

# Annual Report 2015

## Report Annuel 2015



CASN  
ACESI





CASN  

---

ACESI





Annual Report 2015  
Report Annuel 2015



# 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



# TABLE OF CONTENTS / TABLE DES MATIÈRES

PRESIDENT'S MESSAGE / MESSAGE DE LA PRÉSIDENTE	6
EXECUTIVE DIRECTOR'S MESSAGE / MESSAGE DE LA DIRECTRICE GÉNÉRALE	8
STRATEGIC PLAN STATUS UPDATE / PLAN STRATÉGIQUE MISE À JOUR	11
AFFILIATE MEMBER REPORTS / RAPPORTS DES MEMBRES AFFILIÉS	45
BOARD OF DIRECTORS 2014-2015 / CONSEIL D'ADMINISTRATION 2014-2015	52
COMMITTEE MEMBERS 2014-2015 / MEMBRES DES COMITÉS 2014-2015	53
FINANCIAL STATEMENTS / RENSEIGNEMENTS FINANCIERS	57





---

## PRESIDENT/ PRÉSIDENTE

---

KIRSTEN WOODEND, RN, PHD

Welcome to the 2015 CASN Council meeting. I look forward to the dynamic and fruitful discussions that will occur over the next few days.

In August 2015, the CASN Board voted that “CASN take a more assertive stance; a stronger approach regarding what is happening with the NCLEX-RN exam”. We further agreed that new Canadian graduates should write an entry to practice examination that acknowledges both our Canadian context and Canadian diversity, and that we would work toward the goal of again having a Canadian entry-to-practice examination. While it is apparent that some ministers of education and health have heard our concerns about the NCLEX, we must continue to ensure that nurse educators are a part of future decisions related to the entry-to-practice examination; this issue is one that will affect the way we prepare nurses and provide nursing care in this country. I am sure we will engage in some interesting debate and solution finding while we are together at this year’s CASN Council.

CASN, in collaboration with other GANES’s (Global Association for Leadership in Nursing Education and Science) members, organized and presented at a Pre-Conference Workshop of the June 2015 International Council of Nurses Conference in Seoul, South Korea. The topic was Enhancing the Quality of Nursing Education Globally. Each of the GANES member organizations delivered a presentation on their nursing education models, quality metrics, and accreditation processes. We also worked on a strategic plan for GANES; one of the strategic directions that will be pursued by GANES is “to provide leadership in the advancement of quality in nursing education towards the improvement of nursing practice.”

The work that CASN has produced in the past year, and continues to produce, involves large numbers of Canadian nurse educators. CASN relies on and is grateful for the contributions of all these participants. Thank you to all of you and your faculty for your energy, passion, intellect, experience, and commitment to addressing issues in nursing education. It is not only our nursing students/graduates, who benefit from your hard work; the Canadian health care system and the health of Canadians is better for your efforts.

During the meetings over the next couple of days and in the months and years to come, we will continue to address the issues mentioned here and other emergent issues as we continue to move in the strategic directions outlined in the CASN strategic plan. Thank you for your presence at this national meeting, and for your willingness to contribute your time and energy to these important discussions.

Kirsten Woodend, RN, PhD

Bienvenue à la réunion du Conseil de l'ACESI de 2015. J'attends avec impatience les échanges dynamiques et fructueux qui auront lieu au cours des prochains jours.

En août 2015, le Conseil de l'ACESI a voté pour que l'ACESI adopte une attitude et une approche plus fermes à l'égard des enjeux que soulèvent l'examen NCLEX-RN. Nous avons également convenu que les nouvelles diplômées canadiennes devraient passer un examen d'entrée dans la profession qui tient compte à la fois notre contexte canadien et la diversité canadienne, et de travailler à la réalisation de l'objectif de disposer à nouveau d'un examen canadien d'entrée dans la profession infirmière. Bien qu'il semble que certains ministres de l'Éducation et de la Santé aient pris note de nos préoccupations concernant le NCLEX, nous devons continuer à faire en sorte que les enseignantes en sciences infirmières prennent part aux décisions futures relatives à l'examen d'entrée dans la profession ; cet enjeu aura une incidence sur la façon dont nous préparons les infirmières et dont nous prodiguons des soins infirmiers au Canada. Je suis certaine que nous participerons à des échanges intéressants dans le but de trouver une solution lors de la rencontre du Conseil de l'ACESI de cette année.

L'ACESI, en collaboration avec d'autres membres de la GANES (Global Association for Leadership in Nursing Education and Science), a organisé et présenté un atelier préparatoire à la Conférence du Conseil international des infirmières de juin 2015, qui a eu lieu à Séoul, en Corée du Sud. Le thème de cet atelier était l'amélioration de la qualité de la formation en sciences infirmières dans le monde. Chacune des organisations membres de la GANES a présenté un exposé sur ses modèles de formation infirmière, ses mesures de la qualité et ses processus d'agrément. Nous avons également travaillé à l'élaboration d'un plan stratégique de la GANES; l'une des orientations stratégiques qui sera adoptée par la GANES sera de fournir un leadership dans la promotion de la qualité dans la formation en sciences infirmières en vue de l'amélioration de la pratique infirmière.

Le travail que l'ACESI a accompli au cours de la dernière année, et continue d'accomplir, impose la participation d'un grand nombre d'infirmières enseignantes canadiennes. L'ACESI compte sur elles et leur est très reconnaissante de leur contribution. Nous tenons à vous remercier, vous et votre corps professoral, 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. Non seulement nos étudiantes et nos diplômées en sciences infirmières tirent profit de votre travail assidu, mais le système des soins de santé du Canada et les Canadiens sont en meilleure santé grâce à vos efforts.

Au cours des réunions des prochains jours et durant les mois et les années qui suivront, nous continuerons à nous pencher sur les enjeux évoqués ci-dessus et sur d'autres enjeux émergents à mesure que nous poursuivrons les orientations stratégiques énoncées dans le plan stratégique de l'ACESI. Nous vous remercions de votre présence à cette réunion nationale et de votre volonté à consacrer temps et énergie à ces échanges importants.



Kirsten Woodend, RN, PhD

Présidente de L'ACESI



---

EXECUTIVE  
DIRECTOR /  
DIRECTRICE  
GÉNÉRALE

---

CYNTHIA BAKER, RN, PHD

Dear Colleagues.

The CASN National Office is responsible for the operations of the association and for implementing its strategic plan. In 2014, Council members called on CASN to continue to advance each of the five strategic priorities and also recommended an increased emphasis on advocacy. Progress has been made on all the strategic directions but events in 2015 placed advocacy initiatives in the foreground. I would like to highlight some of the key strategic initiatives undertaken.

Following the 2014 Council meeting, CASN created an advocacy network with representation from provincial and regional organizations of educators across Canada. Members identified two foci to collaborate on: faculty replacements and the introduction of the NCLEX-RN® in January 2015.

As a first step related to faculty replacements, CASN national office engaged a researcher to conduct a study forecasting the need for nursing faculty in five years, and identifying current trends in faculty replacement strategies. The project is currently underway and will be completed in May 2016. Data from the annual CASN student and faculty survey are being used to project the future need for faculty. The results will support health human resource planning and provide relevant information for advocacy initiatives related to faculty replacement.

The transition to the NCLEX-RN® proved to be tumultuous in many regions. CASN has been committed to providing support and resources to our member schools related to this issue. To this end, we have been advocating for francophone writers, conducted analyses of the NCLEX-RN® test plans, forged alliances with other organizations and other health professions and provided our members with information and tools.

A key strategic priority has been the creation of a national framework for our core mission of nursing education. It is now completed and consists of guiding principles and essential components across six domains for baccalaureate, masters, and doctoral education. The section on doctoral education was incorporated into the document this year, and the baccalaureate section was carefully reviewed by chief nursing officers and nursing employers across Canada, and resulted in some minor modifications in light of their input. National, consensus based guidelines for clinical placements and simulation for baccalaureate education has just been completed, reflecting the essential components of the framework's practice domain, but providing greater depth and detail.

We have continued to promote scholarship and leadership among faculty with some additional educational offerings. In response to multiple requests, CASN has added a second level leadership retreat that was well attended and positively evaluated. CASN has also added a second level scholarship course that focuses on building capacity in the scholarship of discovery.

We have received a great deal of support from faculty across the country who have contributed time, energy, and expertise in advancing CASN's mission to promote quality in nursing education. It has been a pleasure working with you and on behalf of the national office, I would like to express our appreciation and gratitude.

Cynthia Baker, RN., PhD



Chères collègues,

Le Secrétariat national de l'ACESI est responsable de la gestion de l'Association et de la mise en œuvre de son plan stratégique. En 2014, les membres du Conseil ont demandé à l'ACESI de continuer à faire progresser les cinq priorités stratégiques et ont également recommandé d'accorder une importance accrue à la défense des intérêts. Des progrès ont été réalisés à l'égard de toutes les orientations stratégiques, mais des événements survenus en 2015 ont placé les initiatives de défense des droits au premier plan. J'aimerais souligner certaines des principales initiatives stratégiques entreprises.

Après la réunion du Conseil de 2014, l'ACESI a établi un réseau de défense des droits avec des représentants d'organismes de pédagogues provinciaux et régionaux de partout au Canada. Les membres ont désigné deux axes de collaboration : les renouvellements du corps professoral et l'introduction du NCLEX-RN® en janvier 2015.

Comme première mesure relative aux renouvellements du corps professoral, le Secrétariat national de l'ACESI a embauché une chercheuse pour mener une étude sur la prévision des besoins liés au corps professoral des sciences infirmières dans cinq ans et sur la détermination des tendances actuelles dans les stratégies de renouvellements du corps professoral. Cette étude est en cours et devrait être terminée en mai 2016. Les données de l'enquête annuelle sur les effectifs étudiants et professoraux de l'ACESI ont été utilisées pour prévoir les futurs besoins liés au corps professoral. Les résultats contribueront à améliorer la planification des ressources humaines dans le domaine de la santé et à fournir des renseignements utiles pour les initiatives de défense des droits liées au renouvellement du corps professoral.

La transition au NCLEX-RN® s'est révélée tumultueuse dans de nombreuses régions. L'ACESI s'est engagée à fournir du soutien et des ressources à cet égard à nos écoles membres. À cette fin, nous avons réclamé des rédacteurs francophones, effectué des analyses des plans d'essai du NCLEX-RN®, conclu des alliances avec d'autres organismes et d'autres professions de la santé et fourni à nos membres de l'information et des outils.

La création d'un cadre national pour notre mission fondamentale de formation infirmière a constitué une priorité stratégique clé. Cette priorité a été menée à bien et consiste en des principes directeurs et des composantes essentielles de six domaines de la formation au baccalauréat, à la maîtrise et au doctorat. La section sur les études doctorales a été incorporée dans le document cette année, et la section sur le baccalauréat a été soigneusement examinée par des infirmières-chefs et des employeurs en soins infirmiers au Canada, ce qui a entraîné quelques modifications mineures découlant de leurs contributions. Des lignes directrices nationales fondées sur le consensus concernant les placements cliniques et la simulation pour la formation au baccalauréat viennent d'être achevées, elles mettent en évidence les composantes essentielles du domaine de pratique du cadre, mais d'une manière plus approfondie et détaillée.

Nous avons continué de promouvoir l'avancement des connaissances et le leadership au sein du corps professoral grâce à de la formation supplémentaire. En réponse aux nombreuses demandes, l'ACESI a ajouté une retraite sur le leadership pédagogique de deuxième niveau très courue et qui a fait l'objet d'une évaluation positive. L'ACESI a également ajouté un cours en avancement des connaissances de deuxième niveau qui met l'accent sur le développement des capacités dans l'avancement des connaissances en matière de découverte.

Nous avons reçu un large soutien de la part des effectifs professoraux de l'ensemble du pays qui ont consacré leur temps, leur énergie et leur expertise à l'avancement de la mission de l'ACESI visant à promouvoir l'excellence en formation en sciences infirmières. Ce fut un plaisir de travailler avec vous et au nom du Secrétariat national, je tiens à exprimer nos remerciements et notre gratitude.



Cynthia Baker, inf. aut., Ph. D.





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

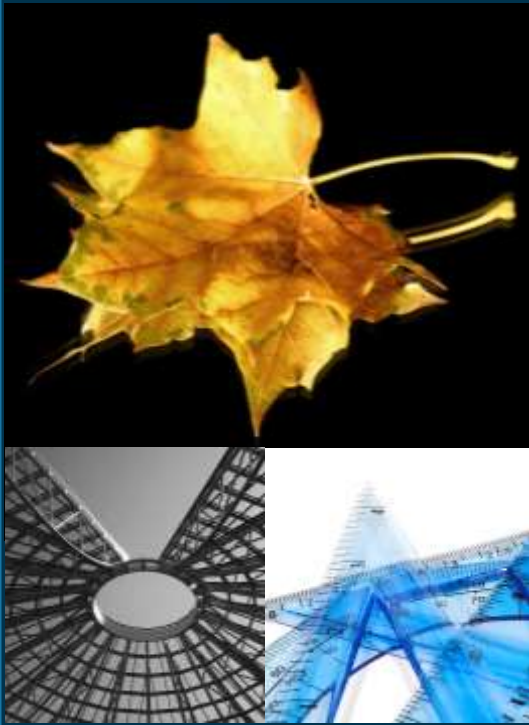
Status Update  
November 2015

Mise à Jour  
Novembre 2015

# 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:

- In January 2014, a document entitled *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.
- A document entitled *A National Nursing Education Summit – Summary Report* was released and disseminated in May 2014 at the CASN Biannual Education Conference in Halifax. Content was 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.*

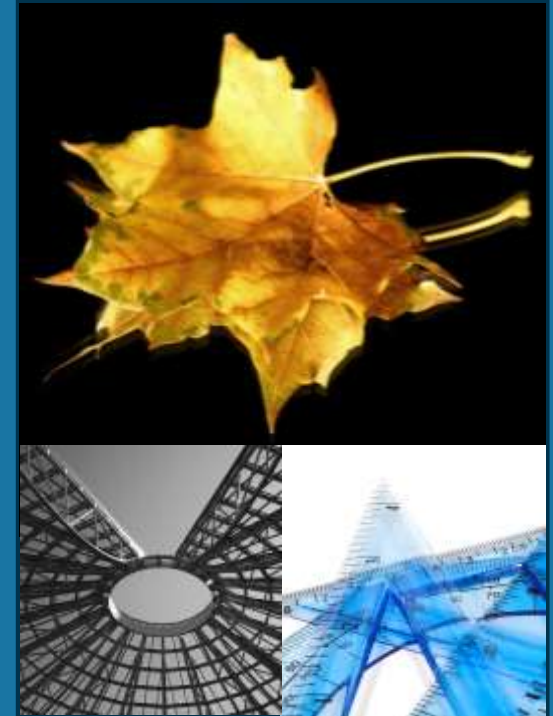
### Completed:

- An overarching framework was developed. Six domains were identified and defined to organize graduate expectations across baccalaureate, master's and doctoral degree levels:
  1. Knowledge
  2. Research, Methodologies, Critical Inquiry & Evidence
  3. Nursing Practice
  4. Communication & Collaboration
  5. Professionalism
  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.

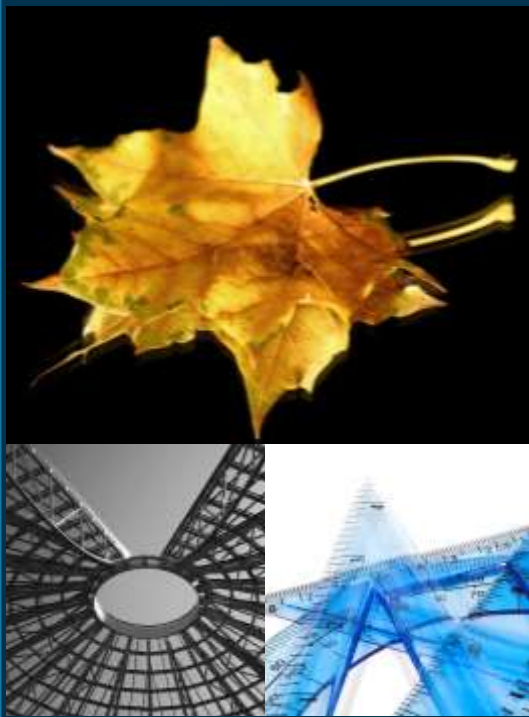




# STRATEGIC DIRECTION 1

## 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.*

### Completed:

- A CASN baccalaureate committee 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 work on degree expectations. A statement was discussed at the Graduate Studies Forum in 2014, which was later approved by the CASN Board of Directors in 2015.
- A degree-level guiding principle was formulated for each domain for baccalaureate and master's programs, followed by a list of essential components. A survey was 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 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 guiding principles and essential components were also sent in a survey to employers for their perspectives on what they expect of new graduates. There was widespread support for the guiding principles and essential components, but some refinement of a small number of essential components were recommended and this feedback was incorporated.
- In October 2014, a doctoral committee was struck, with representation from almost all schools offering a doctoral program in nursing, to begin work on the guiding principles and essential components of PhD programs in nursing. A similar iterative process of drafting, consultation, and revision was carried out.
- The Executive Director presented the preliminary framework on May 25, 2015, at the ACFAS Conference (Congrès de l'ACFAS - Association francophone pour le savoir) at the Université de Québec à Rimouski. The committee chairs, with operational support from the National Office, presented it at the ICN conference in South Korea in June 2015.
- The Doctoral Committee met in Ottawa in April 2015 for a full day, face-to-face meeting and produced a consensus-based draft.
- In August 2015, this draft document was sent out to the deans and directors of all schools of nursing with graduate studies for input. The feedback was incorporated and a final draft completed and has been submitted to the Board for adoption.
- In doing this work, the Doctoral Committee identified a need for guidelines related to facilitating more timely graduate study completion. The Graduate Studies Committee has determined that this will be one of three major themes at the Fall Graduate Studies Forum, as occurred when the expectations for master's level programs were developed.
- The final framework with guiding principles and essential components for baccalaureate, master's and doctoral programs in nursing is being launched and disseminated at Council in November 2015.

## 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.*

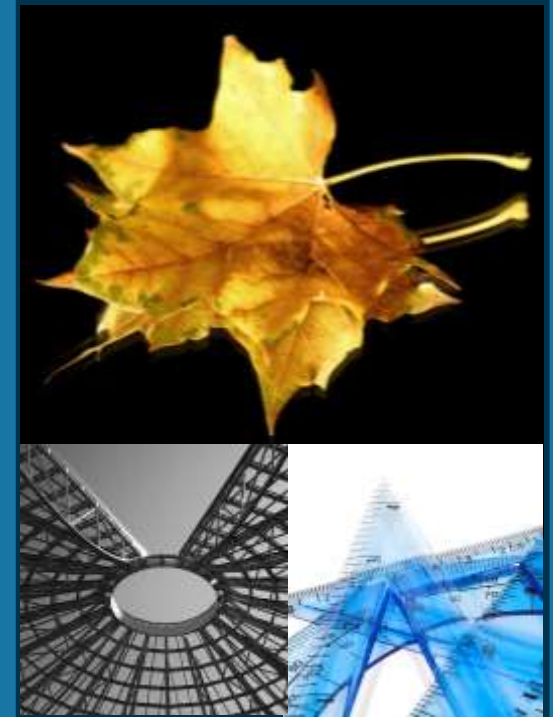
### Completed:

- A National Nursing Education Summit was held on October 31 and November 1, 2013, in Toronto to explore the educational 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.
- The summit summary report was disseminated May 2014 at the CASN Conference in Halifax and on the CASN website.

## 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:

While the CASN National Staff are continuously listening for, and alert to issues of concern for nursing education, four major activities have been used to identify key topics for sustained collaborative work with stakeholders: (1) the CASN Advocacy Committee; (2) the recently formed CASN Regional Advocacy Network; (3) the CASN Interest Groups; and (4) interactions with national and provincial governments and associations. The following key topics were identified through these strategies:

- The Advocacy Committee has identified the NCLEX-RN® exam as a key topic area for immediate and longer-term strategies, which are being implemented by the CASN National Office.
- The CASN Advocacy Network initially identified a number of key areas but is focusing now on issues related to the NCLEX-RN® and the need for faculty replacement associated with recent and upcoming retirements.
- The CASN Interest Groups have identified the following as key topics: (i) NP prescription of controlled substances; (ii) guidelines for clinical placements and simulation; and (iii) preparation of nurses in the area of mental health and addictions.
- National and provincial governments and associations: Health and Welfare has identified prescription of controlled substances to be a major issue; Canada Health Infoway is targeting faculty preparation in digital health solutions; and RNAO with support from the Ontario Government is developing resources to foster better education of nurses in mental health and addictions. The Principle Nursing Advisory Task Force commissioned a project to identify best practice to address gaps in the workplace readiness of new nursing graduates.

As a result of collaborative work with stakeholders, the following activities have been carried out related to these key topics.

### NCLEX-RN®

- An advocacy toolkit for schools of nursing was developed in the summer of 2014 and sent to all member schools early in the fall.
- A three-session webinar-based course on the NCLEX-RN® and NCLEX-RN®-style of questions for educators was developed and offered four times in the summer and fall of 2014.
- A public affairs campaign is being developed with talking points, press releases, and briefing notes which is being used to inform key stakeholders of CASN's position on the NCLEX-RN® (began September 2015).

### FACULTY REPLACEMENT

- The recently created Advocacy Network identified faculty replacement as a key issue for the Network to focus on. The purpose of the Network is to exchange information and to develop national positions, guidelines, strategies, etc., that may be used to support institutional and provincial/territorial advocacy or initiatives. As a first step, the CASN National Office will provide data on the current situation and future projections of faculty supply and demand.

## 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 con't:

#### CONTROLLED DRUGS & SUBSTANCES

- Work was begun with NPs and NP educators from across Canada with the goal of developing recommendations and resources for programs related to prescribing controlled drugs and substances.
- A proposal was submitted to Health Canada requesting support for the work on the prescription of controlled drugs and substances. In February 2015, CASN learned that the submission was successful and two-year funding was obtained to further this work.

#### DIGITAL HEALTH SOLUTIONS

- Two-year funding was obtained from Infoway Canada in January 2015 to support faculty development in digital health solutions through a peer network. Ten peer leaders in informatics were selected from across Canada to mentor faculty in digital health. Each peer leader agreed to mentor a total of seven faculty members in at least four institutions across Canada.

#### MENTAL HEALTH AND ADDICTIONS

- CASN, in collaboration with the Canadian Federation of Mental Health Nurses, created a task force to develop entry-to-practice competencies to foster integration of content related to mental health and addictions in baccalaureate programs.
- RNAO is currently fostering content in mental health and addictions in Ontario through the development of resources based on best practices. In March, RNAO partnered with CASN and the Canadian Federation of Mental Health Nurses to advance the two projects together through a joint two-day face-to-face meeting in Toronto attended by the Task Force Members who represent all parts of Canada and by representatives from Ontario selected by RNAO. The aim is to create outcomes of the two projects that will be mutually reinforcing.
- The mental health competencies have been completed and will be disseminated at Council in November 2015.

#### WORKPLACE READINESS

- CASN conducted a project to provide governments with evidence and best practices in addressing gaps in the workplace readiness of new nursing graduates, which was completed March 31, 2015.

#### PUBLIC HEALTH

- CASN is working with the Public Health Agency of Canada to ensure the quality of public health content in nursing curriculum.
- Competencies were developed in 2014 and dissemination continues.
- An e-resource of public health nursing teaching strategies was launched in August 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 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., AIIC, organismes de réglementation, gouvernement) pour approfondir et mettre en œuvre le changement.*

### Progress to date:

CASN has linkages with multiple national and international organizations, including: The Canadian Nurses Association (CNA), Canadian National Research Council (CNRC), Canadian Federation of Nurses Unions (CNFU), Association of Faculties of Medicine of Canada (AFMC), Canada Health Infoway, the Canadian Patient Safety Institute, the Canadian Nurses Foundation (CNF), The Canadian Nursing Students Association (CNSA), Canadian Centre on Substance Abuse (CCSA), The Conference Board of Canada, Aboriginal Nurses Association (A.N.A.C.), Canada's Internationally Educated Health Professionals (IEHP) Task Force, the National Nursing Assessment Service (NNAS), Public Health Agency of Canada (PHAC), Canadian Health Nurses of Canada (CHNC), American Association of Colleges of Nursing (AACN), Asociación Latinoamericana de Escuelas y Facultades de Enfermería (ALADEFE), and [Forum of University Nursing Deans of South Africa \(FUNDISA\)](#).

- Partnered with CNA to host a National Nursing Education Summit on October 31 and November 1, 2013, and completed and disseminated a report on this Summit with CNA in 2014.
- President and Executive Director met with the CEO of CNA and other key members of the team to discuss their strategic plan, its focus on primary health care, and the implications of this for nursing education (2014).
- President and Executive Director met with the President of A.N.A.C. at CASN to establish linkages between the organizations and Board support has been given to this initiative. A recent teleconference meeting was held with A.N.A.C. members to identify future directions for collaboration (2015).
- The Executive Director is a member of the CNSA Board. CASN Corporate Services provides administrative support.
- CASN 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 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 in April 2014.
- CASN 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.



## RECOMMENDED ACTION 2 - MESURE RECOMMANDÉE 2

(Create collaborative partnerships—Créer des partenariats de collaboration.) CON'T

*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., AIIIC, organismes de réglementation, gouvernement) pour approfondir et mettre en œuvre le changement.*

### Progress to date con't:

- CASN 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 participates in the Global Alliance for Leadership for Nursing Education and Sciences (GANES) with the American Association of Colleges of Nursing (AACN), the Forum of University Nursing Deans of South Africa (FUNDISA), and the Consejo Directivo de la Asociación Latinoamericana de Escuelas y Facultades de Enfermería (ALADEFE).
- 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 in May 2014 and in May 2015.
- The Executive Director is a member of the CNF Board.
- The Executive Director took part in the Patient Safety Consortium meeting and CASN has representation on Patient Safety Committees.
- CASN participated in the CPSI National Patient Safety Consortium (November 2014) and the Education Round Table (January 2015).
- CASN participated in a workshop hosted by the Association of Faculties of Pharmacy of Canada to provide interprofessional perspective. CASN launched an e-resource in August 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 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.
- Commissioned by the Principal Nursing Advisors Task Force and funded by Health Canada, CASN completed a project that included the development of a definition of a "good transition", an overview of what transition initiatives can be used, and a tool kit of recommended resources. Input, process and outcome indicators of a good transition were also identified to inform governments on best practices in supporting graduates to integrate into the workplace successfully (March 2015).
- CASN's Executive Director presented to the House of Commons Standing Committee on Health as part of a study on the Scope of Practice of Health Professionals.
- The Executive Director advocated for the need to renew education programs and scope of practice of all nurses to support good HHR planning.
- 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, in combination with the CASN annual faculty and student survey, 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 meetings of the Nurse Educators in British Columbia (NEBC) in October 2014 to create linkages between NEBC and CASN to engage with governmental agencies.
- The CASN Advocacy Network was established in 2015 to provide a national forum to support advocacy at the provincial/territorial level and has meeting regularly. Membership includes representatives of provincial organizations of heads of schools (QRCASN, COUPN, CAATS, NEBC, school heads in Alberta, Alberta Nursing Educators Administrators (ANEA), representative of school heads in Saskatchewan, Manitoba, and the North, and a representative of ARCASN).
- Discussions were held with CRNBC (2014), CRNM, and CRNNS regarding the linkages between the approval of educational programs and accreditation (2015).
- CASN attended the CAPNE AGM to discuss a partnership on data collection moving forward and made contact with the provincial practical nurse representatives (2015).
- In the winter of 2015, CASN and the Saskatchewan Registered Nurses Association (SRNA) signed a Letter of Understanding. The two organizations are now carrying out an integrated process for approval and accreditation of schools of nursing in that province. SRNA is a member of the Canadian Federation of Registered Nurse Regulators
- CASN renegotiated an agreement with Nova Scotia's regulator linking accreditation and approval.

## 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 in Mexico City organized by the Washington-based Migration Policy Institute in Mexico City regarding harmonizing nursing education across Central American countries, the United States, and Canada (October 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 Asociación Latinoamericana de Escuelas y Facultades de Enfermería (ALADEFE) (with membership in 22 countries) (Sept 2014).
- CASN presented in six concurrent sessions at the ICN Conference in June 2015.
- CASN participates with the Association of Accrediting Agencies of Canada (AAAC) and contributed to the 2015 revision of the AAAC Guidelines for Good Practice.
- Work was carried out to support schools in preparing for the NCLEX-RN exam and resources were posted on the CASN website.
- An item writing webinar series was offered four times between August and November 2014 in response to the call for opportunities for faculty to engage in writing NCLEX-RN®-type questions to help prepare their students.
- *A Repertoire of Strategies* being used by schools across Canada was developed to prepare students (June 2014).
- A communications plan regarding the NCLEX-RN® exam was developed and sent out to schools to provide support if needed in managing the transition (August, 2014).
- A follow-up public affairs campaign is being developed to address the impact of exam pass rates that confirm CASN's position that the NCLEX-RN® is a poor fit for the Canadian system.
- A letter was sent to Health Canada's Internationally Educated Health Professional Initiatives with an offer to collaborate on matters related to the education of IENs. In response to a request from Health Canada's Internationally Educated Health Professionals Initiative, CASN was invited to submit a proposal for a project focused on improving the quality of IEN bridging programs. The proposal was submitted in June 2015 but was placed on hold until after the federal election in October 2015.
- CASN has provided expertise in nursing education on four international projects: accreditation and competency development in Bangladesh (funded by the Department of Foreign Affairs, International Trade and Development); entry-to-practice competency development in Swaziland (funded by USAID); development of a program of *Reconnaissance of schools of nursing* in Haiti (funded by USAID); and curriculum evaluation of nurses' training in Guyana (funded by Guyanese Government).

## 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:

- CASN publishes a monthly e-newsletter that provides information on upcoming conferences and events that schools wish to announce or advertise.
- In the spirit of exploring key questions in nursing education, the Executive Director has been writing a blog on key topics. Some select examples include:
  - November 19, 2014 - What does it take to be a Pat Griffin Scholar?
  - December 18, 2014 - A Wish List for Nursing Education in 2015
  - May 7, 2015 - GANES Workshop in Seoul
  - May 13, 2015 - Celebrating Nurses – National Nursing Week 2015
  - October 7, 2015 - Nursing Education Research Saves Lives: The Pat Griffin Scholar

## 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 Quebec 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 social media plan has been developed and is being implemented.
- CASN Blog launched March 2013.
- CASN Facebook re-launched September 2013 (followers have been increasing steadily).
- CASN Twitter launched September 2013 (followers have been increasing steadily).
- CASN website has been revised and updated.
- Moodle has been launched for webinar courses.
- Adobe Connect has been used for CASN courses and webinars.

## 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's accreditation program provides guidelines on best practices in resource utilization.
- CASN is investigating user-friendly options for discussion boards where interest groups and other members can share best practices.
- CASN has developed 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 completing the development of guidelines for the use of simulation and clinical placements based on a synthesis of literature, a consultation process, and a review and revision process.
- Faculty replacement has been identified as a potential issue for nursing education, and CASN is supporting a study projecting faculty supply in the year 2020 as well as factors affecting the demand.

## 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:

Members are contributing to multiple CASN task forces, committees, advisory groups, and working groups to create resources to deliver high-quality nursing education. Some examples are listed below:

- A task force on NP Education on Prescribing Controlled Drugs and Substances was initiated; two-year funding was obtained to carry out this project.
- 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.
- The Task Force has created a peer-reviewed set of teaching and learning strategies related to the competencies. CASN received 123 submissions of teaching strategies from 34 unique submitters in nursing education.
- CASN's first biennial Canadian Nursing Education Conference held in Halifax in May 2014 had over 200 attendees and over 100 presentations. The main theme of the conference was *Anticipating and Shaping the Future of Nursing Education*.
- The development of entry-to-practice competencies for mental health and addictions has been carried out by a large task force from across Canada, in collaboration with the Canadian Federation of Mental Health Nurses and, recently, in a partnership with RNAO.
- With Infoway's support, a network of eleven digital health peer leaders in digital health has been established to mentor faculty members in the next year two years as a strategy to increase the awareness and understanding of digital health in schools of nursing.
- Ten experts in nursing education were involved in item writing in the development of a reliable CASN examination for the CASN Nursing Education Certificate.
- Representatives of all the doctoral programs in Canada have been contributing to the development of the CASN National Framework on Nursing Education.
- The Clinical Placements Committee, with national representation, guided the development of guidelines for clinical placements and simulation.



## 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:

- The CASN *Position Statement on Scholarship* was updated and adopted in November 2013.
- An Advanced Practice Working Group was launched in April 2014 and developed a CASN Position Statement for Nursing Practice at the master's level. This was approved by the Board in June 2015.
- Work has been completed in November 2015 on guidelines for clinical placements and simulation.
- Members of the Research and Scholarship Committee have been working on developing a position paper on how the spirit of inquiry can be defined and promoted in higher education. A literature review is currently underway.

## 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:

- With support from PHAC, *Entry-to-Practice Public Health Competencies for Undergraduate Nursing Education* were developed (finalized in May 2014). An e-resource of teaching strategies was developed to support educators with integrating these competencies. Launched in August 2015, this e-resource contains 50 peer-reviewed teaching strategies from 30 unique submitters.
- The CASN Digital Health Peer Leaders are developing a resource focused on consumer health e-services to build on the content of the *Nursing Informatics Teaching Toolkit*.
- An Infoway funded project was completed in January 2014. The final resource, *Nursing Informatics Teaching Toolkit*, was developed and disseminated widely.
- The NP Education for Prescribing Controlled Drugs and Substances initiative to develop competencies and resources for NP programs is underway.
- Core entry-to-practice mental health and addiction competencies are being launched in November 2015.

## 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 has continued to work on the development of the *CASN Nurse Educator Learning Institute (NELI)*: The Institute offers the following:

#### **Academic Certification Program**

- The Nurse Educator Certificate Program is being offered annually (three modules). Ten experts in nursing education were engaged in item writing for an exam that has been developed by ASI for the Nurse Educator Certificate Program. The exam will be administered in winter 2016 for those who have successfully completed all three modules of the program.

#### **Academic Certificate Course**

- Clinical Instructor Certificate Course is offered regularly in English and French.

#### **Webinar Series**

- A course on Scholarship for faculty in non-research intensive institutions is being offered annually.
- A course on building capacity in the scholarship of discovery was offered for the first time on October 13, 20, and 27, 2015.
- A palliative and end-of-life care expert webinar series is currently being planned (expected to launch in winter 2016).

#### **Retreats**

- CASN offers an annual two-day workshop designed for those newly in or aspiring to take on leadership roles within their school of nursing, facilitated by Sheila Devine and Sheila Brown.
- In June 2015, CASN delivered a level two Leadership Retreat. It was designed for those who have completed Level 1 and for faculty who are more experienced in leadership roles.

## 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, which was launched in September 2014.
- The Nurse Educator Certificate Program has been changed from one course to a series of three modules focusing on different aspects related to nursing education, with one module emphasizing pedagogy.

## 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:

- Not yet addressed.

## 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:

- The first biennial Canadian Nursing Education Conference presented by CASN had over 200 attendees and over 100 presentations. The main theme of the conference was *Anticipating and Shaping the Future of Nursing Education*.
- Planning for the second biennial Canadian Nursing Education Conference is underway. It will be held in Toronto in 2016; the main theme of the conference will be *Expanding Horizons in 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 first online CASN Scholarship course was successfully delivered in March 2014 and is now offered annually. CASN plans to offer the course again May 2, 9, and 16, 2016.
- A second-level course on capacity building in the scholarship of discovery was offered in October 2015.

## 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 reinforce 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.
- Scholarship expectations are incorporated into the CASN Accreditation Program standards.

## 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 Registrar in Swaziland in developing *Entry-to-Practice Competencies for Nurses* as part of a project funded by USAID. This process was presented to the ICN conference in June 2015 conjointly with the Swaziland Registrar and CASN.
- 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. This project was presented conjointly with the government of Bangladesh representative and CASN at the ICN conference in June 2015.
- CASN continues to Award the Annual Pat Griffin Scholar in November.
  - The award is 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 fall 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:

- *Journal of Quality Advancement in Nursing Education - Avancées en formation infirmière* was Launched in October 2014 and has just published its third edition.
- 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.



## 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 and master's nursing degrees.
- A position paper regarding practice in master's education was developed and disseminated.

## 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:

- This has been discussed by the Research and Scholarship Committee. The first steps of a plan has been developed involving a Delphi survey of leading nursing research scholars regarding building nursing research capacity and heightening the profile of nursing research.

## 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 participates 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 in developing and implementing a process for evaluating more than 400 private nursing schools in that country.
- CASN regularly evaluates all aspects of the accreditation program, analyses the feedback, and strives to improve it based on the feedback obtained.

## 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 efficace, 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 in 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.
- CASN conducts 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.
- CASN provides 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.
- In May 2015, changes to the decision categories were adopted by the CASN Board of Directors. The changes have been implemented in the CASN Accreditation Program.
- The Executive Director was invited to be an external reviewer of the Graduate Programs at the Faculty of Nursing at the University of Montreal (conducted in early April 2015) because of the recognition of CASN's accreditation expertise.
- CASN continues to solicit annual feedback from the schools of nursing that have completed an accreditation review during the year; feedback received is used to improve the delivery of accreditation services to schools. Recent improvements include:
  - Updates to the template documents
  - Use of an online document sharing platform (Sync) for document submissions
  - Increased tailoring of review team composition to the school being reviewed
  - Refinements in the information sent to schools around policies and procedures

## 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 facilitated 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 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 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 provided expertise to the government in Swaziland in developing entry-to-practice competencies which will be integrated into an accreditation program that they plan to develop.
- CASN presented at the GANES workshop held in Seoul, South Korea in June 2015 on the quality metrics of nursing education in Canada and the CASN accreditation program. AACN, ALADEFE, and FUNDISA presented on the same subjects.

## 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 2015

Mise à Jour  
Novembre 2015

# ARCASN PRESIDENT'S REPORT 2014-2015

The Atlantic Canadian Association Schools of Nursing (ARCASN), continues working to assist the Canadian Associations of Schools of Nursing (CASN) in meeting their objectives. 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 the board; the Executive committee is also elected from among the 4 provinces represented. As always, ongoing support from members of our executive committee, school representatives and the general membership must be acknowledged. More information on our Executive and School Representatives can be found on our web page @ [www.arcasn.ca](http://www.arcasn.ca).

## ARCASN ACTIVITIES

The executive and school representatives met four times in the 2014-2015 year, including once prior to our 2015 AGM. Due to fiscal accountability, we only meet en face twice per year, once in the fall and once at the AGM. Normally, we only hold one winter teleconference but making some changes to the constitution and bylaws and ongoing discussions related to the upcoming NCLEX-RN® necessitated an additional winter meeting by teleconference.

The 2015 Nursing Research Conference, was sponsored by the University of New Brunswick (UNB) in conjunction with their 50 year operational anniversary celebration on June 11-13, 2015. It was entitled *Embracing Nursing as a Caring Profession*. A pre-conference workshp by Dr. Janice Morse on qualitative driven mixed methods who was also the conference keynote speaker, was appreciated by all in attendance for her humor and wisdom. A presentation was also given to members related to a province wide changing nursing curricula in Nova Scotia. A very special thank you is extended to Dr. Dianne McCormack (ARCASN school rep for UNBSJ), and her team for this wonderful event.

The planning stages are underway for the 2016 conference, which will be held at Memorial University (MUN) in St. Johns Newfoundland. This conference was also anticipated to be held in conjunction with the 50 year celebration for the school of nursing at MUN, however this is now taking place in the fall, and the date for the ARCASN conference is yet to be determined.

Conversations at all of our meetings this year naturally included the new NCLEX-RN® exam and concerns related to this. The francophone population had expressed particular concern regarding the exam and as we now know, these fears were not unfounded. We continued to share information among members and schools regarding strategies being used to help prepare students for writing the NCLEX-RN® exams which began in January, 2015.

ARCASN's executive continually works toward our mission, reflective of CASN's objective to advance nursing education. In celebration of excellence in nursing education and research, 4 recipients received awards of \$2000.00 each to at our AGM in June 2015. A Life Member Award was also provided to a deserving ARCASN member. More info @ <http://arcasn.ca>

Respectfully submitted,

Cyndee MacPhee

# QRCASN PRESIDENT'S REPORT 2014-2015

## **RENCONTRES DES INSTANCES DE GOUVERNE :**

En 2014-2015, l'Assemblée générale annuelle s'est tenue le 3 novembre 2014. Les membres du Conseil d'administration de l'ACESI-RQ se sont rencontrés deux fois, soit le 3 novembre 2014, dans le cadre du Congrès annuel de l'Ordre des infirmières et infirmiers du Québec (OIIQ) à Montréal et le 3 juin 2015 à l'École des sciences infirmières de l'Université McGill. Les membres du comité exécutif ont tenu des conférences téléphoniques le 14 octobre 2014 et le 23 mars 2015..

## **Membre du comité exécutif 2013-2014**

Johanne Goudreau, Université de Montréal, présidente  
Sylvie Cardinal, Université du Québec en Abitibi, secrétaire  
Kathleen Lechasseur, Université Laval, conseillère  
Françoise Fillion, Université McGill, trésorière  
Patricia Bourgeault, Université de Sherbrooke, vice-présidente

## **RAPPORT ANNUEL 2014-2015**

En 2014-2015, les travaux de l'ACÉSI-RQ se sont poursuivis autour des activités suivantes :

- Un suivi de l'avancement du dossier des bourses pour la formation de la relève du corps professoral des universités québécoises a été effectué par le Forum des doyennes et directrices (DD) auprès de la Table sectorielle nationale en sciences infirmières des RUIS. Le renouvellement a été assuré pour 2015-2016 seulement. Le Forum des DD poursuit aussi des travaux sur les programmes de formation et le financement et le déploiement des infirmières praticiennes.
- Le Forum sur la pratique infirmière avancée a été peu actif cette année.
- Le Forum du 1<sup>er</sup> cycle a tenu trois réunions qui ont eu pour objet la concurrence pour les places de stage dans les différentes régions du Québec et les modes d'évaluation durant les programmes à travers les différents établissements.

Johanne Goudreau

# COUPN-CAATS PRESIDENTS' REPORT 2014-2015

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:
- Finalizing a clinical education report that was presented to 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. The report contains numerous recommendations on how to address challenges with finding enough quality clinical placements for baccalaureate and PN students. The report was endorsed by J PNC, and possibilities for implementing the recommendations are now being explored.
  - Ongoing discussions on how to address the educational needs of internationally educated nurses in light of Ontario regulatory changes affecting these nurses. A consortium of four universities has put forward a proposal to government to fund the development of a unique, competency-based bridging program.
  - Advocacy with the College of Nurses of Ontario (CNO) to address challenges experienced by new graduates in writing the NCLEX.
  - Advocacy with CNO on their plan to hire a vendor to develop tools and conduct education program approval for all three times to work categories of nursing – PN, baccalaureate and NP. COUPN and CAATS are advocating for a Canadian vendor to be chosen.
- COUPN received an 18 month grant from AMS Phoenix to assess and further develop pedagogy surrounding caring in undergraduate nursing curricula.
- The eighth annual COUPN Awards were held in Toronto in April, to celebrate excellence in nursing education and scholarship. Nine awards were distributed.

## COUPN CAATS Executive Committee 2015-2016

CAATS Executive Members	COUPN Executive Members
Sandra DeLuca, Fanshawe College (CAATS Co-Chair)	Jennifer Medves, Queen's University (COUPN Co-Chair)
Marilyn King, Sault College	Carolyn Byrne, McMaster University
Maria May, Seneca College	Linda Patrick, University of Windsor
Gail Orr, Loyalist College	Karen Poole, Lakehead University

# WNRCSN PRESIDENT'S REPORT 2014-2015

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 2015 conference was hosted by the College of the Rockies in Cranbrook, British Columbia. The conference theme was “**Responding to the Call: Nursing Education and Health Care Reform Strategies for Action.**” Attendance at the conference was almost at capacity with delegates coming from all of the western provinces and territories. The AGM was well attended.

### Annual awards

**Graduate Student Research Award:** Lorelii Nowell, University of Calgary. *Current State of Mentorship in Academia within Canadian Schools.* \$2500.00

**Education Research Award:** Monique Sedgwick, University of Lethbridge. *The impact of mobile technologies used at the point of care on the quality of clinical decision making of new graduates.* \$5000.00

**Education Innovation Award:** N. Harder, T. Ashcroft & C. Taylor, University of Manitoba. *Virtual Simulation Use in Undergraduate Nursing Curriculum.* \$5000.00

**Honorary Member:** Dr. Jane Milliken, professor emeritus from the University of Victoria was unanimously voted as an Honorary Member of WNRCSN. This will be formally presented to her at the 2016 conference.

### Focus of this past year

Continue to ensure our financial transactions and reports were accurate and transparent. Archive historical WNRCSN documents. Refine awards review processes.

### 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.

The positions of president and secretary-treasurer are transitioning in February 2016. We are mindful of the learning curve and are continuing to secure volunteers for executive and MAL positions.

### Executive Committee 2015 - 2016

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 2014-2015

**The Canadian Nursing Students' Association (CNSA) is the national voice of Canadian nursing students. Our association strives to expand the voice of nursing students on issues important to nursing students and the nursing profession through continued advocacy and stakeholder relations.**

CNSA is excited to the start off another school year and to build off of the momentum gained from the first half of our term. CNSA's goals are to advocate for students by raising awareness about issues faced by nursing students, exploring and providing resources, advancing the goals of the association, and working with stakeholders to create a better experience for students and ensure an academically enriching environment.

Our Committee Chairs, Board of Directors and passionate student members from across the country who sit on our various committees are hard at work acting on approved resolutions and position statements. Items such as advocacy efforts surrounding the entry-to-practice NCLEX-RN® examination, advocating for research opportunities, raising mental health awareness, our anti bullying campaign, global health, Indigenous health and National Nursing Students' Week are just a few of the exciting leadership initiatives from our membership this year. Our team is expanding our voice and increasing CNSA's visibility amongst students and Canadians by continuing our marketing and recruitment strategies through promotional videos, branding, events and social media.

At our National Assembly in January 2015, our membership spoke to the issues that they are passionate about and where they want to see action and change. The position statements adopted at National Assembly are:

- Cultural Safety in the Context of Aboriginal Health in Nursing Education
- The Transitional NCLEX-RN® Examination for Canadian Candidates
- Nursing Leadership Development, Accommodation within Clinical Placements for Students with Temporary, Transient, or Sporadic Disability or Injury
- Creating an empowering environment for nursing students to eliminate bullying in the nursing profession.

Our resolution statements for 2015 are:

- Creating a Partnership for Aboriginal Health Promotion
- Quality End of Life Care in Nursing Education
- As an association, we are working toward promoting and fulfilling these position and resolutions statement through our committee work and advocacy.

CNSA is proud to announce the creation of our Ad Hoc Committee for Aboriginal Health that was struck to advocate for Indigenous rights, enact our position and resolution statement for Cultural Safety and increasing Aboriginal Health in Nursing Education and advocate for the implementation of the Truth and Reconciliation Commission's recommendations involving health care and nursing.

CNSA's Global Health Committee Chair, Paisly Symenuk, attended the 2015 International Council of Nurses Conference in Seoul, South Korea this summer. Paisly participated in ICN's Nursing Student Assembly and presented on clinical placements for nursing students in Canada. Paisly also presented a poster titled 'Through a Common Destiny on a Shrinking Planet: Finding Global Citizenship in Nursing Education' at the Conference. Paisly's experience allowed her to connect with nursing students from around the globe, spotlight research efforts by Canadian nursing students, and raise the profile of CNSA globally.

The Board has been busy these past months working on our strategic plan by engaging with students, faculty and stakeholders to find out what is important to student across Canada. The Prairie Regional Director, Bryce Boynton, and Vice President, Terrace Desnomie, have conducted a survey with the CNSA membership and are now analyzing the information and honing in on what's important to students.

CNSA is continuing to assist our membership with transitioning to the NCLEX-RN® exam. We are developing plans and working with stakeholders to help develop strategies to assist students, nursing schools and Canada's French speaking students to improve the success rate that has been recently disseminated.

The 2015 National Nursing Students' Week (NNSW), which will unfold from November 15-21, will focus on self-care with the slogan *Care Starts With You/Soigner l'esprit*. NNSW allows CNSA and everyone in the nursing profession to recognize nursing students across the country. CNSA will be celebrating students by promoting self-care initiatives and distributing posters, badge holders, pens and by in our chapter schools. We want members to have CNSA items to foster a sense of belonging and pride for our association and nursing students.

This year's regional conferences happening throughout the fall months are:

- Prairie/West: October 23-25 in the Comox Valley British Columbia, Hosted by North Island College, Theme: *Inspire/Advocate and Unleash*,
- Atlantic, October 23-25 in Corner Brook Newfoundland, Hosted by the Western Regional School of Nursing, Theme: *Entry to Practice, Everyone Starts Somewhere*; and,
- Ontario/Quebec: October 30 - November 1 in Ottawa Ontario, hosted by Ottawa University; Theme: *The Difference is You*.

The 2016 National Conference will be held in Sault Ste. Marie, Ontario, hosted by the Sault College from January 27-30, 2015. The 2016 Conference theme is *Transformation and the Changing Landscape of the Nursing Profession*. In conjunction with our National Assembly we are excited to feature exciting keynote speakers, as well as a number of breakout sessions which will allow attendees to pick from a variety of topics. Included in the Conference is the National Team presentation where a student from each region of CNSA is selected and debates an ethical issue concerning nursing and nursing students. We are all very excited to celebrate and get down to business in the Sault!

#### **CNSA 2015-2016 Board of Directors and Committee Chairs**

##### **President**

*Dawn Tisdale, North Island College*

##### **Vice President**

*Terrace Desnomie, Langara College*

##### **Director of Communications**

*Tonie Castro, Langara College School of Nursing*

##### **Director of Bilingualism & Translation**

*Kathryn Black, University of Moncton*

##### **Director of Career and Leadership Development**

*Alexandra Sotola, York University*

##### **Director of Membership Services**

*Lourdes Cua, Langara College School of Nursing*

##### **National Conference Director**

*Caitlyn Patrick, Sault College*

##### **Atlantic Regional Director**

*Jonathan Honsberger, Dalhousie University*

##### **Quebec Regional Director**

*Jaimie Carrier, McGill University*

##### **Ontario Regional Director**

*Kendra Davis, University of Western Ontario*

##### **Prairies Regional Director**

*Bryce Boynton, University of Saskatchewan*

##### **Western Regional Director**

*Courtney Hunter, Thompson Rivers University*

##### **Informatics Committee Chair**

*Betty Wang, Ryerson University*

##### **Diversity Committee Chair**

*Victoria Conconi, McGill University*

##### **Global Health and Outreach Committee Chair**

*Paisly Symenuk, University of Alberta*

##### **Community and Public Health Committee Chair**

*Jonathan Goguen, University of Moncton*

##### **Aboriginal Health Committee Chair**

*Jennifer McGillivray, University of Saskatchewan College of Nursing*

##### **Education and Scholarship Committee Chair**

*Sheren Anwar Siani, Dalhousie University*

##### **National Stakeholder Representative**

*Dr. Cynthia Baker, Canadian Association of Schools of Nursing*

##### **Past President**

*Carly Whitmore, BScN, RN*

##### **Administrative Officer**

*Kristine Crosby*

BOARD OF  
DIRECTORS  
2014-2015

∞

CONSEIL  
D'ADMINISTRATION  
2014-2015

CASN  
ACESI 

<b>President</b>	<b>Kirsten Woodend</b> Trent University	<b>Présidente</b>
<b>President-Elect</b>	<b>Pauline Paul</b> University of Alberta	<b>Présidente-désignée</b>
<b>Past-President</b>	<b>Linda Ferguson</b> University of Saskatchewan	<b>Présidente sortante</b>
<b>Treasurer</b>	<b>Stephen Bishop</b> Camosun College	<b>Trésorière</b>
<b>Directors Western Schools</b>	<b>Janine Lennox</b> Langara College  <b>Denise Bowen</b> Aurora College  <b>Beverly Williams</b> University of Alberta	<b>Administratrices Région de l'ouest</b>
<b>Directors Ontario Schools</b>	<b>Sandra DeLuca</b> Fanshawe College  <b>Linda Patrick</b> University of Windsor  <b>Dawn Prentice</b> Brock University	<b>Administratrices Région de l'Ontario</b>
<b>Directors Quebec Schools</b>	<b>Johanne Goudreau</b> Université de Montréal  <b>Clémence Dallaire</b> Université Laval	<b>Administratrices Région du Québec</b>
<b>Directors Atlantic Schools</b>	<b>Evelyn Kennedy</b> Cape Breton University  <b>Diane Duff</b> St. Francis Xavier University	<b>Administratrices Région de l'atlantique</b>
<b>Public Representative</b>	<b>Louise Sweatman</b>	<b>Représentante du public</b>
<b>Student Representative</b>	<b>Terrace Desnomie</b> Vice-President, Canadian Nursing Students Association (CNSA)	<b>Représentant des étudiant(e)s</b>
<b>Accreditation Bureau Chair</b>	<b>Molly Westland</b> Fleming College	<b>Représentante du Bureau d'Agrément</b>

# COMMITTEE MEMBERS 2014-2015

## MEMBRES DES COMITÉS 2014-2015

### **Audit Committee / Comité d'audit**

Stephen Bishop, Treasurer, Camosun College  
Kirsten Woodend, President, Trent University  
Pauline Paul, President Elect, University of Alberta  
Denise Bowen, Aurora College  
Beverly Williams, University of Alberta  
Louise Sweatman, Public Representative, CASN Board of Directors  
CASN Executive Director (Ex-officio)

### **Committee on Awards & Nominations / Comité permanent, Prix et Candidatures**

Chantal Cara (Québec), Université de Montréal  
Colleen McKey (Ontario), McMaster University  
Ngoc Huynh (Western-North-Western), University of Northern British-Columbia  
Shauna Houk (Atlantic), Dalhousie University  
Vacant (CEO)

### **Committee on Research and Scholarship / Comité permanent, Recherche et Avancement des connaissances**

Clémence Dallaire, Université de Laval (Chair)  
Linda Ferguson, University of Saskatchewan  
Anita Molzahn, University of Alberta  
Marilyn MacDonald, Dalhousie University  
Pauline Paul, University of Alberta  
Kirsten Woodend, Trent University  
Sandra Deluca, Fanshawe College  
CASN President (Ex-Officio)  
CASN Executive Director (Ex-Officio)

### **Committee on Education / Comité permanent, Éducation**

Kirsten Woodend (Co-Chair, Board Liaison), Trent-Fleming School of Nursing  
Linda Patrick (Co-Chair), Undergraduate Education Committee; University of Windsor  
Jacinthe Pepin, Université de Montréal  
Landa Terblanche, Trinity Western University  
Chantal Saint-Pierre, Graduate Studies Committee, Université du Québec en Outaouais  
Clémence Dallaire, Université Laval  
CASN President (Ex-officio)  
CASN Executive Director (Ex-officio)

### **CASN Accreditation Bureau (CAB) / Bureau d'agrément**

Molly Westland (Chair - Faculty representative), Fleming College  
Suzie Durocher-Hendriks (Faculty representative- bilingual), Université de Moncton  
Janet Landeen (Faculty representative), McMaster University  
Sylvie Jetté (Faculty representative- bilingual), Université de Sherbrooke  
Bilkis Vissandjée (Faculty representative- bilingual), Université de Montréal  
Louise Nasmith (AUCC Academic representative), University of British Columbia  
Christopher Rutherford (Community representative), Low Murchison Radnoff, LLP  
Paula Prendergast (Regulatory representative), College of Registered Nurses of Nova Scotia  
Christine Cassidy (Student representative), Dalhousie University  
Heidi Siu (CNO observer), College of Nurses of Ontario  
CASN President (Ex-officio)  
CASN Executive Director (Ex-officio)

### **Advisory Committee on Accreditation Policy (ACAP)**

Lise Guerrette Daigle (Chair), Université de Moncton  
Pauline Paul (Board Liaison), University of Alberta  
Kristen Woodend, CASN President, Trent University  
Sandy Rennie, Interprofessional representative, Canadian Physiotherapy Association  
Cheryl Hamilton, Regulatory representative, Saskatchewan Registered Nurses' Association  
Mariann Rich, Faculty member, Athabasca University  
Pertice Moffitt, Faculty member, Aurora College  
Mina Singh, Faculty Member, York University  
Isabelle St. Pierre, Faculty Member, Université du Québec en Outaouais  
CASN President (Ex-officio)  
CASN Executive Director (Ex-officio)

### **Graduate Studies Committee/ Forum, Deuxième Cycle**

Anne Bruce (Co-Chair), University of Victoria  
Chantal Saint-Pierre (Co-Chair), Université du Québec en Outaouais  
Bev Williams (Board Liaison), University of Alberta  
CASN President (Ex-officio)  
CASN Executive Director (Ex-officio)

**Undergraduate Studies Committee**

Linda Patrick (Co-Chair, Board Liaison), University of Windsor  
Mary Anne Krahn (Co-Chair), Fanshawe College  
Eileen Shackell, British Columbia Institute of Technology  
Johanne Goudreau, Université de Montréal  
Kathy Wilson, University of New Brunswick  
Cheryl Pulling, Queens University

**Sub-Committee on Doctoral Education**

Marilyn Macdonald (Chair), Dalhousie University  
Margaret Purden, McGill University  
Clémence Dallaire, Université Laval  
Jennifer Skelly, McMaster University  
Chantal Cara, Université de Montréal  
Elizabeth Van Den Kerkhof, Queen's University  
Mickey Kerr, University of Western Ontario  
Jo-Ann Sawatzky, University of Manitoba  
Donna Rennie, University of Saskatchewan  
Pauline Paul, University of Alberta  
Shelley Raffin Bouchal, University of Calgary  
Alison Phinney, University of British Columbia  
Anne Bruce, University of Victoria  
Donna Moralejo, Memorial University  
CASN President (Ex-officio)  
CASN Executive Director (Ex-officio)

**National Conference Planning Committee**

Evelyn Kennedy, Cape Breton University  
Janine Lennox, Langara College  
Marilyn MacDonald, Dalhousie University  
Clémence Dallaire, Université Laval  
Sandra DeLuca, Fanshawe College  
Don Flaming, Medicine Hat College  
Vicki Smye, UOIT  
CASN President (Ex-officio)  
CASN Executive Director (Ex-officio)

**Task Force on Clinical Placements**

Sandra Gordon (Co-Chair), Mount Royal University  
Nicole Harder (Co-Chair), University of Manitoba  
Sandra DeLuca (Board Liaison), Fanshawe College; University of Western Ontario  
Kerry Lynn Durnford, Aurora College  
Kim English, COUPN representative; Trent/Fleming School of Nursing  
Carol Enns, University of Manitoba  
Sandra Gessler, University of Manitoba  
Kathleen Lechasseur, Université Laval  
Gina Marasco, COUPN representative; Ryerson University  
Andrea Watkins, Memorial University  
Brian Parker, Grant MacEwan University  
Monica Reilly, Colleges Ontario  
Jayne Smitten, University of Alberta  
Peggy Colbourne, Western Regional School of Nursing  
Bev Williams, University of Alberta  
Gwen Duhn, St Lawrence College  
Deborah Gibson, Trinity Western University  
Karen MacRury-Sweet, Dalhousie University  
CASN President (Ex-officio)  
CASN Executive Director (Ex-officio)

**Advocacy Committee**

Clémence Dallaire (Chair), Université Laval  
Dawn Prentice (Board Liaison), Brock University  
Evelyn Kennedy, Cape Breton University  
Janine Lennox, Langara College  
Jacinthe Pepin, Université de Montréal  
Stephen Bishop, Camosun College  
Terrace Desnomie, CNSA  
CASN President (Ex-officio)  
CASN Executive Director (Ex-officio)

**Task Force on Mental Health**

Marlee Groening, CFMHN  
Irma Jean Bajnok, RNAO  
Amanda Vandyk, University of Ottawa  
Lynn McCleary, Brock University  
Catherine Gros, McGill University  
Adele Vukic, Dalhousie University  
Janet Landeen, McMaster University  
Wendy Panagopoulos, St. Francis Xavier University  
Gerri Lasiuk, University of Alberta  
Carmen Hust, Algonquin College  
Leigh Blaney, Vancouver Island University  
Arlene Kent-Wilkinson, University of Saskatchewan  
Florence Budden, Memorial University  
Elaine Santa Mina, Ryerson University  
Carrie McCallum, Canadian Forces  
Mary Marlow, Vancouver Coastal Health  
Catherine Thibeault, Trent University  
CASN President (Ex-officio)  
CASN Executive Director (Ex-officio)

**Task Force on NP Education for Prescribing Controlled Drugs and Substances**

Ruth Martin-Misener, (Co-Chair), Dalhousie University  
Lynn Miller, (Co-Chair), College of Registered Nurses of Nova Scotia  
Laura Johnson, University of Manitoba  
Roger Pilon, Laurentian University  
Deb Fraser, Athabasca University  
Eric Staples, University of Regina  
Dana Edge, Queen's University  
Mary Ellen Andrews, University of Saskatchewan  
Shelley Walkerley, York University  
Denise Bowen, (Board Liaison), Aurora College  
Robert Nevin, President – RNANT/NU Mgr / Family Practice Clinic / Iqaluit  
Linda Van Pelt, UNBC  
Pat Nymark, Aurora College  
Jamie Keller, University of Toronto  
Josette Roussel, Canadian Nurses Association  
Kathleen Hunter, University of Alberta  
Kirsten Woodend, CASN President (Ex-officio)  
Cynthia Baker, CASN Executive Director (Ex-officio)

**Task Force on Public Health**

Ruth Schofield (Co -Chair), Community Health Nurses of Canada  
Donalda Wotton (Co-Chair), University of Manitoba  
Andrea Chircop, Dalhousie University  
Carol Rupcich, Alberta Health Services  
Denise Bowen, CASN Board of Directors  
Denise Donovan, Association of Faculty of Medicine  
Gloria Merrithew, Canadian Public Health Association (NB/PEI)  
Jo Ann Tober, ANDSOOHA  
Lise Ashley, Canadian Nurses Association  
Marie Dietrich Leurer, University of Saskatchewan  
Morag Granger, Regina Qu'Appelle Health  
Robin Scobie, University of Victoria  
Susan Duncan, Thompson Rivers University  
CASN President (Ex-officio)  
CASN Executive Director (Ex-officio)





# PAT GRIFFIN FUND / LE FONDS PAT GRIFFIN

CUTTING EDGE NURSING EDUCATION

=

WORLD CLASS HEALTHCARE

FORMATION INFIRMIÈRE DE POINTE

=

SOINS DE SANTÉ DE CALIBRE INTERNATIONAL!

The CASN Pat Griffin Fund:

- Supporting nursing education research since 2007.
- One of the only remaining sources of funding for research in nursing education.
- Vital to the preparation of high quality nurses.
- Named in honour of the late Dr. Griffin, advocate for nursing education research to ensure the best care for all Canadians.

Please show your support and donate today!

[www.casn.ca](http://www.casn.ca)

Le Fonds Pat Griffin de l'ACESI :

- Appuie la recherche en sciences infirmières depuis 2007.
- L'une des seules sources restantes de financement pour la recherche en formation infirmière.
- Essentiel à la préparation d'infirmières hautement qualifiées.
- Nommé en l'honneur de feu D<sup>re</sup> Griffin qui préconisait la recherche en formation infirmière afin d'assurer les meilleurs soins pour tous les canadiens.

S.v.p. soutenez nos efforts et faites un don aujourd'hui!

[www.acesi.ca](http://www.acesi.ca)



CASN  

---

ACESI

