccalauréat comme nouvelle norme d'entrée à la profession d'infirmière autorisée. La position de l'ACESI se lisait comme suit : « *L'Association canadienne des écoles de sciences infirmières (ACESI) considère que le refus de rehausser la norme d'entrée à la pratique pour toutes les futures infirmières, tel que demandé par l'Ordre des infirmières et des infirmiers du Québec (OIIQ), est un grand pas en arrière en ce qui concerne les soins de santé au Québec.* »

Dans le cadre de nos initiatives pour faire progresser cette priorité, l'ACESI a continué d'apporter son soutien aux enseignantes en sciences infirmières en vue de les aider à se préparer à la transition de l'EAIC vers l'examen NCLEX-RN[®]. L'ACESI a offert quatre séries de webinaires destinées au corps professoral, afin d'examiner les éléments de base de l'examen NCLEX-RN[®] et de perfectionner leurs compétences relatives à la rédaction de questions d'examen NCLEX-RN[®]. Nous avons également continué à afficher, à leur intention, des ressources relatives à l'examen NCLEX-RN[®] sur le site Web de l'ACESI qui, nous l'espérons, se sont révélées utiles.

Afin d'appuyer la planification des ressources humaines parmi les écoles membres, l'ACESI a assumé la pleine responsabilité de l'enquête annuelle sur les effectifs étudiants et professoraux qui ne fait plus partie des priorités de l'Association des infirmières et infirmiers du Canada (AIIC). L'instrument d'enquête et les données existantes ont donc été transférés avec succès de l'AIIC à l'ACESI, et l'enquête a été administrée à partir du Secrétariat national de l'ACESI. Nous avons aussi établi un partenariat avec l'Association of Practical Nurse Educators (CAPNE) afin de recueillir des données fiables sur les admissions, les inscriptions, les diplômées et le corps professoral des programmes de formation pratique en soins infirmiers offerts au Canada.

Afin de faire progresser la troisième priorité stratégique de l'ACESI et d'apporter un soutien aux écoles et aux enseignantes en sciences infirmières pour leur permettre d'offrir une formation infirmière de grande qualité, nous avons créé *l'Institut de formation pour infirmières enseignantes de l'ACESI*. Cet institut offre deux programmes de certificats académiques, le certificat pour infirmières enseignantes offert uniquement en anglais, et le certificat en enseignement clinique offert en anglais et en français, ainsi que des cours de perfectionnement professionnel sur l'avancement des connaissances dans les établissements n'ayant pas une vocation de recherche. De plus, un groupe de travail de l'ACESI, composé de défenseurs de la santé publique provenant des écoles membres, a rédigé le document intitulé *Compétences en santé publique pour la formation en sciences infirmières de premier cycle*. Un *groupe de travail sur la formation des infirmières praticiennes dans la prescription de médicaments et des substances réglementés* formulera des recommandations pour les programmes afin d'inclure la prescription des médicaments et des substances réglementés dans leur programme d'études. Nous avons également remanié la structure des conférences de l'ACESI avec l'introduction d'une conférence aux deux ans, la conférence sur la formation infirmière au Canada, qui a eu lieu en mai, à Halifax, afin de mettre l'accent sur notre mandat central de formation en sciences infirmières. Cette conférence a donné lieu à un échange d'idées stimulant, à des innovations et à la communication de résultats de recherche liés à la formation infirmière, et nous avons hâte à la prochaine conférence sur la formation infirmière au Canada qui aura lieu en 2016.

La quatrième priorité stratégique concerne le développement de la recherche et l'avancement des connaissances en formation infirmière. Nous avons présenté à deux reprises un webinaire faisant la promotion de l'avancement des connaissances durant l'année en s'appuyant sur l'énoncé des politiques de l'ACESI à l'égard de l'avancement des connaissances. J'ai également le plaisir d'annoncer un grand pas en avant cette année, soit la publication, en octobre 2014, du premier numéro de la revue examinée par les pairs de l'ACESI, *Quality Advancement in Nursing Education – Avancées en formation infirmière*, avec les conseils d'un comité international de rédaction et sous la direction des corédactrices en chef, Florence Myrick et Jacinthe Pépin.

Le Secrétariat national de l'ACESI a fait progresser la cinquième priorité stratégique, qui consiste à soutenir l'offre d'une formation infirmière de grande qualité au moyen de l'agrément, à l'échelle provinciale, nationale et internationale tout au long de l'année. Nous avons opérationnalisé et mis en œuvre la révision des normes de l'ACESI, ainsi que des descripteurs et des éléments clés adoptés par le Conseil en novembre 2013. De plus, nous continuons à simplifier les processus et à améliorer l'orientation ainsi que la formation des évaluateurs, tout en travaillant à offrir le meilleur soutien possible aux écoles membres. Au niveau international, l'ACESI a apporté son expertise et son soutien au gouvernement d'Haïti pour revoir et actualiser les normes des programmes de formation infirmière et mettre en place des processus plus rigoureux d'évaluation des écoles et de prise de décisions. Nous continuons également à soutenir la révision et la mise en œuvre d'un programme d'agrément au Bangladesh dans le cadre d'un projet financé par le ministère des Affaires étrangères, du Commerce et du Développement du Canada.

Les enseignantes en sciences infirmières très dévouées de toutes les régions du Canada ont été d'un grand soutien pour l'ACESI en s'employant à favoriser l'avancement de nos priorités stratégiques. Je tiens à leur exprimer ma gratitude pour leur contribution inestimable à la réalisation du mandat et de la mission de l'ACESI.

Sachez que je me réjouis à l'idée de collaborer de nouveau avec vous durant l'année qui vient.

Veillez agréer, chères collègues, l'expression de mes sentiments les meilleurs.



Cynthia Baker, RN, PhD

MILESTONE PUBLICATIONS / PUBLICATION PHARES

KEY STRATEGIES

- 1. Develop a clear vision of the future of nursing practice.
- 2. Engage stakeholders in the process of change.
- 3. Create a supportive environment for innovation.
- 4. Foster a culture of continuous learning and improvement.
- 5. Encourage collaboration and shared responsibility.
- 6. Invest in the development of the nursing workforce.
- 7. Promote transparency and accountability.
- 8. Prioritize patient safety and quality of care.
- 9. Embrace diversity and inclusion.
- 10. Stay current on industry trends and regulations.

PREPARATION FOR NURSING PRACTICE: THE NEED TO EXPLORE NEW ALTERNATIVES

Preparing graduates for entering a high-paced, complex, and rapidly changing work world. Many states have entered in higher educational costs of the need to attend four-year, non-profit schools. The contemporary preparation-to-practice model and curriculum have been questioned. The challenge for nursing education programs in preparing students with the skills, knowledge, and professional preparation of entry-level nurses preparing them to enter practice in a variety of settings, specialties, and roles.

KEY TAKEAWAYS

- 1. Nursing education programs must be prepared to meet the needs of a diverse workforce.
- 2. Programs must be flexible and adaptable to changing market demands.
- 3. Collaboration and communication are essential for success.
- 4. Continuous improvement and innovation are key to staying relevant.
- 5. Focus on the development of the nursing workforce.

KEY TAKEAWAYS FOR LEADERSHIP

- 1. Develop a clear vision of the future of nursing practice.
- 2. Engage stakeholders in the process of change.
- 3. Create a supportive environment for innovation.
- 4. Foster a culture of continuous learning and improvement.
- 5. Encourage collaboration and shared responsibility.
- 6. Invest in the development of the nursing workforce.
- 7. Promote transparency and accountability.
- 8. Prioritize patient safety and quality of care.
- 9. Embrace diversity and inclusion.
- 10. Stay current on industry trends and regulations.

TRANSITIONING TO THE NCLEX-RN

REGISTRATION NOTE

Register to Strategies

Consider a host of strategies to assist students in their transition from the classroom to the clinical setting. The strategies listed below are intended to assist students in their transition from the classroom to the clinical setting. The strategies listed below are intended to assist students in their transition from the classroom to the clinical setting.

Strategies Identified for Inclusion:

- 1. Develop a clear vision of the future of nursing practice.
- 2. Engage stakeholders in the process of change.
- 3. Create a supportive environment for innovation.
- 4. Foster a culture of continuous learning and improvement.
- 5. Encourage collaboration and shared responsibility.
- 6. Invest in the development of the nursing workforce.
- 7. Promote transparency and accountability.
- 8. Prioritize patient safety and quality of care.
- 9. Embrace diversity and inclusion.
- 10. Stay current on industry trends and regulations.

QANE Quality Advancement in Nursing Education
AFI Avancées en formation infirmière

Quality Advancement in Nursing Education

Avancées en formation infirmière

CASN ACESI

ENTRY-TO-PRACTICE PUBLIC HEALTH NURSING COMPETENCIES FOR UNDERGRADUATE NURSING EDUCATION

CASN ACESI

NATIONAL NURSING EDUCATION SUMMIT

SUMMARY REPORT

CASN ACESI

CASN NURSE EDUCATORS' LEARNING INSTITUTE

INSTITUT DE FORMATION POUR INFIRMIÈRES ENSEIGNANTES



Certificate Courses

- Clinical Instructor Certificate Course
- Nurse Educator Certificate Course
- Cours en français menant à l'obtention d'un certificat en enseignement clinique de l'ACESI (French Clinical Instructor Certificate Course)

Professional Development

- **Scholarship**
- **Nurse Educator Interest Groups**—CASN has launched interest groups to provide our members with a new opportunity to meet and have regular discussions with educators from across Canada who share a common area of interest and expertise!
 - Nurse Educator Interest Groups:
 - Nurse Practitioner Education
 - Palliative and End-of-Life Care Education
 - Internationally Educated Nurse Education
 - Clinical Instructor
 - Simulation
 - Gerontology (NEW!)
 - Mental Health (NEW!)
- **Leadership Initiatives**
 - Academic Nursing Leadership Retreat June 2014
 - Academic Nursing Leadership Retreat October 2014
- **NCLEX-RN Transitioning**
 - CASN Alternative Format Item Writing Webinar: Transitioning to the NCLEX-RN®

Webinars:

- Infoway Webinar series November 2013—June 2014
- Clinical is Political: The Contexts and challenges of NP Education in Three Counties





STRATEGIC PLAN
JANUARY 2014 - JANUARY 2018
PLAN STRATÉGIQUE
JANVIER 2014 - JANVIER 2018

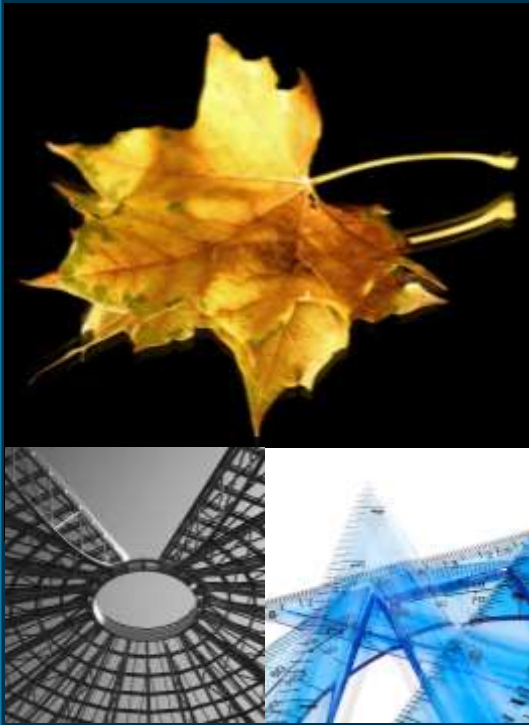
Status Update
November 2014

Mise à Jour
Novembre 2014

STRATEGIC DIRECTION 1

Create a national framework for our core mission of nursing education.

Develop a national framework that enables innovative local program delivery guided by shared principles that guide excellence in nursing education, in collaboration with member schools, students, other key national voices and international community of nurses.



RECOMMENDED ACTION 1 - MESURE RECOMMANDÉE 1

The framework will outline the central elements of nursing curriculum, drawing on the future of the nursing role and emerging needs of the healthcare system, strengthening the “singularity of nursing integrated with professional diversity.”

Le cadre définira les éléments centraux des programmes d'études en sciences infirmières, s'appuyant sur l'avenir du rôle des sciences infirmières et les besoins émergents du système de soins de santé, renforçant la « singularité des sciences infirmières intégrées à la diversité professionnelle ».

Progress to date:

- A document titled: *Building a National Framework to Guide the Education of Registered Nurses in Canada* was submitted to the Health Canada, Nursing Policy Unit outlining emerging needs of the health care system and their implications for the education of nurses, in January 2014.
- A document entitled *A National Nursing Education Summit – Summary Report* was released in May 2014 and was disseminated May 2014 at the CASN Biannual Education Conference in Halifax. Based on consultations with key stakeholders from education, regulation, and service. It outlines central priority elements for further work.

RECOMMENDED ACTION 2 - MESURE RECOMMANDÉE 2

Develop a framework that identifies core elements for baccalaureate, master's and doctoral education, with central elements that are leveled across degrees.

Élaborer un cadre qui définit les principaux éléments du baccalauréat, de la maîtrise et du doctorat, avec des éléments centraux qui sont présents à tous les cycles d'études.

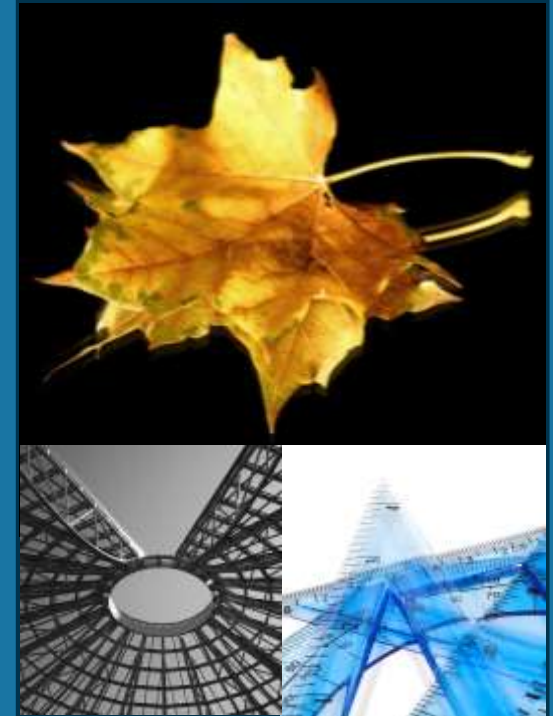
Progress to date:

- An overarching framework was developed. Six domains were identified and defined to organize graduate expectations across baccalaureate, masters, and doctoral degree levels
 1. Knowledge;
 2. Research, Methodologies, Critical Inquiry & Evidence;
 3. Nursing Practice;
 4. Communication & Collaboration;
 5. Professionalism; and
 6. Leadership
- The domains were based on an analysis and synthesis of a comprehensive literature review of:
 - 1) Canadian and international documents providing guidelines and evaluation criteria for higher education across disciplines; and
 - 2) Canadian and international documents identifying entry-to practice nursing competencies, or content expectations for nursing education.

ORIENTATION STRATÉGIQUES 1

Établir un cadre national pour notre mission fondamentale qu'est l'enseignement des sciences infirmières.

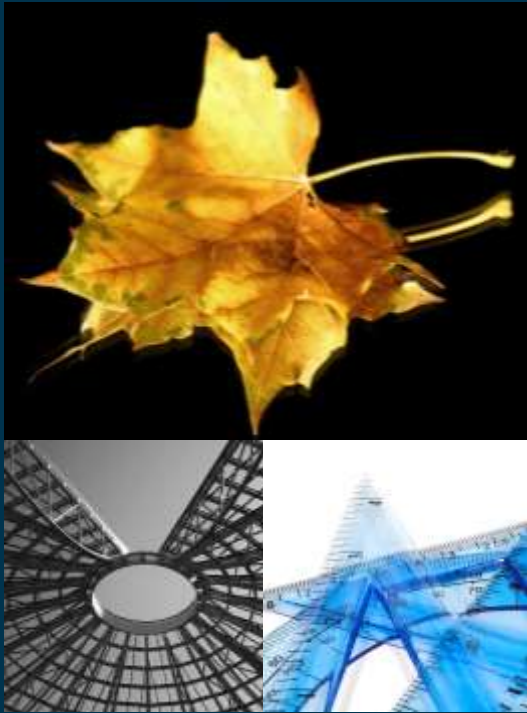
Élaborer un cadre national qui permet l'exécution de programmes locaux innovateurs orientés par des principes partagés qui guident l'excellence dans l'enseignement des sciences infirmières, en collaboration avec des écoles membres, des étudiantes, d'autres acteurs nationaux clés et la communauté internationale des infirmières.



STRATEGIC DIRECTION 1

Create a national framework for our core mission of nursing education.

Develop a national framework that enables innovative local program delivery guided by shared principles that guide excellence in nursing education, in collaboration with member schools, students, other key national voices and international community of nurses.



RECOMMENDED ACTION 3 - MESURE RECOMMANDÉE 3

Identify the Guiding Principles and Essential Components for baccalaureate and master's nursing education.

Définir des principes directeurs et des éléments essentiels pour l'enseignement des sciences infirmières au niveau du premier cycle et de la maîtrise.

Progress to date:

- A CASN baccalaureate and a CASN Master's committee, working in parallel, developed degree level expectations based on a multistep and iterative process of national stakeholder consultations and revisions.
- A CASN working group was formed to develop a position statement on practice in master's education to guide the degree expectations and a statement will be discussed at the Graduate Studies Forum.
- A degree level, guiding principle was formulated for each domain, for baccalaureate and for master's programs followed by a list of essential components. A survey sent to the Deans and Directors of the Schools of Nursing in Canada to determine the level of agreement with the guiding principles and essential components for baccalaureate and master's nursing education programs. All were identified as essential or very important by over 90% of respondents. Those with lower percentages in the essential category were reviewed for clarity. Some minor editing of baccalaureate and master's statements was carried out based on additional comments made by respondents.
- The baccalaureate and master's degree levels have been completed.
- A doctoral committee was struck in October 2014 to begin work on the guiding principles and essential components of PhD programs in nursing.

RECOMMENDED ACTION 4 - MESURE RECOMMANDÉE 4

As a first step; hold a Summit before the end of 2013 in partnership with CNA to explore current and future roles of nurses.

Dans un premier temps, tenir un sommet d'ici la fin 2013 en partenariat avec l'AIC pour explorer les rôles actuels et futurs des infirmières.

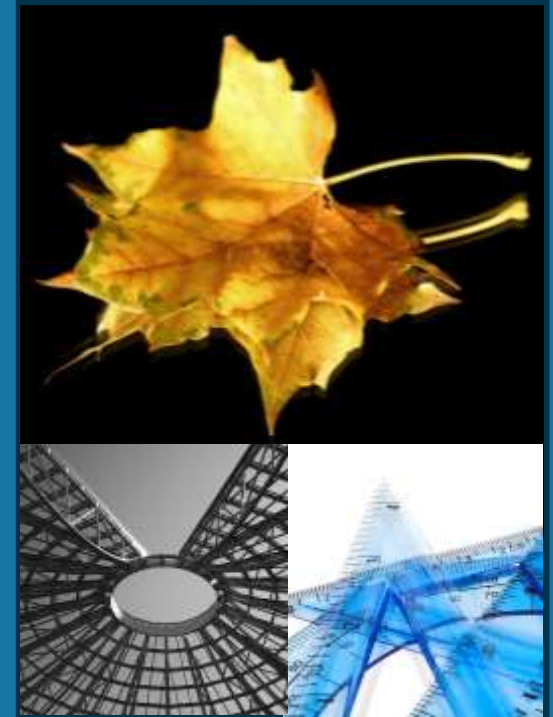
Progress to date:

- A National Nursing Education Summit was held on October 31st and November 1st 2013 in Toronto, Ontario to explore the education needs of the changing context for nursing, the implications of this on nursing roles, and the need to clarify and articulate roles of nursing.
- The project deliverable, a *National Nursing Education Summit-Summary Report*, was released in May 2014.

ORIENTATION STRATÉGIQUES 1

Établir un cadre national pour notre mission fondamentale qu'est l'enseignement des sciences infirmières.

Élaborer un cadre national qui permet l'exécution de programmes locaux innovateurs orientés par des principes partagés qui guident l'excellence dans l'enseignement des sciences infirmières, en collaboration avec des écoles membres, des étudiantes, d'autres acteurs nationaux clés et la communauté internationale des infirmières.



STRATEGIC DIRECTION 2

Advocate for better, more effective use of fiscal, strategic and personnel resources for nursing education at provincial, territorial, and national levels.



RECOMMENDED ACTION 1 - MESURE RECOMMANDÉE 1

(Create collaborative partnerships—Créer des partenariats de collaboration.)

Identify the Guiding Principles and Essential Components for baccalaureate and master's nursing education.

Définir des sujets clés qui nécessitent un travail soutenu et en collaboration et entretenir des contacts avec d'autres parties prenantes pour créer des stratégies.

Progress to date:

- CASN and CNA co-hosted a National Nursing Education Summit to explore; the education needs of the changing context of nursing; the implications of this change on nursing roles; and the need to clarify and articulate roles of nursing. The summit proceedings provided the basis for a National Nursing Education Strategy for the Future, which is comprised of a vision for the next generation of RNs, four domains of action and five enablers. Two key areas were identified during the National Nursing Education Summit:
 - 1) competencies differentiating professional nurse from the practical nurse; and
 - 2) roles of different levels of nursing and care workers in providing home care.
- CASN hosted a Stakeholder Forum in October 2014 where 35 stakeholders, mainly from Schools of Nursing, were invited to collaborate in the development of core entry-to-practice competencies in public health for undergraduate nursing education.
- CASN is currently working with NPs and NP educators from across Canada with the goal of developing guidelines for programs to include prescribing controlled drugs and substances into curriculum.
- CASN is partnering with the Canadian Federation of Mental Health Nurses and RAO to develop competencies for Mental Health Nursing.
- CASN partnered with the Canadian Association of Practical Nurse Educators (CAPNE) to collect accurate data on admission, enrollment, graduate and faculty in Practical Nursing programs across Canada.

RECOMMENDED ACTION 2 - MESURE RECOMMANDÉE 2

(Create collaborative partnerships—Créer des partenariats de collaboration.)

Strengthen partnerships with key national organizations (e.g., CNA, regulators, government, etc.) to deepen and implement change.

Renforcer les partenariats avec des organismes nationaux clés (p. ex., AICC, organismes de réglementation, gouvernement) pour approfondir et mettre en œuvre le changement.

Progress to date:

Ongoing linkages are being maintained with: The Canadian Nurses Association (CNA), Canadian Federation of Nurses Unions (CNFU), Association of Faculties of Medicine of Canada (AFMC), Canada Health Infoway, CNF, CNSA, A.N.A.C., Canadian Centre on Substance Abuse (CCSA), The Conference Board of Canada, Health Canada's Internationally Educated Health Professionals (IEHP) Task Force, the National Nursing Assessment Service (NNAS), PHAC, Canadian Health Nurses of Canada (CHNC), American Association of Colleges of Nursing (AACN), Asociación Latinoamericana de Escuelas y Facultades de Enfermería (ALADEFE), Forum of University Nursing Deans of South Africa (FUNDISA).

- The Executive Director is a member of the CNF Board.
- The Executive Director is a member of the CNSA Board.
- CASN staff participated in the *Symposium on Prescription Drug Abuse*, co-hosted by The Honourable Rona Ambrose, Minister of Health and The Canadian Centre on Substance Abuse (CCSA) in Toronto, Ontario in January 2014.
- The Executive Director participated in the *Symposium on Innovations and Policy Solutions for Addressing Prescription Drug Abuse*, hosted by The Conference Board of Canada in Ottawa, Ontario in April 2014.
- CASN staff participated in the *IEN Roundtable* hosted by the Internationally Educated Health Professionals (IEHP) Task Force and the National Nursing Assessment Service (NNAS) in January 2014.
- CASN staff participated in the Public Health Agency of Canada's Knowledge Translation meeting in June 2014 to connect with other organizations undertaking projects funded by the Public Health Scholarship and Capacity Building Initiative.
- CASN partnered with CNA to host a National Nursing Education Summit on October 31 and November 1, 2013.
- The Community Health Nurses of Canada are partners on the PHAC funded project that CASN is undertaking from December 2012 – 2015.
- The Executive Director attended the First Nations and Inuit Health Branch of Health Canada's Award of Excellence in Nursing Ceremony (2014).
- The Executive Director attended Canadian Nurses Foundation's Nightingale Gala.
- The Executive Director took part in the Patient Safety Consortium meeting.
- Consultations have been carried out with RNABC, CRNNS, CNO and other regulatory organizations to obtain input into the revision of the accreditation standards, adding the regulatory perspective.

ORIENTATION STRATÉGIQUES 2

Préconiser une utilisation plus efficace des ressources fiscales, stratégiques et humaines pour l'enseignement des sciences infirmières à l'échelle provinciale, territoriale et nationale.



STRATEGIC DIRECTION 2

Advocate for better, more effective use of fiscal, strategic and personnel resources for nursing education at provincial, territorial, and national levels.



RECOMMENDED ACTION 3 - MESURE RECOMMANDÉE 3

(Create collaborative partnerships—Créer des partenariats de collaboration.)

Create a collaborative national forum for discussion of health human resource/workforce planning for all nursing roles (PN/RN/RPN); collect/use graduate employment information to inform HHR planning.

Créer un forum national de collaboration pour discuter de la planification des ressources humaines/effectifs dans le domaine de la santé pour tous les rôles infirmiers (infirmières praticiennes, infirmières autorisées, infirmières praticiennes autorisées); recueillir/utiliser de l'information sur l'emploi des diplômées pour éclairer la planification des ressources humaines en santé.

Progress to date:

- The Baccalaureate Education Committee completed an environmental scan that examined where nurses are employed as well as current and future trends.
- CASN is partnering with the Canadian Association of Practical Nurse Educators (CAPNE) to collect accurate data on admission, enrollment, graduate and faculty in Practical Nursing programs across Canada. This work supports health human resources planning in both the nursing service and nursing education sectors.

RECOMMENDED ACTION 4 - MESURE RECOMMANDÉE 4

(Create collaborative partnerships—Créer des partenariats de collaboration.)

Develop relationships with relevant actors in each province/territory with the mandate to engage with governmental agencies.

Établir des relations avec des acteurs pertinents de chaque province/territoire dans le but d'entretenir des contacts avec des organismes gouvernementaux.

Progress to date:

- The Executive Director attended the NEBC meeting October 2014 with a view to strengthening linkages between this provincial organization of educators and CASN.
- Linkages with COUPN and CAATS, are being maintained to engage with governmental agencies.
- Continued to foster relationships with CNO and RAO through various projects.
- Held discussions with CRNBC, CRNM and CRNNS regarding the linkages between the approval of educational programs and accreditation.
- CASN attended the CAPNE AGM to discuss partnership on data collection moving forward and made contact with the provincial practical nurse representatives.
- The Executive Director attended the WNRCSN conference in Winnipeg (2014).

ORIENTATION STRATÉGIQUES 2

Préconiser une utilisation plus efficace des ressources fiscales, stratégiques et humaines pour l'enseignement des sciences infirmières à l'échelle provinciale, territoriale et nationale.



STRATEGIC DIRECTION 2

Advocate for better, more effective use of fiscal, strategic and personnel resources for nursing education at provincial, territorial, and national levels.



RECOMMENDED ACTION 5 - MESURE RECOMMANDÉE 5

(Strengthen public voice - Renforcer la voix de l'opinion publique.)

Raise the public profile of CASN as the voice of nursing education and expertise, particularly with nurses, students, patient advocacy groups, nursing associations and regulators.

Rehausser le profil public de l'ACESI comme la voix de l'enseignement et de l'expertise dans le secteur des sciences infirmières, particulièrement auprès des infirmières, des étudiantes, des groupes de défense des intérêts des patients/patientes, des associations infirmières et des organismes de réglementation.

Progress to date:

- The Executive Director attended a think tank organized by the Washington based, Migration Policy Institute in Mexico City regarding harmonizing nursing education across Central American countries, the United States, and Canada (Oct 2014).
- CASN is the secretariat for the Global Alliance for Leadership for Nursing Education and Sciences (GANES) and organized a strategic planning session for the organization that was attended by the American Association of Colleges of Nursing (AACN), the Forum of University Nursing Deans of South Africa (FUNDISA), and the Consejo Directivo de la Asociacion Latinoamericana de Escuelas y Facultades de Enfermeria (ALADEFE) (with membership in 22 countries).
- CASN has been working to support schools in preparing for the NCLEX-RN® exam;
 - Resources are being posted on the CASN website.
 - An item writing webinar series offered 4 times between August and November 2014.
 - A *Repertoire of Strategies* being used by Schools across Canada to prepare students for the NCLEX-RN® has been developed.
 - A Communications plan regarding the NCLEX-RN® was developed and sent to schools to provide resources that may assist them manage the transition.
- A Letter was sent to Health Canada's Internationally Educated Health Professional Initiative with an offer to collaborate on matters related to the education of IENs.

RECOMMENDED ACTION 6 - MESURE RECOMMANDÉE 6

(Strengthen public voice - Renforcer la voix de l'opinion publique.)

Create a targeted e-newsletter (snapshot in research, key questions in nursing).

Créer un bulletin de nouvelles électronique ciblé (donnant un aperçu de la recherche, des questions clés dans le domaine des sciences infirmières).

Progress to date:

As a method for creating an ongoing forum to exploring issues and questions in nursing, the Executive Director has committed to writing a blog on key issues in nursing. Some selected examples;

- January 23, 2014 - Nursing Education's Contribution to Strengthening Healthcare
- February 26, 2014 - CASN Setting a New Course
- March 5, 2014 - CASN Setting a New Course Part 2
- March 7, 2014 - A Trip Abroad
- May 22, 2014 - A Reflection on National Nursing Week
- August 28, 2014 - The Ebola Crisis Highlights the Need for Strong Nursing Education
- September 30, 2014 - Finding Common Ground: The Global Alliance for Leadership in Nursing Education and Sciences

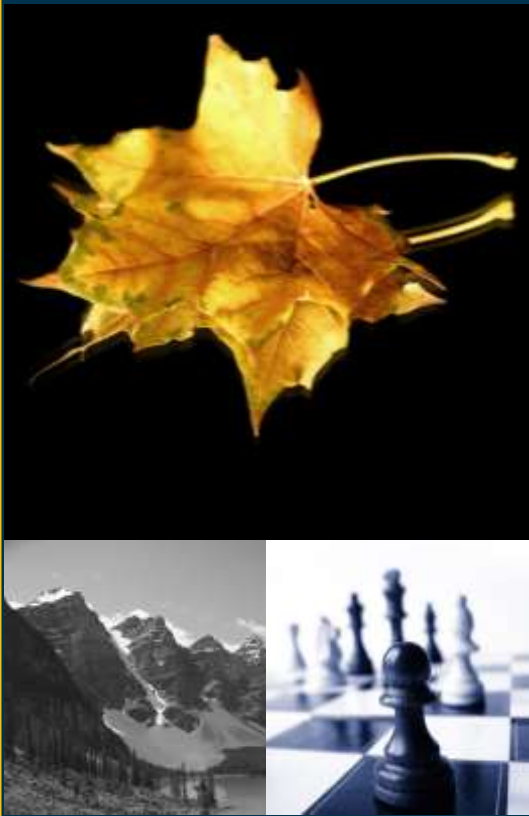
ORIENTATION STRATÉGIQUES 2

Préconiser une utilisation plus efficace des ressources fiscales, stratégiques et humaines pour l'enseignement des sciences infirmières à l'échelle provinciale, territoriale et nationale.



STRATEGIC DIRECTION 2

Advocate for better, more effective use of fiscal, strategic and personnel resources for nursing education at provincial, territorial, and national levels.



RECOMMENDED ACTION 7 - MESURE RECOMMANDÉE 7

(Strengthen public voice - Renforcer la voix de l'opinion publique.)

Develop short, evidence based briefs to governments on topics related to nursing education.

Rédiger à l'intention des gouvernements de courts mémoires reposant sur des données probantes portant sur des sujets liés à l'enseignement des sciences infirmières.

Progress to date:

- Presentation by the Executive Director at a Think Tank in Mexico City regarding harmonizing nursing education included government representatives from Canada, the United States, Mexico, El Salvador, and Guatemala.
- Presentation by the Executive Director to the House of Commons Health Committee in April 2014.
 - Calling for the federal government to support the critical need to develop a national framework to guide the future of nursing education based on an examination of the scopes of practice of Nurse Practitioners, Registered Nurses, and Practical Nurses as well as intraprofessional and interprofessional collaboration.
- Response to the government decision in Québec not to support the degree as entry-to-practice.
 - Supporting the Quebec provincial regulatory body's (OIIQ) call to move to the baccalaureate degree as the entry-to-practice requirement for registered nurses in Quebec. *"The Canadian Association of Schools of Nursing (CASN) considers a failure to adopt this requirement, as requested by the provincial regulatory body for nursing, the Quebec Order of Nurses, to be a major step backwards in health care in Quebec."*

RECOMMENDED ACTION 8 - MESURE RECOMMANDÉE 8

(Strengthen public voice - Renforcer la voix de l'opinion publique.)

Create a social media strategy (website, blog, listserv, twitter).

Créer une stratégie de média social (site Web, blogue, liste de diffusion, Twitter).

Progress to date:

- A comprehensive social media strategic plan has been developed and is being implemented.
 - Staff members have attended workshops on this topic.
- CASN Blog launched March 2013.
- CASN Facebook re-launched September 2013.
- CASN Twitter launched September 2013 (+210 "followers").
- Evaluation plan for the social media activities is being developed to assess whether objectives are being met.

ORIENTATION STRATÉGIQUES 2

Préconiser une utilisation plus efficace des ressources fiscales, stratégiques et humaines pour l'enseignement des sciences infirmières à l'échelle provinciale, territoriale et nationale.



STRATEGIC DIRECTION 2

Advocate for better, more effective use of fiscal, strategic and personnel resources for nursing education at provincial, territorial, and national levels.



RECOMMENDED ACTION 9 - MESURE RECOMMANDÉE 9

(Foster better resource utilization—Favoriser une meilleure utilisation des ressources.)

Craft a plan to identify, synthesize and share best practices in resource utilization.

Élaborer un plan pour définir, résumer et partager les pratiques exemplaires concernant l'utilisation des ressources.

Progress to date:

- CASN is investigating user-friendly options for discussion boards that the interest groups and other members can share best practices.
- CASN is currently developing a new website which will allow members to;
 - more easily access information and resources,
 - connect and discuss pertinent topics and issues, and
 - participate in new initiatives and professional development opportunities.

RECOMMENDED ACTION 10 - MESURE RECOMMANDÉE 10

(Foster better resource utilization—Favoriser une meilleure utilisation des ressources.)

Advocate for better utilization of resources by sharing research and innovative practices for education spending.

Préconiser une meilleure utilisation des ressources en partageant la recherche et les pratiques innovatrices relativement aux dépenses en matière de formation.

Progress to date:

- A CASN committee is developing guidelines for the use of simulation and for clinical placements – a synthesis of literature has been completed and a consultation process is being initiated to gather stakeholder input.

ORIENTATION STRATÉGIQUES 2

Préconiser une utilisation plus efficace des ressources fiscales, stratégiques et humaines pour l'enseignement des sciences infirmières à l'échelle provinciale, territoriale et nationale.



STRATEGIC DIRECTION 3

Support nursing schools and educators to deliver high quality nursing education across the span of nursing.



RECOMMENDED ACTION 1 - MESURE RECOMMANDÉE 1

(Engage collaborators to prioritize and take collective action that promotes high quality nursing education—Engager les collaborateurs à déterminer les priorités et à prendre des mesures collectives qui promeuvent un enseignement des sciences infirmières de qualité.)

Identify opportunities to engage membership in innovative ways to develop meaningful resources.

Cerner des possibilités d'engager de façons innovatrices les membres à élaborer des ressources significatives.

Progress to date:

- A task force on NP Education on Prescribing Controlled Drugs and Substances has been initiated (2014).
- The creation of the *Entry-to-Practice Public Health Nursing Competencies for Undergraduate Nursing Education* was guided by a Task Force of public health champions from CASN member schools.
 - CASN also engaged Schools of Nursing in an in-person Stakeholder Forum and through an online survey to achieve consensus on these competencies.
- The first CASN biennial Canadian Nursing Education Conference had over 200 attendees, over 100 presentations, the main theme of Anticipating and Shaping the Future of Nursing Education.
- CASN in partnership with the Federation of Mental Health Nurses and RNAO have initiated a project to develop core competencies in mental health/psychiatric nursing.

RECOMMENDED ACTION 2 - MESURE RECOMMANDÉE 2

(Develop resources—Élaborer des ressources.)

Develop position statements that can guide curriculum and pedagogy based on evidence relating to key learning approaches, including intra/interprofessional learning, simulation, appropriate/maximum use of technology, clinical experience, etc.

Élaborer des prises de position qui peuvent orienter les programmes d'études et la pédagogie en fonction de données probantes liées aux principales méthodes d'apprentissage, y compris l'apprentissage intraprofessionnel/interprofessionnel, la simulation, l'utilisation appropriée/maximale de la technologie et l'expérience clinique, etc.

Progress to date:

- An Advanced Practice Working Group was launched April 2014 and is developing a CASN Position Statement for Nursing Practice at the master's level.
- The CASN research committee is developing guidelines for the integration of research and research skills in baccalaureate programs.
- The CASN *Position Statement on Scholarship* was updated in November 2013.

ORIENTATION STRATÉGIQUES 3

Appuyer les écoles de sciences infirmières et les enseignantes pour qu'elles dispensent un enseignement de grande qualité dans tous les domaines des sciences infirmières.



STRATEGIC DIRECTION 3

Support nursing schools and educators to deliver high quality nursing education across the span of nursing.



RECOMMENDED ACTION 3 - MESURE RECOMMANDÉE 3

(Develop resources—Élaborer des ressources)

Develop tools and resources to support the delivery for high quality learning in key areas of nursing education.

Élaborer des outils et des ressources pour appuyer un apprentissage de grande qualité dans les domaines clés de l'enseignement des sciences infirmières.

Progress to date:

- Core entry-to-practice Public Health nursing competencies and indicators have been created. A Task Force of experts in public health nursing was involved in creating multiple iterations of the document entitled: *Entry-to-Practice Public Health Nursing Competencies for Undergraduate Nursing Education* beginning in January 2013 until the document was finalized in May 2014.
- Infoway funded project was completed in January 2014. The final resource: *Nursing Informatics Teaching Toolkit* was developed and disseminated. A follow up project that involves peer support and includes the creation of additional e-health resources is being launched.
- A clinical placement session is planned for the CASN Undergraduate forum to inform the creation of clinical placement guidelines.
- A mental Health Education competencies initiative is currently underway.
- The first biennial Canadian Nursing Education Conference featured five 60 minute panel symposia sessions that offered an opportunity for attendees to build up their skill base on various topics.
- A Task Force on NP Education for Prescribing Controlled Drugs and Substances was struck in 2014 to develop competencies/recommendations for NP programs.

RECOMMENDED ACTION 4 - MESURE RECOMMANDÉE 4

(Develop resources—Élaborer des ressources)

Develop and implement a certification program for teachers/nursing educators.

Élaborer et mettre en œuvre un programme de certification à l'intention des enseignantes en sciences infirmières.

Progress to date:

- CASN is developing the *CASN Nurse Educators' Learning Institute*: The Institute is comprised of:
 - 1) Academic Certificate Courses and Programs – a) Nurse Educator Certificate Program (launched in the spring of 2014,) Clinical Instructor Certificate Course [has been offered three times in English and launched in French in the fall of 2014),
 - 2) Professional Development Courses – a) Scholarship Course (offered in b) NCLEX webinars,
 - 3) A Webinar Seminar Series on Special Topics in Nursing Education was launched in September, 2014 and will run on a monthly basis from September to May (excluding December)
- CASN offered the second and third annual Academic Nursing Leadership Retreat in June and October 2014.
 - This 2 day workshop was designed for those newly in or aspiring to take on leadership roles within their School of Nursing and was facilitated by Sheila Devine and Sheila Brown. CASN is planning to deliver a part two of this Leadership Retreat in June 2015, based on positive feedback received by participants.

ORIENTATION STRATÉGIQUES 3

Appuyer les écoles de sciences infirmières et les enseignantes pour qu'elles dispensent un enseignement de grande qualité dans tous les domaines des sciences infirmières.



STRATEGIC DIRECTION 3

Support nursing schools and educators to deliver high quality nursing education across the span of nursing.



RECOMMENDED ACTION 5 - MESURE RECOMMANDÉE 5

(Develop resources—Élaborer des ressources)

Develop a “best practices in pedagogy” series, summarizing research related to various aspects of pedagogy.

Élaborer une série relative aux « pratiques exemplaires dans la pédagogie », résumant la recherche liée à divers aspects de la pédagogie.

Progress to date:

- *The CASN Nurse Educator Institute of Learning* includes a free Webinar Seminar Series on Special Topics in Nursing Education that was launched in September 2014.

RECOMMENDED ACTION 1 - MESURE RECOMMANDÉE 1

(Support the development of scholarship - Appuyer le développement de l'avancement des connaissances.)

Develop a position paper on the potential contributions of nursing perspectives in interprofessional research.

Élaborer un énoncé de position sur les contributions potentielles des perspectives infirmières dans la recherche interprofessionnelle.

Progress to date:

- In process

STRATEGIC DIRECTION 4

Foster the development of research and scholarship in nursing education to support disciplinary knowledge, nursing's contribution to interprofessional knowledge, and innovative, quality health care.



STRATEGIC DIRECTION 4

Foster the development of research and scholarship in nursing education to support disciplinary knowledge, nursing's contribution to interprofessional knowledge, and innovative, quality health care.



RECOMMENDED ACTION 2 - MESURE RECOMMANDÉE 2

(Support the development of scholarship - Appuyer le développement de l'avancement des connaissances.)

Deepen inquiry and research strength through workshops.

Renforcer la capacité d'enquête et de recherche au moyen d'ateliers.

Progress to date:

- A workshop on Scholarship was held in Edmonton in February 2013.
- The first biennial Canadian Nursing Education Conference presented by CASN, had over 200 attendees, over 100 presentations, the main theme of Anticipating and Shaping the Future of Nursing Education.

RECOMMENDED ACTION 3 - MESURE RECOMMANDÉE 3

(Support the development of scholarship - Appuyer le développement de l'avancement des connaissances.)

Offer an online course on developing scholarship.

Offrir un cours en ligne sur le développement de l'avancement des connaissances.

Progress to date:

- The CASN Scholarship course for Non Research Intensive Institutions was successively launched in March of 2014. It had approximately 50 participants from colleges and universities across Canada; The course was delivered for a second time in October 2014.

ORIENTATION STRATÉGIQUES 4

Favoriser le développement de la recherche et de l'avancement des connaissances dans l'enseignement des sciences infirmières pour appuyer les connaissances disciplinaires, la contribution des sciences infirmières aux connaissances interprofessionnelles, ainsi que des soins de santé innovateurs et de qualité.



STRATEGIC DIRECTION 4

Foster the development of research and scholarship in nursing education to support disciplinary knowledge, nursing's contribution to interprofessional knowledge, and innovative, quality health care.



RECOMMENDED ACTION 4 - MESURE RECOMMANDÉE 4

(Support the development of scholarship - Appuyer le développement de l'avancement des connaissances.)

Set standards of expectations around scholarship in schools of nursing.

Établir des normes relatives aux attentes en ce qui a trait à l'avancement des connaissances dans les écoles de sciences infirmières.

Progress to date:

- The CASN *Position Statement on Scholarship among Nursing Faculty* was reviewed, revised and adopted by the CASN Board of Directors in November 2013.
- The scholarship courses are reinforcing the concepts presented in CASN's position statement on scholarship, particularly those around the need for peer-reviewed work in scholarship.
- The standing Committee on Research and Scholarship has developed a plan of action for the year that includes providing input into key CASN documents.

RECOMMENDED ACTION 5 - MESURE RECOMMANDÉE 5

(Amplify discussion on nursing research and scholarship—Intensifier la discussion sur la recherche et l'avancement des connaissances dans les sciences infirmières.)

Look for opportunities to bring research and scholarship into conversations in multiple contexts, inside and outside of Canada.

Chercher des possibilités d'intégrer la recherche et l'avancement des connaissances aux conversations dans de multiples contextes, au Canada et à l'extérieur.

Progress to date:

- CASN supported the development of *Entry-to-Practice Competencies for Nurse-Midwives in Bangladesh* as part of a project funded by the Department of Foreign Affairs, International Trade and Development. This document included competency statements related to the development of research skills among new nurses in Bangladesh.
- CASN submitted or partnered on eight abstracts for the 2015 ICN Conference.
- CASN Awarded the Fourth Annual Pat Griffin Scholar.
 - In recognition of the importance of nursing education research and in order to advance the quality of nursing education through inquiry, mentorship, and dissemination. This annual grant is awarded to an established scholar, with a strong program of research in nursing education.
- The Research and Scholarship Committee developed a plan of action in the fall of 2014 to increase opportunities for research and scholarship to be included in a broader range of conversations.

ORIENTATION STRATÉGIQUES 4

Favoriser le développement de la recherche et de l'avancement des connaissances dans l'enseignement des sciences infirmières pour appuyer les connaissances disciplinaires, la contribution des sciences infirmières aux connaissances interprofessionnelles, ainsi que des soins de santé innovateurs et de qualité.



STRATEGIC DIRECTION 4

Foster the development of research and scholarship in nursing education to support disciplinary knowledge, nursing's contribution to interprofessional knowledge, and innovative, quality health care.



RECOMMENDED ACTION 6- MESURE RECOMMANDÉE 6

(Amplify discussion on nursing research and scholarship—Intensifier la discussion sur la recherche et l'avancement des connaissances dans les sciences infirmières.)

Launch a nursing education journal.

Lancer une revue de l'enseignement des sciences infirmières.

Progress to date:

- The first issue of the Journal was launched in October 2014.
- A roster of peer-reviewers was developed; guidelines for authors and for reviewers were developed; submissions obtained and reviewed.
- Co-Editors-in-chief - Corédactrices en chef selected and accepted the positions
 - **Jacinthe Pepin, inf., Ph.D.**
Professeure titulaire Faculté des sciences infirmières (FSI), Université de Montréal
Directrice, Centre d'innovation en formation infirmière (CIFI) Directrice associée,
Réseau de recherche en interventions en sciences infirmières du Québec (RRISIQ)
 - **Florence Myrick, PhD, MScN, BN, RN**
Professor, Faculty of Nursing University of Alberta
- Editorial Board was established and held teleconference meetings determining journal policies:
 - **Pauline Paul, RN, PhD**, Associate Professor & Associate Dean Graduate Studies, Faculty of Nursing, University of Alberta
 - **Sioban Nelson, RN, PhD**, Vice- Provost, Academic Programs and Professor at the Lawrence S Bloomberg Faculty of Nursing, University of Toronto
 - **Clémence Dallaire, inf. PhD**, Doyenne Professeure titulaire, Faculté des sciences infirmières, Université Laval
 - **Janice Thompson, RN, PhD**, Faculty of Nursing, University of New Brunswick
 - **Martin Johnson, RN, PhD**, Professor in Nursing, University of Salford - United Kingdom
- A contract with *BePress* was signed and the computer software installed;
- Funding was obtained from Certified Profile to support the launch of a bilingual, peer-reviewed, online journal.

RECOMMENDED ACTION 7 - MESURE RECOMMANDÉE 7

(Strengthen translation of evidence into practice -Renforcer le transfert des données probantes à la pratique)

Incorporate degree level expectations regarding evidence informed practice in frameworks and position papers.

Incorporer aux cadres et aux énoncés de positions des attentes au niveau des diplômés en ce qui concerne la pratique fondée sur des données probantes.

Progress to date:

- Baccalaureate and Master's Education Committees have developed degree level expectations for a baccalaureate nursing degree.
- Work is in progress on a position paper regarding practice in Master's education.

ORIENTATION STRATÉGIQUES 4

Favoriser le développement de la recherche et de l'avancement des connaissances dans l'enseignement des sciences infirmières pour appuyer les connaissances disciplinaires, la contribution des sciences infirmières aux connaissances interprofessionnelles, ainsi que des soins de santé innovateurs et de qualité.



STRATEGIC DIRECTION 4

Foster the development of research and scholarship in nursing education to support disciplinary knowledge, nursing's contribution to interprofessional knowledge, and innovative, quality health care.



RECOMMENDED ACTION 8 - MESURE RECOMMANDÉE 8

(Advocate for funding for research - Militer pour du financement destiné à la recherche)

Promote a greater nursing presence in funding agencies and on peer-review committees within funding agencies.

Promouvoir une présence accrue des sciences infirmières dans les organismes de financement et sur les comités d'examen par les pairs de ces derniers.

Progress to date:

- The issue is being examined by the Research and Scholarship Committee.

RECOMMENDED ACTION 1 - MESURE RECOMMANDÉE 1

(Promote and advance the quality of academic nursing education through continuing to advance the scope and depth of accreditation—Promouvoir et faire progresser la qualité de l'enseignement des sciences infirmières en continuant de renforcer la portée de l'agrément)

Continue to develop our expertise in accreditation, and collaborate in the development and administration of knowledge about high quality accreditation processes.

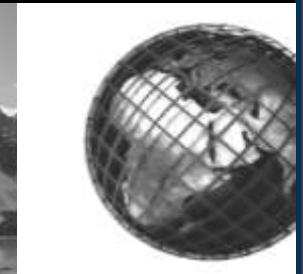
Continuer de développer notre expertise en matière d'agrément et collaborer au développement et à l'administration de connaissances relatives aux processus d'agrément de grande qualité.

Progress to date:

- CASN staff participate actively in the Association of Accrediting Agencies in Canada and collaborates with other agencies in contributing to the development, review and re-division of knowledge regarding best practices in accreditation.
- CASN has lent its expertise regarding the process and content of accreditation to the Haitian government as they develop processes for evaluating more than 400 private nursing schools in that country.

STRATEGIC DIRECTION 5

Support the delivery of high quality nursing education through Accreditation provincially, territorially, nationally and internationally.



STRATEGIC DIRECTION 5

Support the delivery of high quality nursing education through Accreditation provincially, territorially, nationally and internationally.



RECOMMENDED ACTION 2 - MESURE RECOMMANDÉE 2

(Promote and advance the quality of academic nursing education through continuing to advance the scope and depth of accreditation—Promouvoir et faire progresser la qualité de l'enseignement des sciences infirmières en continuant de renforcer la portée de l'agrément)

Implement a high quality, efficient and effective accreditation program based on international best practices, and on the values of transparency, equivalence, respect, and integrity.

Mettre en œuvre un programme d'agrément efficient, efficace et de grande qualité fondé sur des pratiques exemplaires internationales, ainsi que sur les valeurs que sont la transparence, l'équivalence, le respect et l'intégrité.

Progress to date:

- The changes in the standards resulting from the 2013 major review of the CASN Accreditation Program (standards, descriptors, and key elements) were adopted at Council, November 2013 and have been implemented in the CASN Accreditation Program.
- Changes in the framework of the CASN Accreditation Program resulting from the major revision were adopted by the Board of Directors in May 2014 and have been integrated into the *Accreditation Program Manual for Schools*.
- The *Accreditation Reviewer Guidelines* developed in 2012 are being used by Reviewers and feedback indicates that this improves the quality of their reviews.
- Two international Schools of Nursing recommitted to CASN's Accreditation Program during the 2013-2014 Accreditation season.
- Staff conduct regular reviewer training and training of new members of the CASN Accreditation Bureau to ensure the program reflects the values of transparency, equivalence, respect and integrity.
- Staff provide Accreditation 101 regularly to Schools who desire information on the program, Schools who are planning to apply for a review, and Schools who are about to embark on a review.
- Staff conduct an annual evaluation of the accreditation programs by schools who were reviewed during the year. The evaluation for 2012-2013 indicate that the program has been successful in the delivery of the Accreditation 101 course and in supporting reviewer teams; staff are continuing to strengthen reviewer training and are working on continuing education sessions to be initiated in 2015.

RECOMMENDED ACTION 3 - MESURE RECOMMANDÉE 3

(Enhance the reach of our expertise - Accroître la portée de notre expertise.)

Market accreditation knowledge to other health professions and outside of Canada.

Commercialiser nos connaissances en matière d'agrément auprès d'autres professions en santé et à l'extérieur du Canada.

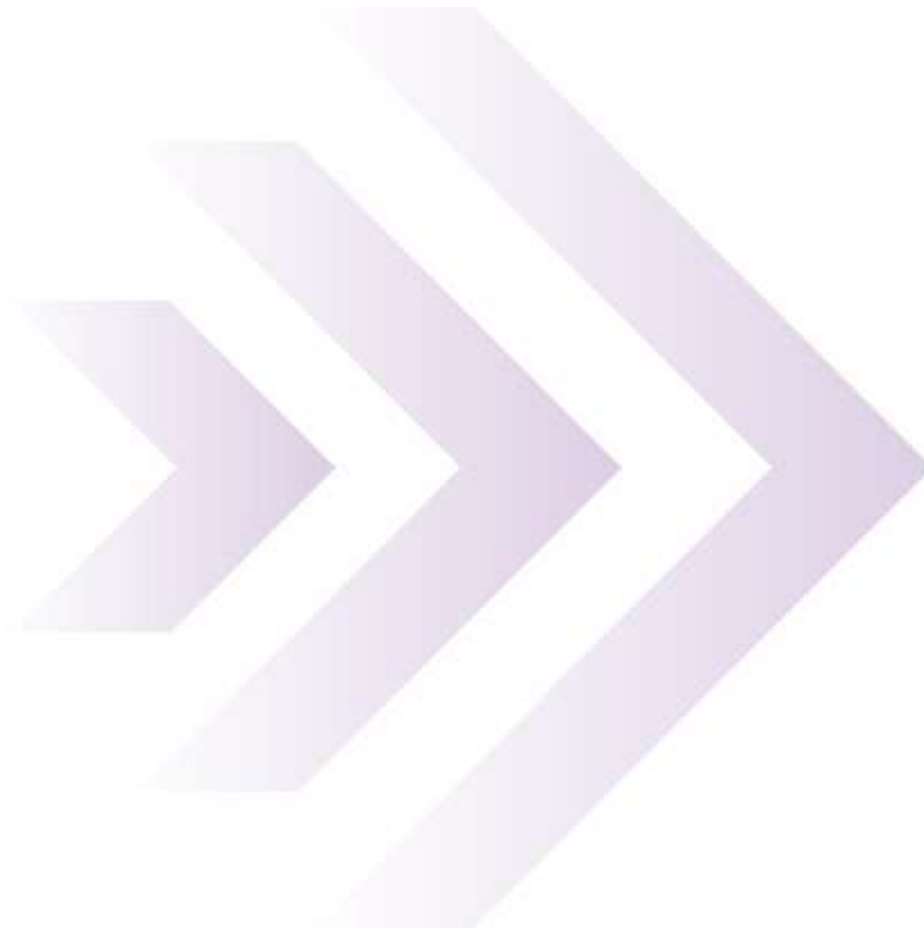
Progress to date:

- CASN supported the creation of *Accreditation Standards for Nursing Institutes in Bangladesh* as part of a project funded by the Department of Foreign Affairs, International Trade and Development.
- CASN provided expertise to the Government in Haiti to revise and update their standards for nursing education programs and to develop more rigorous processes for the evaluation of schools and decision-making.
- CASN supported the development of *Entry-to-Practice Competencies for Nurse-Midwives in Bangladesh* as part of a project funded by the Department of Foreign Affairs, International Trade and Development. This document included competency statements related to the development of research skills among new nurses in Bangladesh.
- CASN provided expertise to the Government in Swaziland in developing entry-to-practice competencies which will be integrated into an accreditation program they plan to develop.

STRATEGIC DIRECTION 5

Appuyer la prestation d'un enseignement des sciences infirmières de grande qualité par le biais de l'agrément aux échelles provinciale, territoriale, nationale et internationale.







AFFILIATE MEMBER REPORTS

RAPPORTS DES MEMBRES AFFILIÉS

Status Update
November 2014

Mise à Jour
Novembre 2014

ARCASN PRESIDENT'S REPORT 2013-2014

The Atlantic Canadian Association Schools of Nursing (ARCASN), like our regional counterparts, has a goal to assist in meeting the objectives of the Canadian Associations of Schools of Nursing (CASN). Regionally, we provide an organized body to promote the advancement of nursing education in Atlantic Canada. ARCASN includes the four Atlantic Provinces: Newfoundland & Labrador, Nova Scotia, Prince Edward Island, and New Brunswick. A school representative from each of the 10 Atlantic Canadian Universities sits on our board; the Executive committee is also elected from among the 4 provinces represented. I wish to acknowledge the ongoing support from the members of our executive committee, our school representatives and our general membership. More information on our Executive and School Representatives can be found on our web page as noted below.

ARCASN ACTIVITIES

- Our website has been reviewed and revamped and is now operational at www.arcasn.ca
- The executive and school representatives met three times in the 2013-2014 year, including once prior to our 2014 AGM. Due to fiscal accountability, we only meet in person twice per year, once in the fall and once at the AGM. The winter meeting is via teleconference.
- We had another very successful 2014 Nursing Research Conference, sponsored by the University of Prince Edward Island (UPEI) who sponsored a collaborative conference with ARCASN, UPEI and Health PEI entitled, *The Value of the Registered Nurse in Creating Positive Change and Transforming Health Care*. The renowned Gina Browne was the keynote speaker and was appreciated by all in attendance for her humor and wisdom. A very special thank you is extended to Janet MacIntyre, the ARCASN school rep for UPEI, and to her team for this wonderful event.
- The planning stages have now already begun for the 2015 conference, which will be held at the St. John campus of the University of New Brunswick (UNB). This conference is being held in conjunction with their celebration of having been operational for 50 years !!
- Following our Executive meeting on September 25th, 2014, most members of our board attended a day long NCLEX® Regional Workshop on September 26th, 2014, presented by the National Council State Boards of Nursing (NCSBN) colleagues. This event was sponsored and supported by the four (4) Regulators and regulating bodies of Atlantic Canada. The event was informative, timely and valuable for all in attendance. We continue to share information among members and schools regarding our planning and progress in preparing our students for the first writing of the NCLEX-RN® exam in January, 2015.
- ARCASN's executive continually works toward our mission and strategic plan, reflective of our regional needs. In celebration of excellence in nursing education and research, we once again bestowed awards of \$2000.00 each to 4 award recipients at our AGM in June 2014. Please use this link to find out more about the deserving award winners! <http://arcasn.ca/whats-new/awards-grants/>.

Respectfully submitted,

Cyndee MacPhee

QRCASN PRESIDENT'S REPORT 2013-2014

RENCONTRES DES INSTANCES DE GOUVERNE :

En 2013-2014, l'Assemblée générale annuelle s'est tenue le 28 octobre 2013. Les membres du Conseil d'administration de l'ACESI-RQ se sont rencontrés deux fois, soit le 28 octobre 2013, dans le cadre du Congrès annuel de l'Ordre des infirmières et infirmiers du Québec (OIIQ) à Montréal et le 16 mai à la Faculté des sciences infirmières de l'Université de Montréal. Les membres du comité exécutif se sont réunis en conférence téléphonique le 3 octobre 2013 ainsi qu'en personne le 19 février 2014, de concert avec les membres du Forum des DD et de l'OIIQ.

Membre du comité exécutif 2013-2014

- Johanne Goudreau, Université de Montréal, présidente
- Sylvie Cardinal, Université du Québec en Abitibi, vice-présidente
- Linda Lepage, Université Laval, secrétaire (mandat terminé en mai 2014, remplacée par Kathleen Lechasseur)
- Françoise Filion, Université McGill, trésorière
- Luc Mathieu, conseiller (mandat terminé en mai 2014)

RAPPORT ANNUEL 2013-2014

En 2013-2014, les travaux de l'ACÉSI-RQ se sont poursuivis autour des activités suivantes :

- Forum des doyens et directeurs
 - A effectué un suivi de l'avancement du dossier des bourses pour la formation de la relève du corps professoral des universités québécoises auprès de la Table en sciences infirmières de la BCI (instance qui remplace la CREPUQ) qui est mandatée pour assurer le renouvellement du programme de bourses avec le MESRS (ministère de l'éducation, de la science, de la recherche et du sport). Le renouvellement de ces bourses a été assuré pour 2014-2015 seulement.
 - A poursuivi ses représentations à la Table sectorielle nationale en sciences infirmières des RUIS relativement au déploiement des programmes IPS, dont deux potentiellement à venir, oncologie et neurologie.
 - A régulièrement abordé la question du rehaussement de la formation initiale des infirmières au Québec et cherché de nouvelles avenues d'intervention au niveau politique et a été invité par l'OIIQ à participer à une rencontre le 28 septembre 2014 pour discuter des stratégies envisagées par l'OIIQ pour promouvoir le dossier.
- Le Forum sur la pratique infirmière avancée a été particulièrement actif dans l'organisation et la tenue de la suite du colloque ACFAS de 2013. Cette deuxième journée ACFAS a eu lieu à Montréal le 15 mai 2014, sur le thème : **La collaboration intrarprofessionnelle des infirmières de pratique avancée**. Ce colloque a accueilli près de 35 personnes, professeures ou infirmières en pratique avancée. L'évaluation a été plus que satisfaisante. Les conférences ont été enregistrées et seront disponibles sur le web bientôt pour tous les membres de l'ACÉSI-RQ qui n'ont pu y participer. Madame Madeleine Lauzier, directrice des affaires externes à l'OIIQ a été invitée à plusieurs des rencontres du Forum afin de contribuer aux discussions entourant les stages IPS.
- Le Forum du 1^{er} cycle n'a pas tenu de réunions, ni celui sur la recherche, le CA ayant décidé de reporter leurs travaux. La direction du Forum sera reprise par Johanne Goudreau pour l'année 2014-2015.

Johanne Goudreau

COUPN-CAATS PRESIDENTS' REPORT 2013-2014

BACKGROUND

The Council of Ontario University Programs in Nursing (COUPN) and the Provincial Heads of Nursing, Colleges of Applied Arts and Technology (CAATS) promote the advancement of nursing by: presenting the views of nursing education to educational, professional and public organizations; promoting the understanding that nursing education at all levels can contribute to the development of health services in Ontario; promoting standards of excellence in university and college nursing programs; and promoting research and scholarly activity in nursing.

COUPN and CAATS remain committed to working together in partnership to strengthen nursing education.

ACTIONS TAKEN

- COUPN-CAATS joint activities over the past year have included:
- Co-chairing a work group of the Joint Provincial Nursing Committee (JPNC), a committee of key Ontario nursing stakeholder organizations and the Ministry of Health and Long-Term Care whose role is to contribute to health policy from a nursing perspective and support communication among nursing groups and the government. The work group is conducting research and developing recommendations for JPNC on how to address challenges with clinical education, and how to align nurse education program enrolment with health human resource needs.
 - Participating in a provincial stakeholders' summit on approaches to enhancing the education of care providers to improve care of older adults.
 - Ongoing participation on a government committee to investigate whether Ontario's community colleges should be authorized to offer stand-alone nursing degrees. No decision has been made to date.
 - Discussions with stakeholders on the educational needs of internationally educated nurses in light of regulatory changes affecting these nurses.
- COUPN conducted a joint procurement of NCLEX® preparation materials for students and faculty. The successful vendors are Elsevier and Wolter Kluwer.
- COUPN received a \$5.8 M grant from the Ontario Ministry of Training, Colleges and Universities to develop twenty-six new clinical simulation scenarios. The scenarios will help prepare senior-level baccalaureate nursing students for care in high risk clinical situations, with vulnerable populations, and in the context of interdisciplinary teams. The scenarios will be housed on a D2L website where they can be accessed for adaptation and use in Ontario's nursing programs.
- The seventh annual COUPN Awards were held in Toronto in April, to celebrate excellence in nursing education and scholarship. Twelve awards were distributed.

COUPN CAATS EXECUTIVE COMMITTEE 2013-14

CAATs Executive Members	COUPN Executive Members
Sandra DeLuca, Fanshawe College (CAATS Co-Chair) Ellen Bull, Centennial College Marilyn King, Sault College Maria May, Seneca College	Jennifer Medves, Queen's University (COUPN Co-Chair) Claire Mallette, York University Linda Patrick, University of Windsor Karen Poole, Lakehead University

WNRCSN PRESIDENT'S REPORT 2013-2014

BACKGROUND

Western North-western Region CASN (WNRCSN) is a regional organization of individual members of CASN-affiliated schools of nursing in western provinces and the western region of the Northwest Territories. Membership is comprised of Deans, Directors, Faculty members, graduate students, and affiliated faculty of CASN-member schools. Each school of nursing elects/selects a Member-at-Large who becomes the communication person for WNRCSN.

ACTIONS TAKEN

Annual General Meeting

WNRCSN has an annual Nurse Educators Conference that includes an annual general meeting in February. The 2014 conference was hosted by Red River College in Winnipeg, Manitoba. The conference theme was “**Embracing Challenges: Nursing Education in the 21st Century**”. Attendance at the conference was outstanding with delegates coming from all of the western provinces, as well as a few international attendees.

The AGM was well attended. The agenda was very much a business meeting, and concluded with introducing a new president and secretary-treasurer.

Annual awards

Awards were presented as follows:

Graduate Student Research Award: Em Pijl Zieber, University of Lethbridge

Education Research Awards (2 awards): 1) Dr. Nicole Harder, University of Manitoba; 2) Dr. Noelle Rohatinsky, University of Saskatchewan

Education Innovation Award: Not awarded

Focus of this past year

Continue to ensure our financial transactions and reports were accurate and transparent. With the transition in president and secretary/treasurer, time was spent mentoring and reviewing archived documents.

Next Steps

We are continuing to develop our communication network among the member schools in WNRCSN and encouraging debate on nursing education issues in Canada. Members asked about the possibility of having special interest groups, which will be pursued.

We intend on reviewing and strengthening our research award protocols.

Since this is a transition year for the presidency and secretary-treasurer position, we are mindful of securing volunteers for executive and MAL positions.

EXECUTIVE COMMITTEE 2014 - 2015

Monique Sedgwick, University of Lethbridge, Past-President

Nicole Harder, University of Manitoba, President

Rae Harwood, University of Manitoba, Secretary-Treasurer

Sandra Davidson, University of Alberta, Vice-President

Donna Petri, Thompson Rivers University

Beverly Williams, University of Alberta

Pertice Moffitt, Aurora College

Nicole Brown, Selkirk College

Chris Barlow, Nursing Education Program of Saskatchewan

CNSA REPORT 2013-2014

The Canadian Nursing Students' Association (CNSA) is the national voice of Canadian nursing students. While continuing to grow, CNSA, along with the 2014-2015 Board of Directors, is expanding the voice of nursing students through continued advocacy and stakeholder relations.

CNSA is looking forward to yet another busy year. Following the successful overhaul of our governing bylaws we are moving forward with positional and committee work. Items such as advocacy efforts surrounding the entry-to-practice NCLEX® examination, encouraging research opportunities, meeting and acting on approved resolutions and position statements, and National Nursing Students' Week are just a few of the exciting opportunities for our membership this year.

At last year's National Assembly, our membership spoke loud and clear about the topics and issues that they are passionate about. A position statement on creating an empowering environment for nursing students to eliminate bullying in the nursing profession was adopted by National Assembly. As an association, we are working toward promoting and fulfilling this position statement.

One of the main goals we intend to focus on this year is advocacy for students by raising awareness about issues, exploring and providing resources, advancing goals of the association, and working with stakeholders to create a better experience for students and ensure an academically enriching environment. We also want to further assist our membership with transitioning to the NCLEX-RN® exam.

Furthermore, CNSA is currently revamping and translating documents, templates, and our website to reflect these changes in order to maintain our professional image. We also intend to expand our voice and to increase CNSA's visibility amongst students and Canadians by continuing our marketing and recruitment strategies.

Our 2014 National Nursing Students' Week, which will unfold from November 16-22, will allow us to recognize nursing students across the country by also distributing lapel pins, bookmarks and T-shirts. We want members to have CNSA items to have their sense of belonging and identification with the association.

This year's regional conferences happening throughout the fall months are being held at Thompson Rivers University, Trent University, McGill University, and St. Francis Xavier University. National Conference is being hosted by the University of Saskatchewan - Regina Campus in Regina, Saskatchewan from January 28-31, 2015. The theme for this year is "Inspire Excellence. Promoting Empowerment to Achieve Superior Quality of Care", and we are excited to announce that we will be hosting a student research symposium, preconference NCLEX® information sessions, as well as many fantastic speakers, and workshops that are sure to educate and provide unique experiences to our membership.

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SOCIAL MEDIA

TWITTER 2013-2014 HIGHLIGHTS...



CASN/ACESI @CASN43 - Jul 2
Congrats to Susan French on her #OrderOfCanada for her role in #NursingEducation! (1/2)

CASN/ACESI @CASN43 - Feb 7
Make Fridays #PGFundFriday! and nominate a #nursingeducation researcher for @CASN43's Pat Griffin Scholar Award! casn.ca/en/Whats_new_a...

CASN/ACESI @CASN43 - May 28
Debate on a #NursingEducation hot topic at #Conference2014 - should nurses go through residency?



CASN/ACESI @CASN43 - Jan 24
Ed. Programs Coordinator, Sargya Vaidyanathan, with @LilieRomaAmbrose | #prelic13indragabaw #symposium



CASN/ACESI @CASN43 - Oct 24
Nursing experience helped Margaret Lerhe 'do what you should do' as she helped wounded soldier at war memorial. Proud of nursing and nurses

CASN/ACESI @CASN43 - Oct 24
Renseignements sur le virus #Ebola: préparation et réduction des risques casn.ca/fr/Les_Nouveau...

CASN/ACESI @CASN43 - May 12
CASN attends Gala event honouring the work of Polly Bednash at @AACNursing



CASN/ACESI @CASN43 - Aug 21
The Nursing Council of Swaziland developing Entry-To-Practice Nursing Competencies



CASN/ACESI @CASN43 - Oct 24
"We should be there for nurses as they're always there for us." <https://www.youtube.com/watch?v=9L7PvKXK0U>



CASN/ACESI @CASN43 - Aug 28
The Ebola Crisis Highlights the Need for Strong Nursing Education. #CASNPH Read our blog and join the conversation!

CASN/ACESI @CASN43 - Sep 24
N'oubliez pas de visiter le site Web de l'ACESI pour un webinar gratuit sur la formation pour les IP dans 3 pays! casn.ca/fr/Whats_new_a...

CASN/ACESI @CASN43 - Sep 24
Be sure to visit the CASN website for free Oct 1 webinar on NP education in 3 countries casn.ca/en/Whats_new_a...

ALSO CHECK OUT OUR FACEBOOK PAGE!

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