

Annual Report 2016

Rapport Annuel 2016

CASN
ACESI







CASN ACESI

CASN's MISSION

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

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

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

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

Mission de l'ACÉSI



CASN ACESI

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PRESIDENT/ PRÉSIDENTE

KIRSTEN WOODEND, RN, PHD

Welcome to the 2016 CASN Council meeting. I look forward to our discussions over the next few days on topics ranging from the Truth and Reconciliation Report and what it means for nursing to the sharing of ideas about nursing roles of the future.

We have had a busy year. The CASN Conference in May on Expanding Horizons in Nursing Education was a great success with record attendance and a great feeling of energy about nursing education, the new approaches to teaching and learning, and plans for the future.

As most of you know, last November the CASN Board of Directors directed the Executive Director to reprioritize the work of CASN and allocate of CASN resources to the campaign to return to a Canadian entry-to-practice examination. CASN has, throughout this past year, continued to be responsive to the ongoing challenges created by the move to the NCLEX-RN® examination in Canada. In this continuing effort to restore a Canadian entry to practice examination and find short term solutions for graduates the ED and president attended a number of meetings to present CASN's perspectives. In November of 2015, both the ED and the President attended a roundtable organized by the CNA the focus of which was supporting students to be successful on the NCLEX-RN®. Multiple nursing organizations were present including representatives of the CCRNR and among the issues discussed were access to resources in French, the translation of the exam, the number of exam writes, costs, and support for students.

We also attended an NCLEX-RN® information-sharing meeting in February 2016. Present were members of the CCRNR Board of Directors and representatives of NCSBN as well as nurse educators from across the country. Cynthia and I had the privilege of representing the CNA at the 2016 Credentialing and Regulatory Forum in Geneva ensuring that we shared Canada's early experience of the NCLEX-RN®. CASN submitted a resolution to the CNA Biennial meeting (June 2016) that the CNA advocate for the development of a national nursing council with membership drawn from key national and provincial/territorial nursing organization. The intent of the group was to collectively set directions and shape the preparation of the next generation of Canadian nurses. Unfortunately, the resolution that passed was to explore the formation of such a group. The ED and President were both present to advocate for this resolution.

We continue our work advancing excellence in nursing education through accreditation in Canada and internationally, and in May, the CASN Board resolved that "in addition to its baccalaureate in nursing accreditation program, that CASN develop voluntary accreditation programs for practical nursing programs, psychiatric nursing programs and nurse practitioner programs".

I had the privilege of joining a board meeting of the Canadian Indigenous Nurses Association (CINA) this summer and CASN is working on a draft partnership agreement with that association. Most recently, the CASN Board decided to submit a response to the Fundamental Science Review. Dr. Paul, our incoming CASN President, led the work on developing this response on behalf of CASN's Research and Scholarship Committee, and it was submitted in September.

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 2016. J'attends avec impatience les discussions qui auront lieu au cours des prochains jours sur des thèmes allant du rapport de la commission de vérité et de réconciliation et sa signification pour les soins infirmiers au partage d'idées sur les prochains rôles des sciences infirmières.

Nous avons connu une année chargée. La conférence 2016 de l'ACESI tenue au mois de mai (Formation infirmière - Nouveaux horizons) fut un grand succès avec une participation record et un intérêt palpable de la part des participantes en ce qui concerne la formation en sciences infirmières, les nouvelles méthodes d'enseignement et d'apprentissage, et nos plans d'avenir.

Comme la plupart d'entre vous le savent, en novembre dernier, le conseil d'administration de l'ACESI a demandé à la directrice générale de revoir les priorités de l'association en matière de ses activités et d'attribuer des ressources à la campagne visant à ramener un examen canadien d'entrée à la pratique. Au cours de la dernière année, l'ACESI a continué à s'ajuster aux défis permanents créés par l'arrivée de l'examen NCLEX au Canada. Dans la lignée de ce travail pour ramener un examen d'entrée à la pratique canadien et trouver des solutions à court terme pour les diplômées, la DG et la présidente ont assisté à plusieurs rencontres pour présenter le point de vue de l'ACESI. En novembre 2015, elles ont également assisté à une table ronde organisée par l'AIIC dans le but d'aider les étudiantes à réussir le NCLEX-RN®. Plusieurs organismes de soins infirmiers étaient présents, incluant des représentantes du Conseil canadien des organismes de réglementation de la profession infirmière (CCORPI). Des sujets tels que l'accès aux ressources en français, la traduction de l'examen, le nombre d'examens passés, les coûts impliqués et le soutien aux étudiantes ont été abordés.

Nous avons aussi assisté à une réunion d'information NCLEX-RN® en février 2016. Des membres du conseil d'administration du CCORPI, des représentantes du NCSBN et des enseignantes en sciences infirmières de partout au pays y étaient également. Cynthia et moi avons eu le privilège de représenter l'AIIC lors du Credentialing and Regulatory Forum 2016, à Genève, et de partager notre expérience avec le NCLEX. L'ACESI a soumis une résolution lors de la rencontre bisannuelle de l'AIIC (juin 2016) pour que l'organisme prône le développement d'un conseil national d'infirmières dont les membres seraient issus d'organismes de soins infirmiers nationaux et provinciaux/territoriaux clés. L'intention du groupe était d'établir collectivement une orientation et former la préparation de la prochaine génération d'infirmières canadiennes. Malheureusement, la résolution qui fut adoptée n'est que pour étudier la formation d'un tel groupe. La DG et la présidente étaient toutes deux présentes pour défendre cette résolution.

Nous continuons notre travail de favoriser l'excellence dans le domaine des sciences infirmières par le biais de l'agrément, au Canada et à l'international. En mai, le conseil de l'ACESI a déterminé qu'« en plus de son baccalauréat en programme d'agrément en sciences infirmières, l'ACESI développe des programmes d'agrément volontaires pour des programmes de soins infirmiers auxiliaires, soins psychiatriques et infirmières praticiennes. »

Cet été, j'ai eu la chance de me joindre à la réunion du conseil de la Canadian Indigenous Nurses Association (CINA), association avec laquelle l'ACESI collabore afin d'élaborer une entente de partenariat. Dernièrement, le conseil de l'ACESI a décidé de soumettre une réponse à l'examen du soutien fédéral aux sciences. D^{re} Paul, la présidente désignée de l'ACESI, a mené le projet de développement de cette réponse, soumise en septembre, au nom du comité de la recherche et des bourses d'études.

Au cours des réunions qui auront lieu dans les jours (et les mois et années) à venir, nous continuerons à aborder les questions qui seront soulevées ici, ainsi que d'autres questions émergentes, tout en continuant à avancer dans les directions établies dans le plan stratégique de l'ACESI. Merci d'avoir participé à cette rencontre nationale; votre enthousiasme, votre disponibilité et votre énergie lors de ces discussions importantes sont toujours appréciés.



Kirsten Woodend, RN, PhD

Présidente de L'ACESI



EXECUTIVE DIRECTOR / DIRECTRICE GÉNÉRALE

CYNTHIA BAKER, RN, PHD

Dear Colleagues,

2016 was an action-packed year for the CASN National Office. In carrying out the operations of the association, including implementing its strategic plan, CASN's dedicated team of staff moved mountains once again with grace and efficiency to advance the association's mission: promoting high quality nursing education and scholarship in Canada. I would like to highlight several of the key strategic initiatives carried out at the National Office during the last year.

We were proud to launch the Canadian Nurse Educators Institute (CNEI) to support our members in delivering high quality nursing education. The institute represents the culmination of efforts over the last years to develop certification programs, courses, retreats, and live and recorded webinars throughout the year for Canadian and international nurse educators who wish to strengthen their academic teaching career, develop their teaching portfolio, and obtain professional recognition for their expertise. I would invite you to take a look at the CNEI website for more information about it at <http://cnei-icie.casn.ca/>.

We are strongly committed to providing high quality professional development opportunities for nurse educators, and through the Institute, we also launched a formal national certification examination leading to the Canadian Certified Nurse Educator (CCNE) credential for nurse educators who have successfully completed the CASN nurse educator certification modules.

In research, we continued to promote and foster scholarship among CASN's membership through continuing education courses, and through the annual Pat Griffin Scholar award, and also added a new initiative, a Lunch and Learn Webinar series. Led by nurse researchers from across Canada, three sessions in the series are scheduled in the fall and three in the winter. Registration to date has been high, and the webinars have been very well received.

National consensus-based entry-to-practice competencies have been developed and disseminated for the specialty areas of mental health and public health to provide curricular guidelines regarding the breadth and depth of specialty content that all new graduates should possess. We are currently in the process of developing such competencies in maternal newborn health, in gerontology, and the last step will be competencies related to infant, child, and adolescent health.

In light of the significant and growing problems of prescription drug misuse and abuse, great strides were also achieved this year in the development of an online open-access e-resource to support the integration of competencies on prescribing controlled drugs and substances into nurse practitioner education programs. In addition, with funding and support from Infoway Canada, we continued to promote the integration of nursing informatics and digital health in nursing education programs by creating a peer network of faculty from across Canada who mentored their colleagues individually and in a number of workshops.

In accreditation, CASN, with the help of an advisory committee drawn from all parts of Canada and representing multiple stakeholder groups, has begun work on a Health Canada funded project to develop an accreditation program for bridging programs for internationally educated nurses (IENs) in Canada. We anticipate that the program will be ready for full implementation by 2018.

Finally in advocacy, CASN continues to work closely with our network of representatives from provincial and regional organizations of educators across Canada to promote greater collaboration among nursing organizations in order to determine a harmonized direction for future generations of nursing.

None of this work would be possible without the participation of nursing education colleagues from across the nation who share our dedication to quality Canadian nursing education, and for that, on behalf of the CASN national office, I extend to you my heartfelt thanks.

Here's to another successful year!

Cynthia Baker, RN., PhD

Chères collègues,

2016 fut une année mouvementée pour le Secrétariat national de l'ACESI. Afin d'assurer les opérations de l'association, incluant la mise en œuvre du plan stratégique, le personnel dévoué de l'ACESI a une fois de plus déplacé des montagnes avec grâce et efficacité afin de soutenir la mission de l'association, soit de promouvoir l'avancement des connaissances et l'excellence en enseignement des sciences infirmières au Canada. Je tiens à souligner plusieurs des principales initiatives stratégiques entreprises par le Secrétariat national au cours de la dernière année.

Nous avons mis en place l'Institut canadien des infirmières enseignantes (ICIE), organisme dont la mission est d'aider nos membres à fournir une formation infirmière de haute qualité. L'Institut représente le point culminant de nos efforts des dernières années pour élaborer des programmes de certification, des cours, des retraites et des webinaires en direct et enregistrés pendant l'année pour les infirmières enseignantes au Canada et partout dans le monde qui désirent consolider leur carrière en enseignement, approfondir leur expérience et obtenir une reconnaissance professionnelle pour leur expertise. Je vous invite à consulter le site web de l'ICIE au <http://cnei-icie.casn.ca/fr/> pour plus d'information.

Nous sommes fermement engagées à fournir des possibilités de perfectionnement professionnel de qualité pour les infirmières enseignantes; nous avons également introduit, par le biais de l'Institut, un examen formel d'agrément national pour obtenir la certification Canadian Certified Nurse Educator (CCNE) pour les infirmières enseignantes ayant réussi les modules de certification d'infirmière enseignante de l'ACESI.

En recherche, nous avons continué à promouvoir et à encourager l'avancement des connaissances des membres de l'ACESI grâce à des cours de formation continue et au poste de recherche en formation infirmière Pat Griffin. Nous avons également mis sur pied une nouvelle initiative, les webinaires en format dîner-conférence. Animées par des infirmières chercheuses provenant de partout au Canada, trois sessions de cette série sont prévues pour l'automne, et trois autres pour cet hiver. Le taux d'inscription jusqu'à présent a été élevé, et les webinaires ont été très bien reçus.

Des compétences relatives à la pratique dans les domaines de la santé mentale et la santé publique ont été développées, soumises à un consensus national, et distribuées afin de fournir des lignes directrices sur l'étendue et la profondeur des contenus spécialisés devant être appris par les nouvelles diplômées. Nous sommes présentement à élaborer de telles compétences dans les domaines de santé de la mère et au nouveau-né, ainsi qu'en gérontologie. La dernière étape concernera les compétences en santé des nourrissons, des enfants et des adolescents.

À la lumière des problèmes croissants de mauvais usage et d'abus de médicaments sur ordonnance, de grands progrès ont été réalisés cette année avec l'élaboration d'une ressource électronique en ligne accessible à tous et conçue pour soutenir l'intégration de compétences sur la prescription de certaines drogues et autres substances dans les programmes d'enseignement pour les infirmières praticiennes. De plus, grâce au financement et au soutien d'Inforoute Canada, nous avons continué à promouvoir l'intégration de l'informatique infirmière et de la santé numérique dans les programmes de sciences infirmières en créant un réseau de pairs des membres du corps professoral qui ont guidé leurs collègues individuellement et lors de nombreux ateliers.

L'ACESI, épaulée par un comité consultatif composé de membres provenant de partout au Canada et représentant plusieurs groupes d'intéressées, a commencé à travailler sur un projet financé par Santé Canada et ciblant le développement d'un programme d'accréditation des programmes de transition pour les infirmières formées à l'étranger (IFE) au Canada. Ce programme devrait être introduit de façon comprehensive dès 2018.

Finalement, en défense des droits, l'ACESI continue de travailler en étroite collaboration avec notre réseau de représentants des organismes provinciaux et régionaux d'enseignantes à travers le pays, afin de promouvoir une coopération accrue entre les organismes de sciences infirmières et ainsi permettre de déterminer une orientation cohérente pour les futures générations d'infirmières.

Tout ce travail serait impossible sans la participation de collègues de partout au pays qui partagent notre implication envers un enseignement en sciences infirmières de qualité. Pour cela, et au nom du Secrétariat national de l'ACESI, je vous remercie du fond du cœur.

À notre succès!



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





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

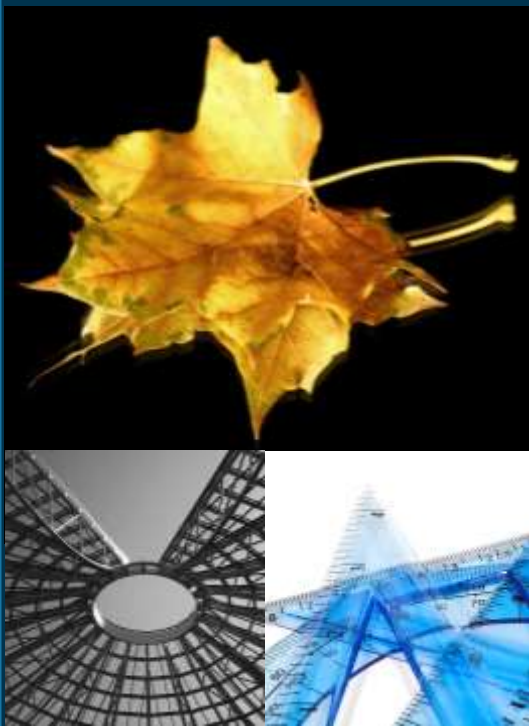
Status Update
November 2016

Mise à jour
novembre 2016

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 ».

Completed:

- 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.

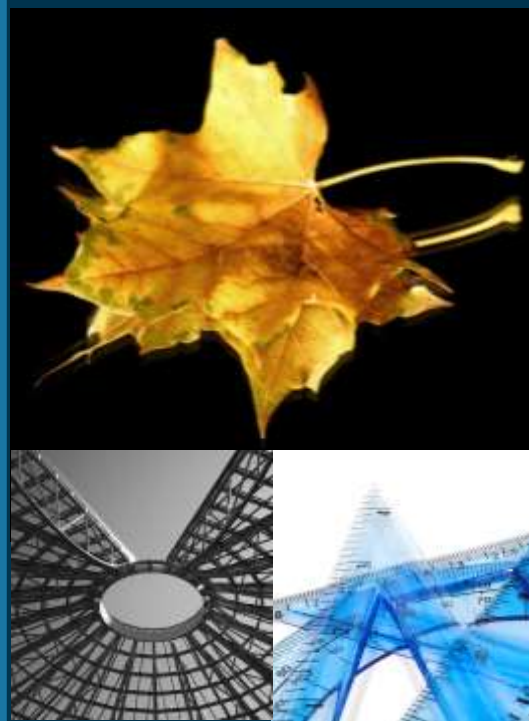
Completed:

- 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.

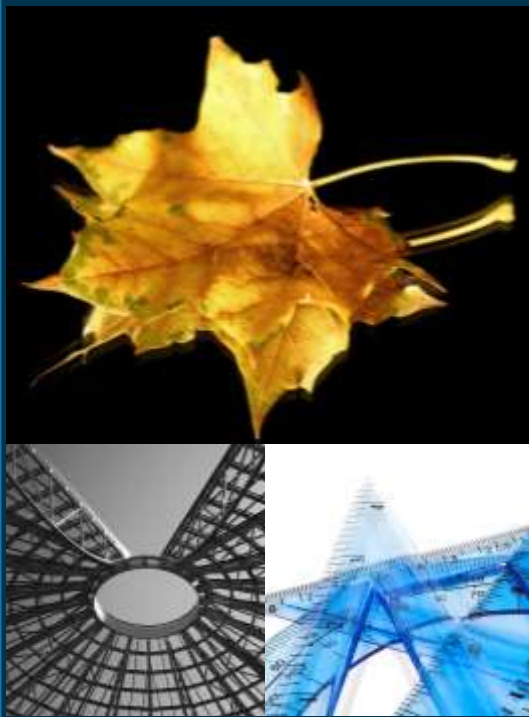
Élaborer un cadre national qui permet l'exécution de programmes locaux innovateurs orientés par des principes partagés qui guident l'excellence dans l'enseignement des sciences infirmières, en collaboration avec des écoles membres, des étudiantes, d'autres acteurs nationaux clés et la communauté internationale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

- The final framework with guiding principles and essential components for baccalaureate, master's and doctoral programs in nursing was 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'AIIC pour explorer les rôles actuels et futurs des infirmières.

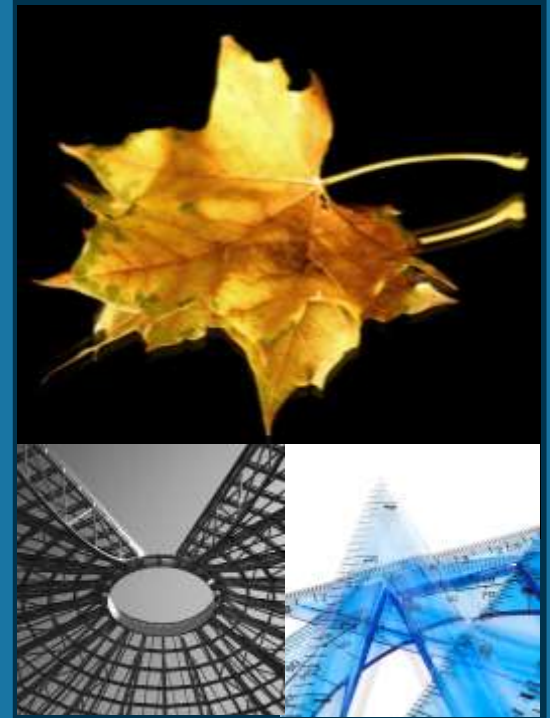
Completed:

- 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.

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 Advocacy Network; (3) the CASN Interest Groups; and (4) interactions with national and provincial governments and associations.

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

MENTAL HEALTH AND ADDICTION

- CASN collaborated with the Canadian Federation of Mental Health Nurses to develop entry-to-practice competencies to foster integration of content related to mental health and addiction in baccalaureate programs. These competencies were disseminated at the 2015 Council meeting.
- CASN participated on RNAO's panel to develop a mental health best practice guideline.

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 received funding from the Public Health Agency of Canada to ensure the quality of public health in nursing education. Entry-to-practice public health competencies were developed, as well as an online resource of teaching strategies. This project was completed in December 2015.

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 was conducted in the fall of 2015 with talking points, press releases, and briefing notes to inform key stakeholders of CASN's position on the NCLEX-RN®.

HRH PLANNING

- The Advocacy Network identified faculty replacement as a key issue. The CASN National Office commissioned research to provide data on the current situation and future projections of faculty supply and demand which is in progress.
- An update on the CASN Faculty replacement project will be given at the Graduate Studies Forum in November 2016.
- 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.
- CASN continues to conduct an annual student and faculty survey and disseminates this widely to support HRH planning.

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.

CONTROLLED DRUGS & SUBSTANCES

- In February 2015, Health Canada funded CASN to develop competencies for NPs prescribing controlled drugs and substances for NP educators and an accompanying e-resource to promote best practices among this new group of prescribers and reduce the misuse and abuse that has occurred.

DIGITAL HEALTH SOLUTIONS

- Funding was obtained from Infoway in January 2015 to support faculty development in digital health solutions through a peer network. The Peer Leaders worked with 92 colleagues from 49 CASN member schools, and contributed to the development of a Consumer Health Solutions resource. The project concluded in March 2016.
- A third round of funding from Infoway was obtained to continue the peer network, and host workshops and a webinar series focused on digital health for nurse educators. The project began in September 2016 and will run for 15 months.

INTERNATIONALLY EDUCATED NURSE BRIDGING PROGRAMS ACCREDITATION

- In May 2016 Health Canada funded an 18 month project for CASN to develop and pilot an accreditation program of bridging programs for internationally educated nurses. The Advisory Committee for the project met face-to-face in September 2016 to draft accreditation standards and the accreditation program policies, processes and procedures.

MATERNAL HEALTH

- CASN is developing entry-to-practice competencies in the specialty area of maternal and newborn health in partnership with the Canadian Association of Perinatal and Women's Health Nurses. The purpose is to delineate the core competencies that all nursing graduates should possess in this area while assuring graduates who elect to work in this field have the foundation they will need.

MENTAL HEALTH

- CASN Mental Health Interest Group hosted a webinar on stigma in May 2016.

SIMULATION

- A panel session entitled "Clinical vs Simulation" was organized and presented during the 2015 Undergraduate Forum. CASN Simulation Interest Group hosted a webinar simulation readiness in March 2016.

PATIENT SAFETY

- In 2016 CASN established a partnership with The Canadian Patient Safety Institute to promote the integration of patient safety competencies into nursing curricula by jointly developing curricular guidelines and by offering faculty a course on patient safety to be launched in 2017.

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

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, Indigenous Nursing Association of Canada, 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), the Association of Accrediting Agencies of Canada, and Forum of University Nursing Deans of South Africa (FUNDISA).

The following activities have been undertaken to build and strengthen CASN's partnerships:

- 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., (now the Indigenous Nursing Association of Canada) at CASN to establish linkages between the organizations and Board support has been given to this initiative. A recent teleconference meeting was held with INAC members to identify future directions for collaboration (2015). Work is currently underway developing a formal partnership agreement.
- The Executive Director is a member of the CNSA Board. CASN provides administrative support.
- 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 partnered with CASN on the PHAC-funded project undertaken from December 2012-2015.

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

- The Executive Director was, until the spring of 2015 a member of the CNF Board.
- 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.
- CASN's Manager of Accreditation presented to Association of Accrediting Agencies of Canada (AAAC) in December of 2015 on the topic of international accreditation.
- CASN participates in committees to improve the on-line orientation program and member materials with other AAAC members.
- CASN is continuing to work with CAPNE to strengthen collaboration between the two organizations.
- The Executive Director and the CASN President represented CNA at the ICN credentialing forum in May 2016.

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.

- 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.
- An annual survey of students and faculty is conducted for all nursing roles, disseminated widely and serves as a base for HRH planning.
- A presentation at the Canadian Health Workforce Conference, in October 2016, focused on HHR planning regarding nursing faculty was well received.

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.

Completed:

- 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), and CRNM regarding the linkages between the approval of educational programs and accreditation (2015).
- CASN attended the CAPNE Board of Directors Meeting to discuss a partnership on data collection moving forward and made contact with the provincial practical nurse representatives (2016).
- 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 (CFRNR).
- The Executive Director represented CNA at the ICN International Credentialing Forum in Dubai in November 2015, as well as the Forum held in May 2016 with the CASN President.
- In early 2016, CASN signed a re-negotiated the memorandum of understanding with Nova Scotia's regulator, College of Registered Nurses of Nova Scotia (CRNNS) and the heads of the schools of nursing in Nova Scotia to continue carrying out an integrated process for approval and accreditation of schools of nursing in that province. CRNNS is a member of CFRNR.
- The Executive Director is the Vice President of Board of Directors of the *Centre d'innovation en formation infirmière*.
- Invited by Principal Nursing Advisor Task Force to speak about NCLEX-RN in December 2015.
- The Executive Director met with Language Commissioner regarding the impact of the NCLEX-RN on Francophone students in March 2016.

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.

- 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.
- 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 continues to be an active member of the Association of Accrediting Agencies of Canada (AAAC).
- A public affairs campaign was launched in September 2015 to address the impact of the NCLEX-RN® on nursing education in Canada and the Canadian health system.
- 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).
- The Executive Director attended the First Nations and Inuit Health Branch of Health Canada's Award of Excellence in Nursing Ceremony in May 2014, 2015, and 2016.
- CASN has representation on Committees of the Canadian Patient Safety Institute.
- CASN participated in the Canadian Center on Substance Abuse annual meeting in March 2016.
- CASN presented a poster and had a booth at the CNA convention in June 2016.
- CASN presented a poster, a concurrent session as well as a round table discussion at the Canadian Health Workforce Conference in October 2016.
- The Executive Director and President attended the inaugural conference of the National Assessment Nursing Service in October 2016.
- CASN staff participated in a roundtable discussion at the Canadian Nurses Association on what assisted dying legislation will mean for Canada's health care communities (February 2016).
- The Executive Director invited by students at Selkirk College to be a panel member for a discussion on the implications of NCLEX-RN® (March 2016).
- CASN presented 3 papers at the NETNEP Conference (April 2016).
- CASN participated in the National Nursing Data Standards Symposium in April 2016.
- Invited to Review "Interventions for Prevention and Treatment of Tobacco Smoking in School-aged Children and Adolescents" for the Public Health Agency of Canada.
- CASN participated in the Joint Infoway Collaborative of the Academic Faculty Associations for Medicine, Nursing and Pharmacy (September 2016).

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).

- CASN publishes a monthly e-newsletter that provides information on upcoming conferences and events that schools wish to announce or advertise.

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.

- 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 (October 2014).
- 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).

- New social media plans were created in 2016, which include strategies for the Canadian Nurse Educator Institute, CASN social media, and a positive messaging campaign.
- CASN Facebook audience has been steadily increasing (over 450 followers) due to regular posts and engagement.
- CASN Twitter audience has been steadily increasing (over 700 followers) due to regular tweets and engagement.
- CASN websites are consistently updated and monitored.
- Over 2,000 subscribers to our emails receive email blasts and notifications, as well as a monthly newsletter.

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.

Completed:

- 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.

- 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.

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

- The creation of the *Entry-to-Practice Public Health Nursing Competencies for Undergraduate Nursing Education* and accompanying teaching strategies website was guided by a task force of public health champions from CASN member schools.
- CASN's second biennial Canadian Nursing Education Conference held in Toronto in May 2016 had over 350 attendees and over 200 presentations. The main theme of the conference was *Expanding Horizons in Nursing Education*.
- The development of entry-to-practice competencies for mental health and addiction 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.
- 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 doctoral programs in Canada contributed 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.
- With Infoway's support, a network of eleven digital health peer leaders in digital health was established to mentor faculty members as a strategy to increase the awareness and understanding of digital health in schools of nursing. The Peer Leaders also contributed to the development of the *Consumer Health Solutions* resource.
- The first sitting of the Canadian Certified Nurse Educator certification exam was held in October 2016.
- A task force on NP Education on Prescribing Controlled Drugs and Substances was initiated.
- An Advisory Committee was created to guide CASN in the development of an accreditation program for IEN bridging programs.
- A task force on child-bearing families has been created to develop competencies for the nursing care of child-bearing families (maternal/newborn health)
- CASN is establishing a new group of digital health peer leaders to plan digital health workshops and webinars.
- CASN is contributing to the development of international nursing education standards with the other members of GANES.

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.

- 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 was completed in November 2015 on guidelines for clinical placements and simulation.
- CASN Education Committee is updating the 2011 position statements related to baccalaureate, master's, and doctoral education and anticipates completing the updates by November 2016.

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.

- 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.
- An Infoway funded project was completed in January 2014. The final resource, *Nursing Informatics Teaching Toolkit*, was developed and disseminated widely.
- Core entry-to-practice mental health and addiction competencies were published in November 2015.
- The CASN Digital Health Peer Leaders developed a resource to build on the content of the *Nursing Informatics Teaching Toolkit*, titled *Consumer Health Solutions: A Teaching and Learning Resource for Nursing Education* was published in April 2016.
- The NP Education for Prescribing Controlled Drugs and Substances initiative to develop competencies is completed and the development of an electronic resources for NP education programs is underway.

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.

CASN has continued to work on the development of the *CASN Canadian Nurse Educator Institute (CNEI)*. 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 ASInc. for the Nurse Educator Certificate Program. The exam was administered in October 2016 for those who have successfully completed all three modules of the program. Following successful completion of the modules and certification exam participants can then use the designation CCNE (Canadian Certified Nurse Educator).

Academic Certificate Course

- A 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 2015.
- A palliative and end-of-life care expert webinar series was offered in June 2016.
- A course on interprofessional education was offered in June 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. CASN offers a Level I and Level II Retreat. The fourth Level I Retreat was held in October 2016.

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.

- The CASN Canadian Nurse Educator Institute includes a free webinar 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.

- 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.

- CASN's second biennial Canadian Nursing Education Conference held in Toronto in May 2016 had over 350 attendees and over 200 presentations. The main theme of the conference was *Expanding Horizons in Nursing Education*.
- See strategic direction # 3 (above) for information about the regular offering of webinars on scholarship.

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.

- The first online CASN Scholarship course was successfully delivered in March 2014 and is now offered annually.
- A second-level course on capacity building in the scholarship of discovery was offered in October 2015.
- CASN is in the process of revamping the course on scholarship to include all aspects of scholarship and offered it in October 2016.
- Research and Scholarship Lunch and Learn Series.

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.

- 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.

- 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 every 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.
- As a member of GANES, CASN is assisting to plan an international nursing education conference in 2017 with the theme *Catalyzing nursing education and scholarship for global health*.
- A Lunch & Learn Webinar series was launched in September 2016 with 3 sessions scheduled for the fall and 3 in the winter.

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.

Completed:

- *Journal of Quality Advancement in Nursing Education - Avancées en formation infirmière* published its fifth edition in October 2016.
- Co-Editors-in-chief - Corédactrices en chef were selected, and they 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.
- The Editors in Chief and the Executive Director attended the International Academy of Nursing Editors Conference as well as the Committee on Publication Ethics meetings in August 2016.
- Publishers International Linking Association members.

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 diplômes en ce qui concerne la pratique fondée sur des données probantes.

- 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.

- 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.
- This will be further explored at the 2016 Graduate Studies Forum. A panel will be exploring how to address the nursing research funding crisis.

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.

- 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 staff is on a committee to revise AAC's online orientation program for new reviewers.
- CASN continues to lend 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. Work is underway to strengthen the decision-making processes, to provide ongoing educational opportunities for evaluators and to evaluate the project and its outcomes.
- CASN has lent its expertise to the Bangladesh Nursing Council (BNC) regarding the process and content of accreditation and its context within the regulation of nursing in Bangladesh and has pilots underway with public and private nursing institutes. CASN is also working with the BNC to ensure the utilization of the competencies for nursing practice within the country through establishing a competency-based framework for their national examination, through mapping of competencies to their existing curriculum etc.
- CASN regularly evaluates all aspects of the Canadian 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.

- 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. CASN's Advisory Committee on Accreditation Policy is working on enhancing the Reviewer Guidelines regarding the assessment of on-line programs.
- CASN continues to conduct regular reviewer training and training of new members of the CASN Accreditation Bureau to ensure the program reflects the values of transparency, equivalence, respect, and integrity.
- 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. Probationary accreditation was a major addition in this area.
- 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 recognition of CASN's accreditation expertise.
- The Manager of Accreditation is a regular external reviewer of physiotherapy program for Physiotherapy Education Accreditation Council (PEAC) 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.

- 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's document on *Entry-to-Practice Competencies for Nurse-Midwives in Bangladesh* was published in English and is slated for translation this year into Bangla. CASN provided technical expertise to ensconce the competencies into the national examination in Bangladesh and to increase the awareness of the implications for their use within the curriculum.
- 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. This work continues.
- 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.







CASN
ACESI

AFFILIATE MEMBER REPORTS

RAPPORTS DES MEMBRES AFFILIÉS

Status Update
November 2016

Mise à jour
novembre 2016

ARCASN PRESIDENT'S REPORT 2015-2016

The Atlantic Canadian Association Schools of Nursing (ARCASN) continued working to assist the Canadian Associations of Schools of Nursing (CASN) in meeting their objectives. In our region, 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 is a member on the board; the Executive committee is also elected from among the 4 provinces represented. We acknowledge the ongoing support from members of our executive committee, school representatives and the general membership. More information on our Executive and School Representatives and more information can be found on our web page at www.arcasn.ca.

ARCASN ACTIVITIES

The executive and school representatives met four times in the 2015-2016 year, including once prior to our 2016 AGM. Due to fiscal accountability and distance to travel, we only met in person twice per year, once in the fall and once at the AGM.

The annual ARCASN Conference and AGM was held at Memorial University (MUN) in St. John's, Newfoundland, on June 10-12, 2016. The title of the conference was *Nursing Education in the Atlantic Region: Past, Present and Future*. This conference was well attended by faculty and some students. The 2017 AGM and annual conference are scheduled to be at UNB Fredericton.

Discussion at all of our meetings this year continued to be on the new NCLEX-RN® exam and concerns related to this now that we all received the results at each of our schools. The francophone population had expressed serious concern regarding the exam and as we now know, their concerns were correct. We continued to share information about our School of Nursing among members and including strategies being used to help prepare students for writing the NCLEX-RN exams which began in January 2015.

A great deal of time was spent on discussions concerning the ARCASN website. There were concerns regarding the delay in time getting important information on the ARCASN website. We collaborated on web management and we changed from a current provider to having CASN take over the website. This change has proved to be excellent.

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 at our AGM in June 2016.

Respectfully submitted,



Joanne Whitty-Rogers RN, PhD
President, ARCASN

QRCASN PRESIDENT'S REPORT 2015-2016

RENCONTRES DES INSTANCES DE GOUVERNE :

En 2015-2016, l'Assemblée générale annuelle s'est tenue le 9 novembre 2015. Les membres du Conseil d'administration de l'ACESI-RQ se sont rencontrés deux fois, soit le 9 novembre 2015, dans le cadre du Congrès annuel de l'Ordre des infirmières et infirmiers du Québec (OIIQ) à Montréal et le 17 juin 2016 à la Faculté des sciences infirmières de l'Université de Montréal. Les membres du comité exécutif ont tenu des conférences téléphoniques le 16 septembre 2015 et le 6 juin 2016.

Membre du comité exécutif 2015-2016

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 2015-2016

En 2015-2016, les travaux de l'ACESI-RQ se sont poursuivis autour des activités suivantes :

- La présidente Johanne Goudreau a été invitée à participer aux travaux de la Table nationale en soins infirmiers des RUIS afin d'entamer des travaux visant une certaine harmonisation des neuf programmes universitaires de 1^{er} cycle du Québec, notamment sur le plan des stages dans les programmes intégrés dec-bac.
- 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 2016-2017 seulement. Le Forum des DD poursuit aussi des travaux sur les programmes de formation, le financement et le déploiement des infirmières praticiennes.
- Le Forum sur la pratique infirmière avancée a tenu des discussions sur l'évolution du rôle de l'infirmière clinicienne spécialisée proposé par l'Ordre des infirmières et infirmiers du Québec ainsi que sur les transformations des programmes IPS exigés par l'OIIQ.
- Le Forum du 1^{er} cycle a tenu deux réunions qui ont eu pour objet la concurrence pour les places de stage dans les différentes régions du Québec et les modes d'encadrement et d'évaluation de stage durant les programmes à travers les différents établissements.

Johanne Goudreau. Inf., Ph.D
Présidente, ACESI-RQ

COUPN-CAATS PRESIDENTS' REPORT 2015 -2016

Background

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

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

Actions Taken

- COUPN-CAATS joint activities over the past year have included:
 - A joint presentation and submission to the Health Professionals Regulatory Advisory Committee (HPRAC) on how RN prescribing in Ontario should be implemented. COUPN and CAATS advocated for a supplementary prescribing model in particular clinical areas, rather than for independent prescribing. As of the date of this report, we still do not have clarity on the model that Ontario will implement for RN prescribing, or the educational implications of the model.
 - Laying the groundwork for a new provincial committee to implement recommendations from a report on clinical education. The committee will include representation from nursing employers, educators and government.
 - Participating on a College of Nurses of Ontario (CNO) consultation group to assess tools and indicators related to CNO's new program approval framework.
 - Providing feedback on CNO's Guidance on Nurses' Roles in Medical Assistance in Dying <http://www.cno.org/globalassets/4-learnaboutstandardsandguidelines/maid/maid-june-23-final.pdf> .
 - Membership on a new CNO "Academic Reference Group" developed to enhance communications between CNO and nursing educators.
 - Participating on the Joint Provincial Nursing Committee, a committee of key stakeholders and the Ministry of Health and Long-Term Care whose goal is to contribute to health policy development from a nursing perspective
- A COUPN subgroup received funds from Ministry of Advanced Education and Skills Development to develop a set of six competency-based courses for Internationally Educated Nurses. The courses will be offered online with simulation and face to face components, and will be offered throughout 2017. The courses will seek to meet the educational needs of IENs in Ontario who have been assessed with small gaps in particular competency areas, and bring them one step closer to being able to register as RNs in the province.
- COUPN has continued its discussions with the College of Nurses of Ontario (CNO) about challenges with the NCLEX, including sharing a COUPN-sponsored report that criticizes the NCSBN evidence used to support the applicability of the NCLEX for the Canadian testing population. COUPN has also raised concerns about the quality of the French adaptation of the exam and the lack of French preparatory materials.
- A COUPN subgroup is in the final stages of completing an AMS Phoenix-funded study to assess most effective practices for developing caring in undergraduate nursing curricula. All 14 undergraduate programs have been involved in the study.
- The ninth annual COUPN Awards were held in Toronto in April to celebrate excellence in nursing education and scholarship.

COUPN CAATS Executive Committee 2016-17

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

WNRCSN PRESIDENT'S REPORT 2015 -2016

Background

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

Actions Taken

Annual General Meeting

WNRCSN has an annual Nurse Educators Conference that includes an annual general meeting in February. The 2016 conference was held in Saskatoon, SK and was hosted by the University of Saskatchewan College of Nursing; University of Regina Faculty of Nursing; Saskatchewan Polytechnic School of Nursing. The conference theme was “**Nursing Education: The Synergy of Teaching, Research, and Practice.**” There was excellent attendance at the conference, with participants coming from all of the western provinces and territories. The AGM was well attended.

Annual awards

Graduate Student Research Award: None awarded

Education Innovation Award: Martha Russell et al., North Island College. *Using an unfolding case method to teach psychomotor skills in the nursing learning centre: A shift in pedagogy.* \$5,000.00

Education Research Award: Arlene Kent-Wilkinson et al., University of Saskatchewan. *Study abroad in undergraduate nursing education: self-reported impact on RN nursing practice.* \$5,000.00

Honorary Member: Dr. Jane Milliken, professor emeritus from the University of Victoria was honored as an Honorary Member of WNRCSN.

Focus of this past year

A new executive was formed in February 2016. Transitioning is continuing. We are looking at ways to meet our member needs other than the annual conference and awards.

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 transitioned in February 2016. We are mindful of the learning curve and are continuing to secure volunteers for executive and MAL positions.

Executive Committee 2016 – 2017

Nicole Harder, University of Manitoba, Past-President
Sandra Davidson, University of Alberta, President
VJ Gibbins, University of Alberta, Secretary-Treasurer
To be Determined, University of North British Columbia, Vice-President
Donna Petri, Thompson Rivers University

Pertice Moffitt, Aurora College
Nicole Brown, Selkirk College
Chris Barlow, Nursing Education Program of Saskatchewan
Noelle Rohantinsky, University of Saskatchewan

CNSA REPORT 2015-2016

The Canadian Nursing Students' Association (CNSA) is the national voice of nearly 30,000 Canadian nursing students. We represent students to nursing organizations and governments on the provincial, national, and international levels. 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.

We at CNSA are excited to kick off another school year allowing us to build on everything we have already accomplished in our first half of our term. Our Board Members, Committee Chairs, and members have been hard at work taking action and raising awareness of issues that affect students and our profession. In addition, they have been showing the capability of students when they take pride in their work and seek to create change as a unified voice. This year CNSA has increased their voice and presence with national and provincial stakeholders, making students a part of the conversation and driving change. We had some great success at the CNA AGM where we presented a position statement calling for urgent remediation of the NCLEX-RN® issues asking for nursing stakeholders to work closer with us and resolve the concerns and issues with our licensing exam. CNSA commits to support our members and soon-to-be nursing graduates in regards to current entry-to-practice exam issues. With immediate remediation the harmonized entry-to-practice exam will accurately test nursing graduates' readiness for entry to practice and ensure patient safety built around Canadian nursing curriculum and competencies. We are working with stakeholders to help develop strategies and resources to assist nursing students, particularly Francophone students, and nursing schools to improve the success rate that continue to express concern.

Our board and committees are taking great strides to implement the position statement passed at our National Assembly in January 2016 in Sault Ste. Marie titled "Our Planet's Health is Our Health: Environmental Stewardship and Implications on Human Health" and continuing their work in regards to past position and resolution statements. As an association, we are working toward promoting and fulfilling these position and resolution statements through our committee work and advocacy. Our committees along with our members are hoping to increase the importance of global health, indigenous health advocacy, diversity, informatics, education and research, and community and public health in our nursing curriculum and profession.

CNSA is proud to announce the creation of our Indigenous Health Advocacy Committee that was approved as a standing committee to: (a) advocate for Indigenous rights; (b) enact our position statement on Cultural Safety in the Context of Indigenous Health in Nursing Education; and (c) advocate for the implementation of the Truth and Reconciliation Commission's recommendations involving health care and nursing. In addition, we are strengthening our relationship with CINA.

Board Members and Committee Chairs have had the chance to attend and participate in multiple conferences both provincially and nationally representing diverse aspects of nursing, such as CASN Biennial Conference, Indigenous Health Conference, and Community Health Nurses of Canada Conference. In addition, we have had two in-person board meetings and attended multiple national and provincial stakeholder meetings.

The 2016 National Nursing Students' Week (NNSW) will unfold from Monday, November 14 – Sunday, November 21, 2016, focusing on Diversity in Nursing with the slogan *Sharing Similarities, Celebrating Differences*. In addition, we will be having an Indigenous Nursing Students' Day on Monday, November 14, 2016.

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

Ontario/Quebec: September 20 – October 2 in Toronto, Ontario hosted by Ryerson University.
Theme: Inspiring the Next Generation.

Atlantic: October 20 – 22 in Halifax, Nova Scotia, hosted by Dalhousie University.
Theme: Nurses Embracing Diversity: Welcoming the Many Faces of Healthcare

Prairie/West: November 4 – 6 in the Edmonton, Alberta, co-hosted by the University of Alberta and MacEwan University and teaming up with the Margaret Scott Wright Research and Innovation Day. Theme: Building Identity: Nursing practice and research are constantly changing and challenging roles in which nurses can occupy and lead. It is our time to express our voices. We are the future, how will you contribute?

The Canadian Nursing Students' Association is excited to announce the 2017 CNSA National Conference to be held in Winnipeg, Manitoba from January 25-28, 2017. We invite you to join us in *Celebrating Diversity: Breaking Barriers through the Exploration of Cultural Safety*. This is an exciting opportunity to explore cultural safety through Winnipeg's diverse population, attractions and festivals. With help from the University of Manitoba, Rady Faculty of Health Sciences, we will be exploring cultural safety through a wide variety of speakers, workshops, food, dance and social events.

The 2016-17 Canadian Nursing Students' Association Board of Directors and Committee Chairs:

President/Advocacy Committee Chair

Bryce Boynton, University of Saskatchewan

Vice-President/Chair of the Awards Committee

Sheren Anwar Siani, Dalhousie University

Director of Communications

Caitlyn Patrick, Sault College

Director of Membership Services

Kennedie Maidment, Thompson Rivers University

Director of Bilingualism & Translation

Peter Stinnissen, Sault College

National Conference Director

Karlee McKenzie, University of Manitoba

Director of Career and Leadership Development

Ashley Ahuja, York University

Atlantic Regional Director

Leah Carrier, Dalhousie University

Quebec Regional Director

Marilyn Morand, McGill University

Ontario Regional Director

Grant MacNeil, McMaster University

Prairie Regional Director

*Fred Entz, University of Regina/
Saskatchewan Polytechnic*

Western Regional Director

Megan Bruce, MacEwan University

Ex-Officio, Non-voting Members:

Community and Public Health Committee Chair

Boey Chak, McMaster University

Informatics Committee Chair

Betty Wang, Ryerson University

Global Health and Outreach Committee Chair

Paisly Symenuk, University of Alberta

Diversity Committee Chair

Alyssa Riddle, MacEwan University

Education and Research Committee Chair

Caitlin Wiltshire, MacEwan University

Indigenous Health Advocacy Committee Chair

Danielle Bourque, University of Alberta

Past President

Dawn Tisdale, BSN

Administrative Officer

Kristine Crosby

**Canadian Association of Schools of Nursing
Representative**

Dr. Cynthia Baker



BOARD OF
DIRECTORS
2015-2016



CONSEIL
D'ADMINISTRATION
2015-2016



President	Kirsten Woodend Trent University	Présidente
President-Elect	Pauline Paul University of Alberta	Présidente-désignée
Treasurer	Stephen Bishop Camosun College	Trésorière
Directors Western Schools	Janine Lennox Langara College Dianne Tapp University of Calgary Donna Murnaghan Thompson Rivers University	Administratrices Région de l'ouest
Directors Ontario Schools	Sandra DeLuca Fanshawe College Linda Patrick University of Windsor Dawn Prentice Brock University	Administratrices Région de l'Ontario
Directors Quebec Schools	Johanne Goudreau Université de Montréal Clémence Dallaire Université Laval	Administratrices Région du Québec
Directors Atlantic Schools	Alice Gaudine Memorial University of Newfoundland Willena Nemeth Cape Breton University	Administratrices Région de l'atlantique
Public Representative	Louise Sweatman Canadian Medical Association	Représentante du public
Student Representative	Sheren Anwar Siani Vice-President, Canadian Nursing Students Association (CNSA)	Représentant des étudiant(e)s
Accreditation Bureau Chair	Molly Westland Fleming College	Représentante du Bureau d'Agrément

COMMITTEE MEMBERS 2015-2016

MEMBRES DES COMITÉS 2015-2016

Audit Committee / Comité d'audit

Stephen Bishop (Chair)	Treasurer, Camosun College
Kirsten Woodend	President, Trent University
Pauline Paul	President-Elect, University of Alberta
Louise Sweatman	Public Representative, CASN Board of Directors
Dawn Prentice	Board of Directors
Janine Lennox	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
Pam Nordstrom (Western-Northwestern)	Mount Royal University
Karen Furlong (Atlantic)	University of New Brunswick
Gail Orr (Chief Electoral Officer)	Loyalist College

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

Clémence Dallaire (Chair)	Université Laval
Pauline Paul	CASN President-Elect, University of Alberta
Anita Mohlzan	University of Alberta
Sandy DeLuca (Board Liaison)	Fanshawe College
Linda Ferguson	University of Saskatchewan
Marilyn MacDonald	Dalhousie University
CASN Executive Director	Ex-officio
CASN President	Ex-officio

Committee on Education / Comité permanent, Éducation

Johanne Goudreau (Board Liaison)	Université de Montréal
Linda Patrick (Chair)	University of Windsor
Mary Anne Krahn (undergrad studies)	Fanshawe College
Anne Bruce (grad studies)	University of Victoria
Ann Rheaume Bruning (grad studies)	University of Moncton
Clémence Dallaire	Université Laval
CASN President	Ex-officio
CASN Executive Director	Ex-officio

CASN Accreditation Bureau (CAB) / Bureau d'agrément (BAA)

Molly Westland (Co-Chair - Faculty representative)	Trent/Fleming School of Nursing, Fleming College
Suzie Durocher-Hendriks (Co-Chair - Faculty representative- <i>bilingual</i>)	Faculty of Nursing, Moncton University
Janet Landeen (Faculty representative)	School of Nursing, McMaster University
Sylvie Jetté (Faculty representative- <i>bilingual</i>)	École des sciences infirmières, Université de Sherbrooke
Bilkis Vissandjée (Faculty representative- <i>bilingual</i>)	Faculté des sciences infirmières, Université de Montréal
Monique Cormier-Daigle (CNA nursing practice representative)	Coordinatrice régionale pratique professionnelle en soins infirmiers, Vitalité
Louise Nasmith (AUCC Academic representative- <i>bilingual</i>)	University of British Columbia
Christopher Rutherford (Community representative)	Low Murchison Radnoff LLP
Cheryl Hamilton (Regulatory representative)	Saskatchewan Registered Nurses Association
Christine Cassidy (Student representative)	Dalhousie University
Lorraine Cramp (CNO observer)	College of Nurses of Ontario
CASN President	Ex-officio
CASN Executive Director	Ex-officio

Advisory Committee on Accreditation Policy (ACAP)

Pauline Paul (Board Liaison)	University of Alberta
Lise Guerrette Daigle (Chair - Professional representative)	Université de Moncton
(Regulatory Rep) VACANT	
(Education Cttee Rep) VACANT	
Mina Singh (Faculty Representative)	York University
Mariann Rich (Faculty Representative)	Athabasca University
Isabelle St. Pierre Faculty Representative)	Université de Québec en Outouais
Pertice Moffitt (Faculty Representative)	Aurora College
Sandy Rennie (Interprofessional representative)	Physiotherapy Education Accreditation Canada
Kirsten Woodend, CASN President	Ex-officio
Cynthia Baker, CASN Executive Director	Ex-officio

Graduate Studies Committee/ Forum, Deuxième Cycle

Anne Bruce (Co-Chair)	University of Victoria
Ann Rheaume (Co-Chair)	Université de Moncton
Alice Gaudine (Board Liaison)	Memorial University of Newfoundland
CASN President	Ex-officio
CASN Executive Director	Ex-officio

Undergraduate Studies Committee

Linda Patrick (Board Liaison)	Faculty of Nursing, University of Windsor
Eileen Shackle	British Columbia Institute of Technology
Johanne Goudreau	Université de Montréal
Mary Anne Krahn (Chair)	Fanshawe College

Childbearing and Families Task Force

Melanie Basso	University of British Columbia
Jodie Bigalky	University of Saskatchewan
Pat Gregory	University of Manitoba
Lisa Keenan Lindsay	Seneca College
Geraldine (Jody) Macdonald	University of Toronto
Karen Mackinnon (Co-chair)	University of Victoria
Cynthia Mannion	University of Calgary
Kim Sears	Queen's University
Sonia Semenic	McGill University
Norma Sherret	Memorial University
Jessica Webster	University of New Brunswick
Faith Wight Moffatt (Co-chair)	Dalhousie University
Lela Zimmer	University of Northern British Columbia

National Conference Planning Committee

Evelyn Kennedy	Cape Breton University
Janine Lennox	Langara College
Sandy Deluca	Fanshawe College
Western College Rep VACANT	
Vicki Smye	University of Ontario Institute of Technology
Clémence Dallaire	Université Laval
Marilyn MacDonald	Dalhousie University

IEN Accreditation Advisory Committee

Patricia Bradley (Chair)	York University / COUPN
Janine Lennox (Board liaison)	Langara College
Sandra Pettit	Saskatchewan Polytechnic
Edward Cruz	Centennial College
Patricia Marten-Danial	George Brown College
Cathy Baxter	Red River College
Sandra DeLuca	Colleges of Applied Arts and Technology
Lori Shortridge	Kwantlen Polytechnic
Jacinthe Guindon	Health Canada
Siu Mee Cheng	National Nursing Assessment Service
Karen Ulyott	Canadian Association of Practical Nurse Educators
Kate Mercer	Registered Nurses Professional Development Center
Cathy Giblin	College of Registered Nurses of Alberta
Lynn de Palma	John Abbott College
Elaine Santa Mina	Ryerson University
Joni Boyd	CASN Manager of Accreditation

Advocacy Committee

Clémence Dallaire (Chair)	Université Laval
Dawn Prentice (Board Liaison)	Brock University
Janine Lennox	Langara College
Alice Gaudine	Memorial University
Donna Murnaghan	Thompson Rivers University
Stephen Bishop	Camosun College
Sheren Anwar Siani	CNSA
CASN President	Ex-officio
CASN Executive Director	Ex-officio

Task Force on NP Education for Prescribing Controlled Drugs and Substances

Roger Pilon	Laurentian University
Ruth Martin-Misener (Co-Chair)	Dalhousie University
Laura Johnson	University of Manitoba
Deb Fraser	Athabasca University
Eric Staples	McMaster University
Dana Edge	Queen's University
Mary Ellen Andrews	University of Saskatchewan
Lynn Miller (Co-Chair)	College of Registered Nurses of Nova Scotia
Shelley Walkerley	York University
Dianne Tapp (Board Liaison)	University of Calgary
Robert Nevin	President – RNANT/NU Mgr / Family Practice Clinic / Iqaluit.
Rosemary Wilson	Queen's University
Jamie Keller	University of Toronto
Josette Roussel	Advanced Practice Pharmacist Clinician Educator
Kathleen Hunter	Canadian Nurses Association (CNA)
Linda Van Pelt	University of Alberta
Pat Nymark	UNBC
CASN President	Aurora College Primary Health Care NP (Ex-officio)
CASN Executive Director	(Ex-officio)

PAT GRIFFIN FUND / LE FONDS PAT GRIFFIN

CUTTING EDGE NURSING EDUCATION

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WORLD CLASS HEALTHCARE

FORMATION INFIRMIÈRE DE POINTE

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