

Annual Report 2017

Rapport Annuel 2017

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CÉLÉBRONS

75 Years
ans

CASN
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CASN ACESI

Annual Report 2017
Rapport Annuel 2017



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

PAULINE PAUL, PHD, RN

Dear members,

Welcome to the 2017 CASN Council meeting. We are celebrating CASN's 75th anniversary this year. Since 1942, CASN has been a source of support for its members and has provided an essential national forum for discussion and decision-making. The Association continues to be a vital part of nursing education, and it will certainly play an important role in years to come.

We have had another productive year. The NCLEX-RN issues continued to occupy the Association—particularly in regard to the lack of study resources in French and the disadvantage it creates for French writers. In May 2017, The CASN Board of Directors determined that creating a voluntary bilingual exit examination for baccalaureate students that is based on CASN's *National Nursing Education Framework* is desirable, and CASN's membership has thus directed the Executive Director to proceed with this project. Work is in progress and a number of Board members, including myself, are serving on either the CASN Exit Exam Advisory Committee or the CASN Exam Committee.

In May 2016, the Board decided to extend the CASN Accreditation Program to include the accreditation of practical nursing (PN) programs, bridging programs for internationally educated nurses (IENs), and nurse practitioner (NP) programs. The development of these new accreditation programs is pro-active for our association, and we are pleased that progress is being made in each one of them.

In March 2017, the Global Alliance for Leadership in Nursing Education and Science (GANES) held its conference in Miami, Florida, and I wish to thank past-president Kirsten Wooden for representing CASN with Cynthia Baker. The conference was very successful. I am now Chairing GANES, whose members include CASN, the American Association of Colleges of Nursing, the Forum of University Nursing Deans in South Africa, and the *Asociación Latinoamericana de Escuelas y Facultades de Enfermería*. We will keep you informed about the next conference and about how this organization is developing.

We are currently working on the renewal of our accreditation reciprocity agreement with the Commission on Collegiate Nursing Education. The Commission is the major accreditation body for American nursing programs. Having a reciprocity agreement is advantageous for graduates of both countries.

In the years to come, faculty renewal and doctoral education will be also key issues for the membership. CASN continues to track nursing faculty in Canada through its National Student and Faculty Survey to provide statistics on faculty changes and graduate education in Canada.

Thank you to our members for your continued participation in CASN's activities supporting nursing education in Canada. No doubt all of these topics will be on our minds as we embark on strategic planning for 2019-2023.

A handwritten signature in cursive script that reads "Pauline Paul".

Pauline Paul
President CASN

Chers membres,

Bienvenue à la réunion du Conseil de l'ACESI de 2017. Cette année marque le 75^e anniversaire de l'ACESI, qui, depuis sa création en 1942, est une source de soutien pour ses membres ainsi qu'une tribune essentielle de discussion et de prise de décisions à l'échelle nationale. L'Association continue d'être un élément essentiel à la formation infirmière, et son rôle devrait conserver son importance au cours des prochaines années.

Nous avons connu une autre année productive. Les problèmes en ce qui concerne l'examen NCLEX-RN (particulièrement le manque de ressources préparatoires en français et le désavantage que cette lacune crée pour les étudiantes francophones devant passer l'examen) continuent de préoccuper l'Association. En mai 2017, le conseil d'administration de l'ACESI a conclu qu'il serait souhaitable de créer pour les étudiantes au baccalauréat un examen bilingue volontaire de fin d'études basé sur le *Cadre national de formation en sciences infirmières* de l'ACESI; les membres de l'Association ont par la suite chargé la directrice générale d'aller de l'avant avec ce projet. Ce travail est en cours et de nombreux membres du conseil d'administration, incluant moi-même, siègent au Comité consultatif sur l'examen de fin d'études ou au Comité sur l'examen de l'ACESI.

En mai 2016, le Conseil a bonifié le programme d'agrément de l'ACESI afin d'y inclure l'agrément des programmes de formation d'infirmières auxiliaires, des programmes de transition pour les infirmières formées à l'étranger (IFE) et les programmes pour infirmières praticiennes (IP). Notre association s'est montrée proactive dans l'élaboration de ces nouveaux programmes d'agrément et nous sommes heureuses de l'évolution de chacun desdits programmes.

J'aimerais remercier Kirsten Woodend, notre ancienne présidente, d'avoir bien voulu accompagner Cynthia Baker et représenter l'ACESI au congrès de la Global Alliance for Leadership in Nursing Education and Science (GANES) qui a eu lieu en mars 2017 à Miami, en Floride. L'événement a été un franc succès. Je préside maintenant la GANES, dont les membres comprennent l'ACESI, l'American Association of Colleges of Nursing, le Forum of University Nursing Deans in South Africa, et l'Asociación Latinoamericana de Escuelas y Facultades de Enfermería. Nous vous tiendrons au courant du prochain congrès et de l'évolution de la GANES.

Nous travaillons actuellement au renouvellement de notre accord de réciprocité d'agrément avec la Commission on Collegiate Nursing Education, le principal organisme d'agrément pour les programmes de sciences infirmières aux États-Unis. Un accord de réciprocité à cet égard s'avère avantageux pour les diplômées dans les deux pays.

Au cours des prochaines années, le remplacement du personnel enseignant et les études doctorales seront également des questions clés pour nos membres. L'ACESI continue de surveiller les professeurs de sciences infirmières au Canada par le biais de son enquête nationale sur les effectifs étudiants et professoraux afin de fournir des statistiques sur les changements au sein des corps professoraux et la formation des diplômées au Canada.

Merci à nos membres de participer aux activités de l'ACESI et ainsi soutenir la formation en sciences infirmières au Canada. Nous nous pencherons sans aucun doute sur ces sujets pendant l'élaboration du plan stratégique 2019-2023.



Pauline Paul
Présidente de L'ACESI



EXECUTIVE DIRECTOR / DIRECTRICE GÉNÉRALE

CYNTHIA BAKER, RN, PHD

Dear colleagues,

This past year was action-packed 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 Educator Institute (CNEI) to support our members in delivering high-quality nursing education. The Institute represents the culmination of efforts over recent 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 in addition to the continuing education courses. In research, we continued to foster scholarship among CASN's membership through continuing education courses, the annual Pat Griffin Scholar award, and through 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 completing the development of such competencies in Nursing Care of the Childbearing Family, gerontology, and acute care, and the last step will be national competencies related to infant, child, and adolescent health.

In light of the significant and growing problems of prescription drug misuse and abuse, we were among the signatories of the national *Joint Statement of Action to Address the Opioid Crisis*. Great strides were 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, with the help of an advisory committee drawn from all parts of Canada and representing multiple stakeholder groups, CASN 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 engagement, passion, and commitment of many 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 productive year!

Cynthia Baker, RN., PhD

Chères collègues,

2017 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 sommes fières d'avoir mis en place l'Institut canadien des infirmières enseignantes (ICIE), organisme dont la mission est d'aider nos membres à fournir un enseignement en sciences infirmières de haute qualité. L'Institut représente le point culminant de nos efforts des quelques dernières années pour élaborer des programmes de certification, des cours, des retraites/périodes de réflexion et des webinaires en direct et enregistrés tout au long de l'année pour les infirmières enseignantes du Canada et d'ailleurs dans le monde qui désirent consolider leur carrière en enseignement, élargir 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 occasions de perfectionnement professionnel de qualité pour les infirmières enseignantes. En plus des cours de formation continue, nous avons également introduit, par le biais de l'Institut, un examen formel d'agrément national pour les infirmières enseignantes qui veulent obtenir la certification Canadian Certified Nurse Educator (CCNE). En recherche, nous avons continué à encourager l'avancement des connaissances des membres de l'ACESI grâce à des cours de formation continue, au poste de recherche en formation infirmière Pat Griffin et à une nouvelle initiative, les webinaires en format dîner-conférence. Animées par des infirmières chercheuses provenant de partout au Canada, trois séances de cette série sont prévues pour l'automne, et trois autres cet hiver. Le taux d'inscription jusqu'à présent a été élevé, et les webinaires ont été très bien reçus.

Des compétences d'accès 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 avons presque terminé l'élaboration de telles compétences en soins infirmiers auprès des familles en devenir, en soins gériatriques et en soins de courte durée. La dernière étape concernera les compétences à l'échelle nationale 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, l'ACESI fut l'un des premiers partis à signer la *Déclaration conjointe sur les mesures visant à remédier à la crise des opioïdes*. 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 en santé numérique, composé de membres provenant du corps professoral infirmier de partout au Canada, qui ont guidé leurs collègues individuellement et lors de nombreux ateliers.

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

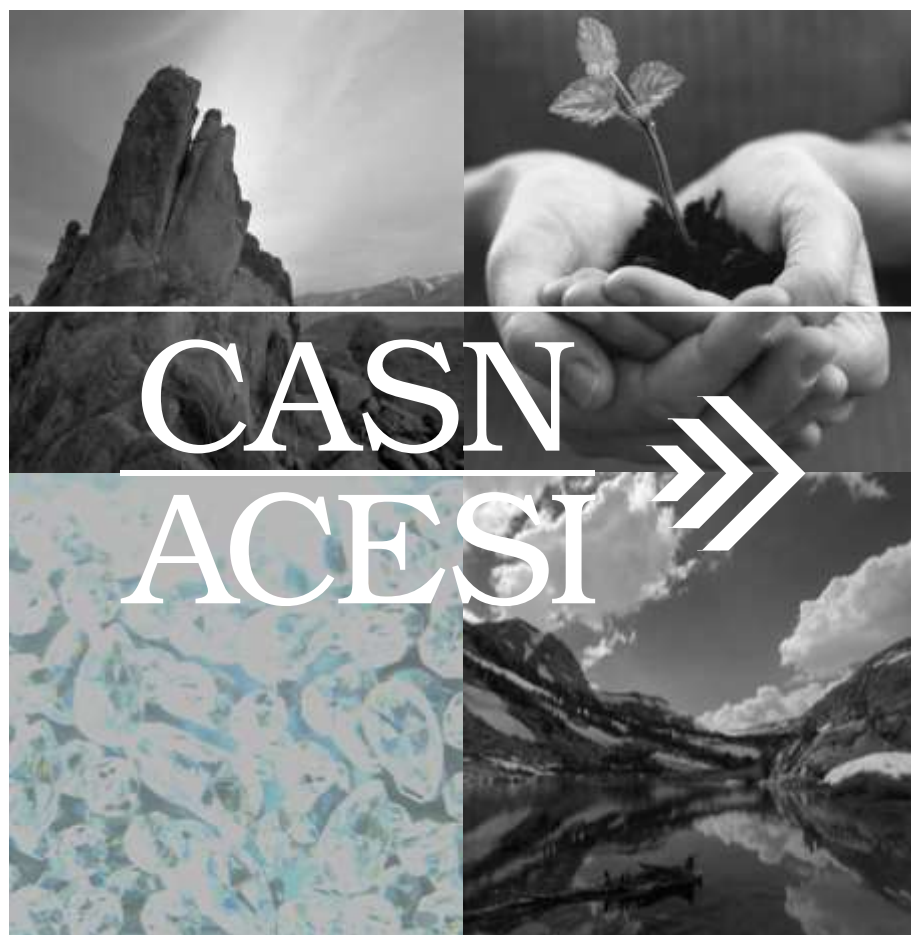
Tout ce travail serait impossible sans l'implication, la passion et l'engagement de collègues de partout au pays qui partagent notre dévouement envers un enseignement de qualité en sciences infirmières. Pour cela, et au nom du Secrétariat national de l'ACESI, je vous remercie du fond du cœur.

À une autre année fructueuse!



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





STRATEGIC PLAN
JANUARY 2014 - JANUARY 2019
PLAN STRATÉGIQUE
JANVIER 2014 - JANVIER 2019

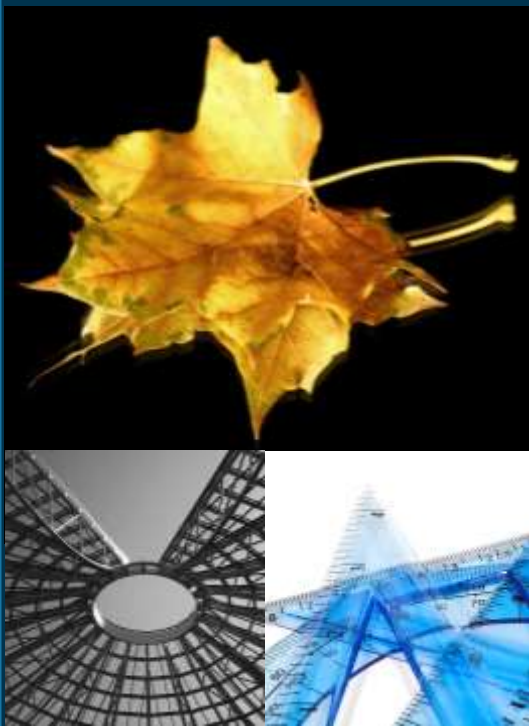
Status Update
November 2017

Mise à jour
novembre 2017

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.

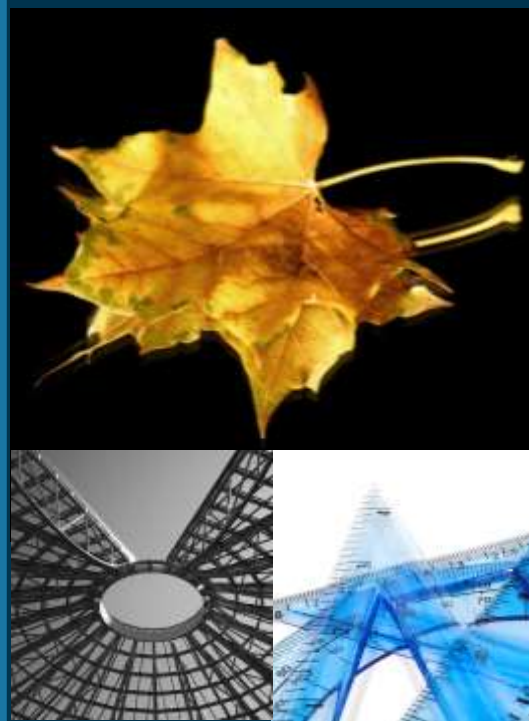
Completed:

- 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.

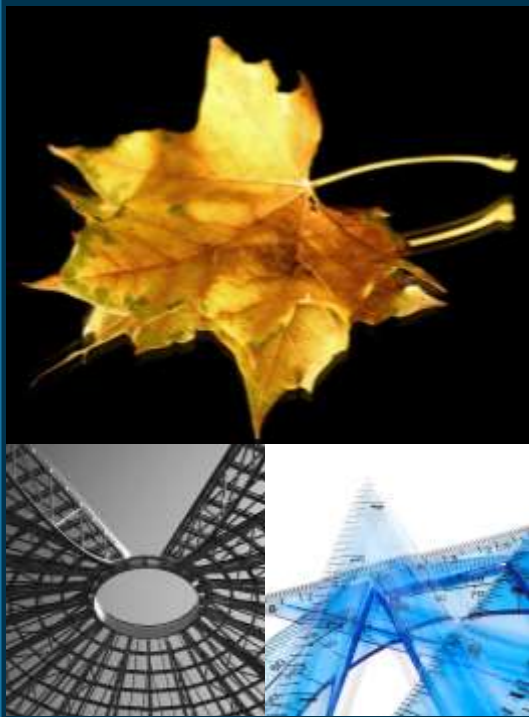
Élaborer un cadre national qui permet l'exécution de programmes locaux innovateurs orientés par des principes partagés qui guident l'excellence dans l'enseignement des sciences infirmières, en collaboration avec des écoles membres, des étudiantes, d'autres acteurs nationaux clés et la communauté internationale 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.
- The framework was included in the revised position statements on for baccalaureate, master's, and doctoral nursing education.

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.

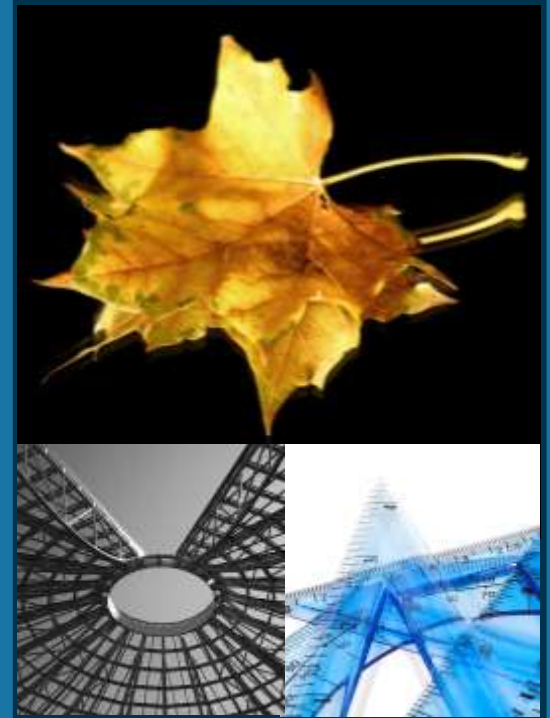
Completed:

- 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 mechanisms have been used to identify key topics for sustained collaborative work with stakeholders: (1) the CASN Advocacy Committee; (2) the CASN Advocacy Network; (3) the CASN Interest Groups; and (4) interactions with national and provincial governments and associations. As a result, key topic areas have been identified and collaborative work with stakeholders carried out to address these topic areas.

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.
- CASN participated in the Health Canada opioid conference and summit in November 2016. At the summit, CASN committed to 1) disseminating evidence-based educational resources on opioid use through a communication strategy for nurse educators, registered nurses and nurse practitioners, and students in collaboration with the Canadian Nurses Association, and 2) to educating nursing faculties on the growing opioid crisis in Canada through a series of blogs, lunch-and-learn webinars, and a dedicated editorial section in our newsletter reaching over 2,000 members. The goal is to ensure that nursing faculty will have the increased knowledge and support to educate the future generation of nurses about opioid prescribing and the harms associated with opioids.

WORKPLACE READINESS

- In response to the request of the Principal Nursing Advisors Task Force, CASN conducted a project to provide provincial and federal governments with evidence and best practices in addressing gaps in the workplace readiness of new nursing graduates. This project was completed in March 31, 2015, and a comprehensive report was provided.

PUBLIC HEALTH

- In response to concerns of the CASN public health interest group, CASN applied and received funding from the Public Health Agency of Canada to ensure the quality of public health in nursing education. A project was undertaken in partnership with members of the interest group who formed an advisory committee to guide the work. Entry-to-practice public health competencies were developed, as well as an online resource of teaching strategies. This project was completed in December 2015.

HRH PLANNING

- The Advocacy Network identified faculty replacement as a key issue and CASN has undertaken a series of initiatives related to this issue.
 - The CASN National Office commissioned research to provide data on the current situation and future projections of faculty supply and demand and included research on faculty replacement which was completed in 2017. The findings include strategies that are being used to address faculty shortages in Canada. These are being widely disseminated (peer reviewed publication, three conference presentations, social media, and the CASN website).
 - CASN National Office carries out longitudinal analyses of data in the *CASN annual faculty and student survey* related to faculty supply and demand. The findings indicate that there is currently a faculty shortage in Canada that will increase significantly in the next five years unless actions are taken, such as increasing the numbers of PhD prepared nurses in Canada. These findings are being disseminated widely (conferences, social media, and the CASN website).
 - The Advocacy Network flagged the impact of the increasing numbers of practical nurses graduating in Canada on health human resources. As a result, in 2013 to better support planning in both the nursing service and the nursing education sector, CASN developed a partnership with the Canadian Association of Practical Nurse Educators (CAPNE)

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.

to collect accurate data on admissions, enrollments, graduate, and faculty in Practical Nursing programs across Canada. Although initially the response rate was only 68.4%, it has risen progressively and in 2016 was 93.2%. This data along with the data from the annual CASN faculty and student survey is being used by CIHI to support health human resources data planning.

CONTROLLED DRUGS & SUBSTANCES

- With legislative changes related to nurse practitioner prescribing of controlled drugs and substances, the CASN Nurse Practitioner Interest Group brought forward an urgent need for CASN to provide educational support to curricula of nurse practitioner programs on this topic. In February 2015, Health Canada funded CASN to develop entry-to-practice competencies for NPs in prescribing controlled drugs and substances to guide NP curricula, and also an accompanying e-resource to promote prescribing practices among this new group of prescribers that would reduce the potential of misuse and abuse of these substances. This project was completed in April 2017 and both the competencies and the e-resource are being disseminated nationally with extensive uptake across the country of both.

DIGITAL HEALTH SOLUTIONS

- A third round of funding from *Infoway* was obtained to support a faculty peer network of nursing informatics champions host three workshops and a webinar series focused on digital health for nurse educators. The project began in September 2016 and will be completed November 30, 2017.

MATERNAL HEALTH

- CASN developed 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 of the competencies is to delineate the core competencies in this specialty area that every nursing graduate should possess while simultaneously assuring that graduates who elect to work in this field have the foundation they will need. Entry-to-Practice Competencies for Nursing Care of the Childbearing Family were completed in 2017 and are a part of the 2017 Council package.

MENTAL HEALTH

- CASN facilitated the CASN Mental Health Interest Group to conduct a webinar on stigma in May 2016 and another in May 2017 titled: *The Recovery Narrative Assignment: Connecting Lived Experience and the Undergraduate Mental Health & Addiction Competencies*. Numerous participants attended both of these and they were well received.

SIMULATION

- CASN has also facilitated the CASN Simulation Interest Group to conduct a webinar titled, *What is your SCOR? Organizational Culture for Simulation*, in April 2016 and a second one titled, *The Art of Debriefing in Simulation Based Learning* in February 2017. Numerous participants attended both of these and they were well received.

PATIENT SAFETY

- In 2016 CASN established a partnership with The Canadian Patient Safety Institute (CPSI) 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. The course was delivered by CASN and CPSI in May 2017 to 19 nurse educators and the guideline development is currently underway.

GERONTOLOGY

- Entry-to-Practice Gerontological Care Competencies for Undergraduate Nursing Education, were developed in partnership with Canadian Gerontological Nursing Association and are being finalized by a CASN Task Force and are part of the 2017 Council package.

ORIENTATION STRATÉGIQUES 2

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



STRATEGIC DIRECTION 2

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



RECOMMENDED ACTION 2 - MESURE RECOMMANDÉE 2

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

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

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

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 and implement change :

- 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).
- A partnership agreement was established between the Canadian Indigenous Nurses Association (CINA) and CASN in 2016. CASN is currently (2017) working with the Canadian Indigenous Nurses Association (CINA) to promote the Truth and Reconciliation's Calls to Action and participated in the planning of a think tank and symposium that is being led by CINA on the implementation of the Call to Actions of the Truth and Reconciliation Commission.
- 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 committee met at the International Council of Nurses in May 2017 and is working on developing international, consensus based guidelines for nursing education.
- The Community Health Nurses of Canada partnered with CASN on the PHAC-funded project undertaken from December 2012-2015 discussed earlier. Follow up surveys indicate that there is good uptake of the entry-to-practice competencies in public health nursing.
- The Executive Director is a member of the CNF Board (2017-2018).
- CASN's Manager of Accreditation is a member of the Board of Directors of the Association of Accrediting Agencies of Canada (AAAC).

RECOMMENDED ACTION 2 - MESURE RECOMMANDÉE 2

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

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

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

- CASN is continuing to work with CAPNE to strengthen collaboration between the two organizations related to the annual faculty and student survey and the accreditation of education programs for practical nurses.
- CASN is a founding member of GANES, and CASN's President is the current President of GANES (2017-2019). The CASN National Office assisted with the planning and execution of the GANES international conference in Miami, Florida, USA in April 2017.
- The Executive Director and the CASN President-Elect participated in the ICN Congress meetings in Barcelona, Spain in May 2017.
- CASN worked with various Canadian health profession associations on the creation of the Canadian International Health Education Association (CIHEA) since 2016, and in 2017, the CASN Executive Director became a member of the founding Board of Directors
- CASN, in partnership with CPSI, created a national advisory task force in May 2017 to develop national consensus based guidelines related to the integration of the patient safety competencies in nursing education. Work is in progress and will involve input from multiple stakeholders across Canada.
- CASN's President, President Elect, and Executive Director will be meeting with the President and Vice President of CCNRC at a one day meeting in Ottawa November 2017 to examine potential areas of collaboration between the two national organizations.

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 in 2014.
- 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 (2014).
- The Executive Director advocated for the need to renew education programs to support good HHR planning.
- As noted under strategic action (1), CASN's annual survey of students and faculty is now being conducted for all nursing roles, is 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.
- As also noted under strategic action (1), longitudinal analyses of the CASN student and faculty survey indicate we have entered a period of major faculty shortages in Canada. CASN's Executive Director presented these findings at national and international conferences in 2017.

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 the Board of Directors of the *Centre d'innovation en formation infirmière*.
- The Executive Director met with Language Commissioner regarding the impact of the NCLEX-RN on Francophone students in March 2016.
- In the summer of 2017, the CASN Executive Director and Manager of Accreditation worked with CARNA to compare the CARNA standards of approval with those of accreditation. CARNA has expressed an interest in collaborating with CASN more closely in this area.
- The Executive Director with a group of Francophone faculty presented to the Federal Committee on Official Languages on May 9, 2017 regarding language issues with the entry-to-practice exam.
- The CASN National Office has entered into a contract with the College of Nurses of Ontario (CNO) to implement a pilot of the new CNO approval program between October 2017 and January 2018.

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 conducted in 2015-2016 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 disseminates work being carried out at multiple conferences to ensure knowledge translation: Some examples include: five papers at ICN (2015), three papers at the NETNEP Conference (April 2016); a poster and a booth at the CNA convention in June 2016; a poster, a concurrent session as well as a round table discussion at the Canadian Health Workforce Conference in October 2016; two papers and four posters at the GANES conference (April 2017), three papers and four posters at ICN in June 2017.
- 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 was invited by students at Selkirk College to be a panel member for a discussion on the implications of NCLEX-RN (March 2016).
- CASN participated in the National Nursing Data Standards Symposium in April 2016.

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.

In 2016, CASN launched a positive marketing campaign to promote the recognition of excellence among nurse educators and researchers in Canada.

- In November 2016, CASN began a regular social media posting of historical figures in nursing to encourage the appreciation of the trailblazers in Canadian nursing.
- Also in November 2016, CASN initiated a weekly "thank you" post to various stakeholders and participants in Canadian nursing in order to draw attention to the community that contributes to and supports nursing in Canada.
- Since December 2016, CASN has been promoting the papers from the *Quality Advancement in Nursing Education* journal using the #fridayreads hashtag, which has helped to increase readership to the journal and promote the publications of Canadian researchers looking at Canadian topics in nursing education.
- In January 2017, CASN launched a regular social media posting that highlights nurse educators and researchers across Canada, focusing on those who have made a significant contribution to teaching or research. This has helped to increase the visibility of Canadian nurse educators and researchers and provides recognition for their work.
- The Executive Director presented as part of a panel at CINA's workshop, "Real Partnership, Real Change" in February 2017.
- During the 2016 Council meeting, CASN recorded short clips with various nurse educators and researchers. These clips were released weekly starting in February 2017, and they are all available on CASN's YouTube channel.
- In fall 2017, CASN began the last leg of the social media campaign: profiling up-and-coming nurse educators and researchers who are the next generation of nursing education in Canada. This has helped to promote the exciting work of new faculty and highlight the value of the scholarly work being carried out in nursing education in Canada.

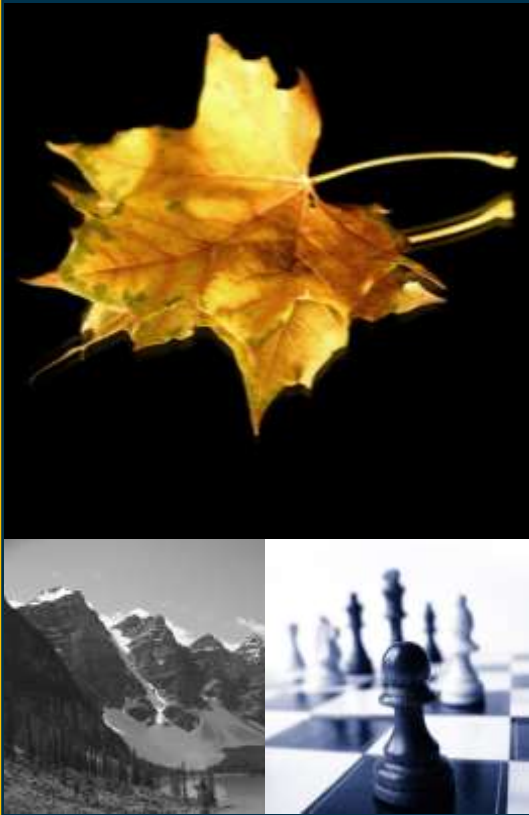
ORIENTATION STRATÉGIQUES 2

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 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.
- CASN introduced the "Notes on Nursing Research" newsletter in September 2017. This publication, published twice a year, is intended to disseminate information on projects that are in progress in order to create research networks across the country.

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.

- A presentation was given 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).
- A presentation was given 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.
- CASN put forward a response to the government decision in Quebec, not to require the degree as the entry-to-practice qualification, in support of the Quebec provincial regulatory body's (OIIQ) call to move to the baccalaureate degree as the entry-to-practice requirement for registered nurses 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."*
- As previously noted, in May 2017, a group of educators, and the CASN Executive Director, gave testimony to the Parliamentary Committee on Official Languages regarding the impact of the introduction of the NCLEX-RN on French-language students and French-language communities in Canada.

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 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).

Completed:

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

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 investigated user-friendly options for discussion boards where interest groups and other members can share best practices on resource utilization and developed a new website which allows members to;
 - more easily access information and resources;
 - connect and discuss pertinent topics and issues; and
 - participate in new initiatives and professional development opportunities.

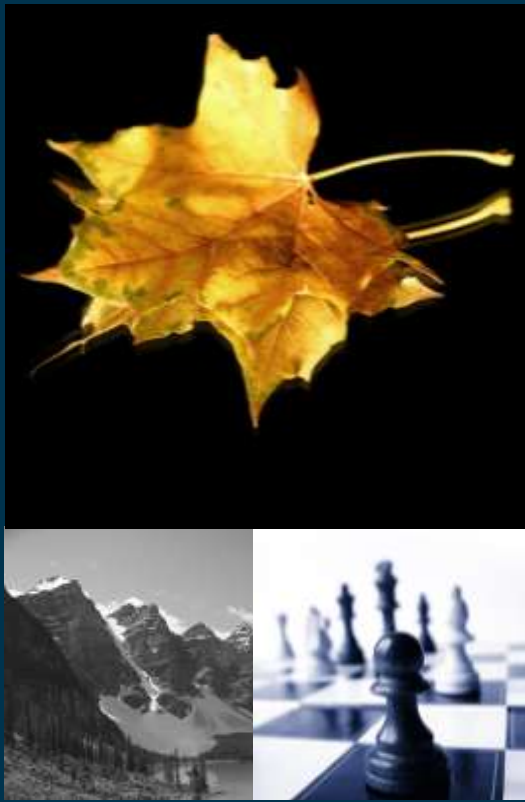
ORIENTATION STRATÉGIQUES 2

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



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.



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 (2017).
- As noted in Strategic Direction 2, CASN has been actively engaged in disseminating analyses of data related to a serious faculty shortage and strategies for better resource utilization to address this crisis.
- CASN hosted two webinars in the fall 2017 targeting masters' students to encourage them to consider nursing education as a career path, and has been providing electronic meeting support to a network of doctoral students across Canada.

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 was carried out by a large task force from across Canada, in collaboration with the Canadian Federation of Mental Health Nurses and in partnership with RNAO.
- Experts in nursing education were involved in item writing for a valid and reliable CASN examination for the Canadian Certified Nurse Educator designation, and another group of experts is serving on the exam committee. A certification exam for clinical instructing is also currently being developed to be launched in 2018. Nursing faculty experts participated in the item writing in July 2017 and another group are serving on the exam committee.
- Faculty representatives of doctoral programs in Canada contributed to the development of the CASN National Framework on Nursing Education in 2015.
- The Clinical Placements Committee, with national representation, guided the development of guidelines for clinical placements and simulation published in 2017.
- 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. In 2017 they conducted regional workshops and webinars promoting the integration of the nursing informatics competencies in curricula.
- A task force of 17 members guided the development of the NP entry-to-practice competencies on prescribing controlled drugs and substances and the e-resource (released in April 2017).
- An Advisory Committee with broad representation from multiple stakeholder groups was created in 2016 to guide CASN in the development of an accreditation program for IEN bridging programs (its work is still in progress)
- CASN is working with the Canadian Patient Safety Institute to focus on patient safety within nursing education. To facilitate this work, an advisory committee with a mandate to direct the development of guidelines to assist faculty in embedding patient safety into the nursing curricula was formed in March 2017.

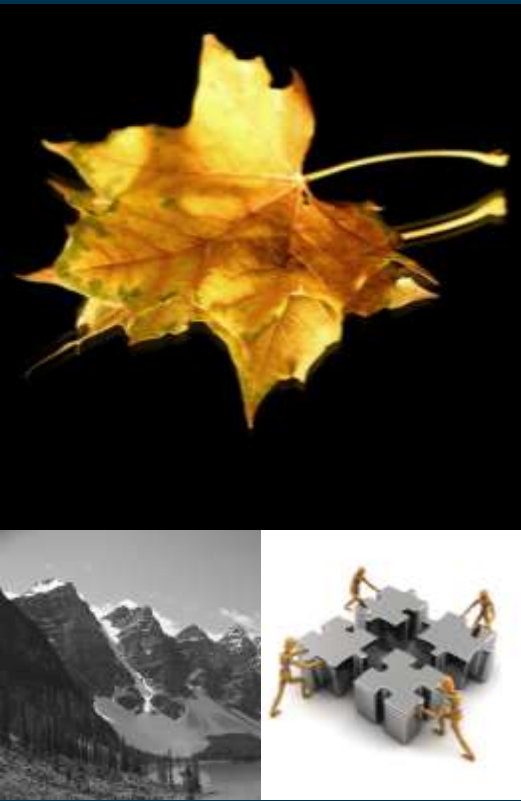
STRATEGIC DIRECTION 3

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



STRATEGIC DIRECTION 3

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



RECOMMENDED ACTION 2 - MESURE RECOMMANDÉE 2

(Develop resources—Élaborer des ressources.)

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

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

- 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, masters and doctoral education and will be submitting these to the Board of Directors in November (2017) for adoption.

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 published in May 2014. An e-resource of teaching strategies to support educators integrate these competencies was 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*, which was published in April 2016.
- CASN published the *NP Education for Prescribing Controlled Drugs and Substances competencies* in 2016 and the *NP e-resource on prescribing controlled drugs and substances* was launched in March 2017. Both have been widely disseminated.
- A textbook on nursing education titled *The Role of the Nurse Educator in Canada* is in progress to support the nurse educator certification program. The textbook will have chapters contributed by 21 of the foremost experts in Canadian nursing education. It is anticipated that this book will be ready for publication in fall 2018.

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 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 created the *CASN Canadian Nurse Educator Institute (CNEI)*: The Institute offers national certification examinations related to nursing education, certification programs for nursing educators, continuing education programs for nursing educators, and a fellowship program.

CNEI NATIONAL CERTIFICATION EXAMINATIONS

- The Canadian Certified Nurse Educator (CCNE) designation was launched in October 2016
 - In 2016, CASN created an exam committee of experts in nursing education and a committee of item writers for the development of the Canadian Certified Nurse Educator Certification Exam. Yardstick ASInc. (previously ASInc.) was the company contracted to facilitate the creation of the exam. The exam is administered twice annually.
- The Canadian Certified Clinical Instructor (CCCI) designation will be launched in early 2018.
 - In 2017, an exam committee and a committee of item writers of nursing educators with expertise in clinical teaching were struck; Yardstick was contracted to develop the exam; and item writing has been completed. It is anticipated this exam will be offered in the winter of 2018 for the first time.
- The Canadian Certified Nurse Simulation Educator (CCNSE) designation will launch in late 2018
 - Work plans have been developed to guide the national certification exam development process.

CNEI CERTIFICATION PROGRAMS FOR NURSE EDUCATORS

- The Canadian Nurse Educator Certification Program's three modules are each offered once throughout the academic year.
- The Clinical Instructor Certificate Program is offered twice yearly.
- CNEI is working on a certification program in simulation, scheduled to be launched in 2018.

CNEI CONTINUING EDUCATION COURSES FOR NURSE EDUCATORS

- Courses delivered by distance over a three week period are being offered in response to identified needs. These include courses on the following:
 - Scholarship for faculty in non-research intensive institutions offered annually.
 - Capacity building in the scholarship of discovery offered for the first time in October 2015 and again in January 2017.
 - Palliative and end-of-life care offered in June 2016.
 - Interprofessional education offered in June 2016, May 2017, and August 2017.
 - Mentoring graduate students "*The Art and Science of Graduate Student Supervision*" offered in the spring of 2017.

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.

- Webinars sponsored by CASN interest groups are also being delivered in response to identified needs. These include the following:
 - The Art of Debriefing in Simulation Based Learning webinar was offered in January 2017.
 - The Recovery Narrative Assignment webinar was presented in May 2017.

RETREATS

- In order to provide more intensive, in depth, face-to-face learning experiences for CASN members on some topic areas, Retreats are provided in the fall and late spring at the beautiful Wakefield Inn, with French cuisine, in a beautiful area of the Gatineau Hills in the province of Quebec. These retreats include:
 - Annual two-day workshops designed for those who are new to or interested in leadership roles within their school of nursing offered at Level I and at Level II Retreat. The fifth Level I Retreat was held in October 2017.
 - A new retreat was launched in October 2017: the Canadian Nurse Educators' Research Retreat. The purpose of this two-day workshop was to help new and mid-career faculty develop their personal research portfolio.

CNEI FELLOWSHIP

- In order to recognize the caliber of nurse educators in Canada, the CNEI board is launching a new program: the Fellows of the Canadian Nurse Educator Institute. To be named a Fellow of the Canadian Nurse Educator Institute, the candidate will have:
 - contributed significantly to the enhancement of the quality nursing education and thus the nursing profession in Canada;
 - actively promoted excellence in nursing education; and
 - demonstrated a sustained and significant contribution to nursing education in Canada.
- There are eleven Inaugural Fellows composed of recent winners of CASN awards
- The newly chosen Fellows will be inducted during Council in 2017.

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.)

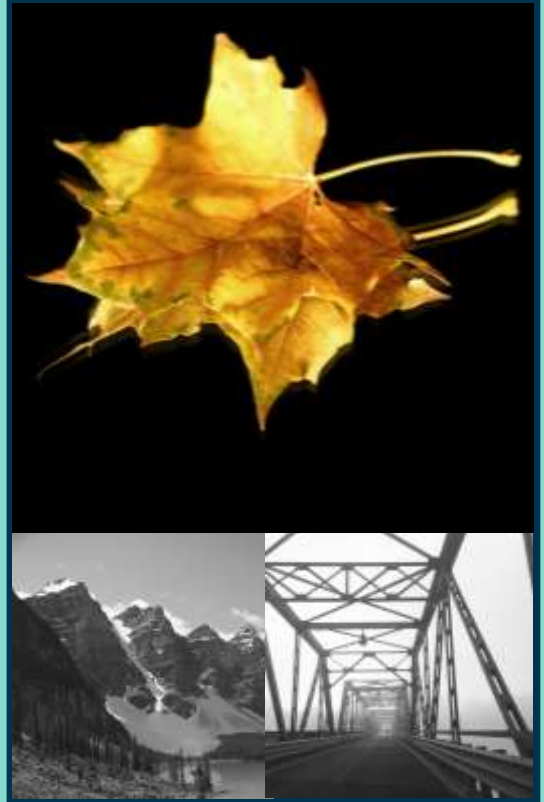
Develop a position paper on the potential contributions of nursing perspectives in interprofessional research.

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*.
- As noted in strategic direction #3, a Research Retreat was introduced in 2017 to support new and mid-career nursing researchers deepen research strengths.
- The CASN Lunch and Learn series, organized by the Research and Scholarship Committee, explore various methodologies utilized by established and successful nurse researchers. The first series ran in 2016-2017, and a second series will continue throughout 2017-2018.

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.
- As noted, the Research and Scholarship Lunch and Learn Series launched in September 2016 is offered on line and from September 2016 to April 2017, six lunch and learns were held. The series will continue for the 2017-2018 year with five sessions.

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.
- 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 in November.
 - The award is in recognition of the importance of nursing education research and in order to advance the quality of nursing education through inquiry, mentorship, and dissemination. This annual grant is awarded to an established scholar with a strong program of research in nursing education.
- In 2016, CASN launched a positive marketing campaign to promote the recognition of excellence among nurse educators and researchers in Canada.
 - In November 2016, CASN began a regular social media posting of historical figures in nursing to encourage the appreciation of the trailblazers in Canadian nursing.
 - Also in November 2016, CASN initiated a weekly “thank you” post to various stakeholders and participants in Canadian nursing in order to draw attention to the community that contributes to and supports nursing in Canada.
 - Since December 2016, CASN has been promoting the papers from the *Quality Advancement in Nursing Education* journal using the #fridayreads hashtag, which has helped to increase readership to the journal and promote the publications of Canadian researchers looking at Canadian topics in nursing education.
 - During the 2016 Council meeting, CASN recorded short clips with various nurse educators and researchers. These clips were released weekly starting in February 2017, and they are all available on CASN’s YouTube channel.
 - In January 2017, CASN launched a regular social media posting that highlights nurse educators and researchers across Canada, focusing on those who have made a significant contribution to teaching or research. This has helped to increase the visibility of Canadian nurse educators and researchers and provides recognition for their work.
 - In fall 2017, CASN began the last leg of the social media campaign: profiling up-and-coming nurse educators and researchers who are the next generation of nursing education in Canada. This has helped to promote the exciting work of new faculty and demonstrating the importance of scholarly work in nursing education in Canada.

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 selected and accepted the positions.
 - **Jacinthe Pepin, inf., Ph.D.**, Professeure titulaire Faculté des sciences infirmières (FSI), Université de Montréal Directrice, Centre d'innovation en formation infirmière (CIFI) Directrice associée, Réseau de recherche en interventions en sciences infirmières du Québec (RRISIQ).
 - **Florence Myrick, PhD, MScN, BN, RN**, Professor, Faculty of Nursing University of Alberta.
- 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.
- *They are members of the Publishers International Linking Association.*
- As of November 2017, 18,350 have downloaded and read articles in the Journal from 155 different countries. Between November 2016 and November 2017, 8,639 articles have been downloaded.

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.
- A position paper regarding practice in doctoral 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 and a survey is planned related to nursing representation on funding agencies.
- A panel at the 2016 Graduate Studies' Forum examined diverse strategies to address the nursing research funding crisis including increased funding support for nursing from private donors.
- Research priorities for nursing research were drafted based on input from the 2016 Graduate Studies' and CASN has engaged the Canadian Nurses Foundation in discussions on possible partnerships that would leverage both organizations' networks and expertise to increase funding around these priorities.

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 worked with others to revise AAAC's on-line orientation program for new reviewers. The new program has been implemented in both official languages.
- 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) in recognition of CASN's accreditation expertise.
- CASN completed its work in 2017 lending 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. In 2017, the decision-making processes were strengthened, and evaluators and schools of nursing were provided with an on-line tutorial. These activities completed the requirements of the project.
- CASN also 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 completed pilots with three nursing institutes. In addition CASN worked with the BNC to ensure the entry-to-practice competencies for nursing practice were integrated into curricula through the development of a competency-based national examination. Workshops with approximately 60 educators were held in order to engage the nursing community in the work.
- As noted under Strategic Direction 2, CASN has established a partnership with the College of Nurses of Ontario (CNO) to pilot the implementation of CNO's new approval program (currently in progress).

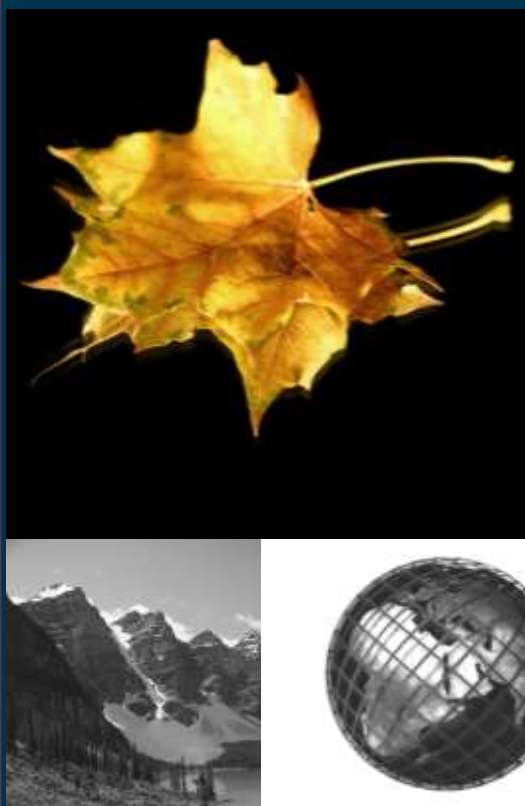
STRATEGIC DIRECTION 5

**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. In 2017, the guidelines were enhanced by the addition of information about how to assess distance education programs. This information was shared with the CASN board of directors in May 2017.
- 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 to all 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 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 regularly evaluates all aspects of the Canadian accreditation program, analyses the feedback, and strives to improve it based on the feedback obtained. This includes soliciting annual feedback from the schools of nursing that have completed an accreditation review during the year, from reviewers, and from CAB members. 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.

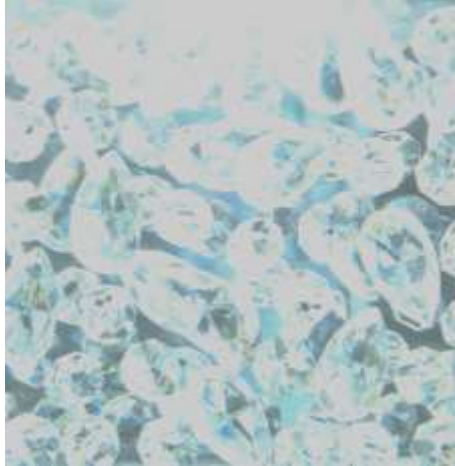
- CASN has established and is working with advisory committees to develop accreditation programs for nurse practitioner and for practical nurse education programs. The standards are based on the baccalaureate accreditation program but are adapted to meet the differing expectations of nurse practitioner and practical nurse education.
 - A stakeholder consultation is planned during November 2017 to evaluate the draft NP program and standards. A pilot implementation of the new accreditation program is planned for early 2018.
 - A stakeholder consultation was planned for the fall of 2017 to evaluate the draft accreditation program standards for practical nurses but this work has been delayed because of a strike of Colleges in Ontario.
- Health Canada has funded CASN to develop and pilot an accreditation program for IEN programs. The pilot is currently underway.
- As noted, 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.
- As noted, 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 is now complete.
- CASN provided expertise to the government in Swaziland (2014) in developing entry-to-practice competencies which will be integrated into an accreditation program that they plan to develop.
- An international accreditation review is being conducted in a university program of nursing in Peru, other Spanish speaking universities are in the process of applying for an accreditation review, and the CASN accreditation standards and manual have been translated into Spanish to facilitate the quality of the international review process in Spanish speaking institutions.

STRATEGIC DIRECTION 5

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







AFFILIATE MEMBER REPORTS RAPPORTS DES MEMBRES AFFILIÉS

Status Update
November 2017

Mise à jour
novembre 2017

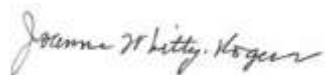
ARCASN PRESIDENT'S REPORT 2016 -2017

The Atlantic Canadian Association Schools of Nursing (ARCASN) have continued working to assist the Canadian Associations of Schools of Nursing (CASN) in meeting their objectives. In the Atlantic 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 four provinces represented. We acknowledge the ongoing support from members of our executive committee, school representatives and the general membership. More information on our Executive, School Representatives and additional information can be found on our web page at www.arcasn.ca.

ARCASN ACTIVITIES

- The Executive and School Representatives met three times in the 2016-2017 year, including once prior to the 2017 AGM. As in past years, due to fiscal accountability and distance to travel, we met in person twice per year, once in the fall and once at the AGM. This meeting arrangement continues to work well for the members.
- The annual ARCASN Conference and AGM was held at the University of Moncton June 8-10, 2017. The title of the conference was 'Collaborating: key to enhanced patient and student outcomes'. This conference was well attended by faculty and students. The 2018 AGM and annual conference are scheduled to be held at Cape Breton University, Nova Scotia.
- A letter was sent from ARCASN to the Atlantic Nursing Regulators and to Cynthia Baker, Executive Director (CASN) regarding the NCLEX transition. The letter was read to members present at the ARCASN AGM. Dr. Joanne Whitty-Rogers summarized the responses received from the Nova Scotia and New Brunswick regulators, and provided information regarding initiatives occurring in Nova Scotia, New Brunswick and Newfoundland & Labrador to open up future direction in the licensure process. Discussion took place about activities occurring in the Atlantic regions (e.g. at the College of Registered Nurses of Nova Scotia (CRNNS) annual general meeting there was discussion around exploring the need for a licensure exam in accredited Schools of Nursing; in New Brunswick discussions were occurring around returning to a CRNE version of the exam after the year 2020; in Newfoundland & Labrador a motion is being brought forward by students to the Nurses Association regarding NCLEX). Further discussion included the use of comprehensive exit exams in Nova Scotia Schools of Nursing, questions related to licensure portability if some regions adopt an alternate licensure process, and the importance of keeping NCLEX as an agenda item for the fall ARCASN executive meeting. A motion was put forth and passed to send a letter to the provincial associations/colleges requesting updates on their positions regarding the NCLEX-RN and the potential options being explored, with encouragement to develop an Atlantic response. A second motion was put forth and passed to communicate in written and verbal forms with CASN, requesting leadership concerning the issues surrounding the NCLEX-RN and to explore alternate options.
- ARCASN is very pleased with the change from a local website provider to CASN taking over the website. Initially there was difficulty for some people accessing the ARCASN site, however, CASN's technical support believe they have resolved the problem. Updates to the ARCASN website have been excellent.
- A financial report was given at the ARCASN AGM in June, 2017. There were no concerns with the financial status.
- In celebration of excellence in nursing education and research, two recipients received awards of \$2000.00 for research and one received an award for \$2000.00 for nursing education at the AGM in June 2017.
- ARCASN Life Memberships were awarded to Dr. Dianne McCormack (UNB retired) and Dr. Shirley Solberg (MUN).
- The Arctic Nursing Faculty are joining ARCASN. We are very pleased to have them join ARCASN.
- Bylaw Change
- Article II Section 3: The Treasurer shall : Inform Life members of the date and place of each year's AGM and conference. It was passed that this responsibility become a duty of the ARCASN Secretary.
- Membership Engagement – an online membership form is being discussed as a feasible way to promote ARCASN memberships.
- Discussion on Schools of Nursing encouraging nursing students to apply for the Canadian Nursing Foundation Scholarships (CNF). Several students from the east coast were awarded scholarships. CNF awarded a total of more than \$300,000.00 in awards. A working group is being developed to promote applications.
- I attended the CASN Council meeting in November 2016.

Respectfully submitted,



Joanne Whitty-Rogers RN, PhD
President, ARCASN

QRCASN PRESIDENT'S REPORT 2016 -2017

RENCONTRES DES INSTANCES DE GOUVERNE :

- En 2016-2017, l'Assemblée générale annuelle s'est tenue le 8 novembre 2016. Les membres du Conseil d'administration de l'ACESI-RQ se sont rencontrés deux fois, soit le 8 novembre 2016, dans le cadre du Congrès annuel de l'Ordre des infirmières et infirmiers du Québec (OIIQ) à Montréal et le 9 mai 2017 à la Faculté des sciences infirmières de l'Université de Montréal. Les membres du comité exécutif ont tenu une conférence téléphonique le 8 mars 2017.

Membre du comité exécutif 2016-2017

Johanne Goudreau, Université de Montréal, présidente
Lynne Campagna, Université du Québec à Trois-Rivières, secrétaire
Kathleen Lechasseur, Université Laval, conseillère
Françoise Filion, Université McGill, trésorière
Patricia Bourgeault, Université de Sherbrooke, vice-présidente

RAPPORT ANNUEL 2016-2017

En 2016-2017, les travaux de l'ACÉSI-RQ se sont poursuivis autour des activités suivantes :

- La présidente Johanne Goudreau a été invitée à participer aux travaux du Comité provincial des experts en soins infirmiers (précédemment Table nationale en soins infirmiers des RUIS) afin de poursuivre 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 du Comité provincial des experts en soins infirmiers. Le renouvellement a été assuré pour 2017-2018 seulement. Les travaux du Forum des DD sont maintenant intégrés au Comité provincial des experts en soins infirmiers.
- Le Forum du 1^{er} cycle a tenu trois réunions qui ont eu pour objet l'examen des programmes de 1^{er} cycle à la lumière du Cadre national de formation infirmière de l'ACESI. Les travaux seront poursuivis en 2017-2018.
- Le CA a tenu des élections en mai 2017. Kathleen Lechasseur de l'Université Laval assume maintenant la présidence de l'ACESI-RQ.

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

COUPN-CAATS PRESIDENTS' REPORT 2016 -2017

Ontario Region Update Sept. 2017—COUPN/CAATS Report

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 college and university nursing education leaders 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:

- Participating on a College of Nurses of Ontario (CNO) consultation group to assess tools and indicators related to CNO's new program approval framework.
- Participating on a CNO "Academic Reference Group" developed to enhance communications between CNO and nursing educators.
- Participating in consultations and development of a new terms of reference for 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. COUPN and CAATS Chairs continue to have representation on this committee.
- Advocating with CNO to have a Canadian body administer the new program approval framework.
- Advocating with government to move forward with some key recommendations on how to advance clinical education at a provincial level.
- Responded to a government initiative to create a best practices in collaborative nursing programs document (under development)
- Collecting data on what policies, practices and structures are in place in nursing schools to respond to the Truth and Reconciliation Calls to Action
- Collecting data and monitoring a situation regarding student access to narcotics and controlled substances (some hospitals have restricted access in response to College of Pharmacy audit results)

COUPN members continue to raise concerns with CNO about the quality of the French adaptation of the NCLEX and the lack of French preparatory materials, and are engaged in discussions towards a potential solution.

CAATS Executive Members	COUPN Executive Members
Sandra DeLuca, Fanshawe College (CAATS Co-Chair) Marilyn King, Sault College Paula Mastrilli, George Brown College Behi Nikaiin, Centennial College	Jennifer Medves, Queen's University (COUPN Co-Chair) Linda Johnston, University of Toronto Linda Patrick, University of Windsor Dawn Prentice, Brock University

WNRCSN PRESIDENT'S REPORT 2016 -2017

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 2017 conference was held in Victoria, BC and was hosted by the University of Victoria, School of Nursing and Camosun College Nursing Department.

The conference theme was “The Edge of Tomorrow: Perspectives, Pedagogy and Possibilities for Nursing Education” There was excellent attendance at the conference with a sold out venue, with participants coming from all of the western provinces and territories. The AGM was also well attended.

Annual Awards

Graduate Student Research Award: Laura Vogelsang and supervisor Dr. Tracie Risling from the University of Saskatchewan. Project title: The influence of mobile technology on clinical reasoning for nursing students. (\$2500.00)

Education Innovation Award: Dr. Helen Vandenberg from the University of Saskatchewan and Lydia Wytenbroek PhD(c) from the University of Lethbridge. Project title: Innovating the history of nursing in Canadian undergraduate nursing education. (\$5000.00)

Education Research Award: Dr. Monique Sedgwick and Dr. Sharon Yanicki from the University of Lethbridge. Project title: Undergraduate student nurses’ moral sensitivity during simulation. (\$5000.00)

Focus of this past year

We are looking at ways to meet our member needs beyond the annual conference and awards. This includes new opportunities for member engagement with WNRCSN. We are also focusing on growing and sustaining membership via value-added benefits for members.

Next Steps

In response to the overwhelming support for the implementation of an association management software/website at the AGM, we have completed the RFP process and are now working with a vendor to finalize the new website. The launch of the new website with greater functionality and ease of use for members will occur in the fall of 2017. The WNRCSN leadership will transition at our next AGM in February 2018. The 2018 AGM and Nursing Education Conference will be held in Calgary, AB and will be jointly hosted by University of Calgary Faculty of Nursing and Mount Royal School of Nursing and Midwifery.

Executive Committee 2016 – 2017

Sandra Davidson, University of Alberta, President
VJ Gibbins, University of Alberta, Secretary-Treasurer
Ngoc Huynh, 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
Nicole Harder, University of Manitoba, Past-President

CNSA REPORT 2016 -2017

Hello to our friends at Canadian Association of Schools of Nursing!

We continue to be inspired by the advocacy efforts our members take on. A student named Colton from Ontario initiated a petition to have nursing students paid for their clinical practice, and it has over 2000 names. Our Diversity committee and Global Health committee are creating curriculum on care of LGBTQ+ people, and responsible global health initiatives. Our Community and Public Health committee has been hosting some amazing teleconferences with subject matter experts, and they put together a video on the future of community nursing for the CHNC conference. We are seeing the development of leadership and research scholarships, and finding ways to continually implement informatics into our education. Our indigenous health director is finalizing our partnership with CINA, so we can work together towards equitable health care and speaking up for indigenous health in a more informed way.

We created a membership survey and a regional position statement/resolution workshop so we can better hear the voices of our members. We also are creating a legacy fund to increase our scholarships and fund more travel to conferences.

Here are some national advocacy efforts we have been involved in:

- Three board members attended the CFNU biennial and defended a resolution on paying students for their final preceptorship that was written by the board and the advocacy committee. And it was passed with great support!
- We sent our 4 regional directors and our director of bilingualism and translation to act as the 5 Class B voting members of CNSA, and the president to take over the Class B director role on the board.
- There was a CASN Board Meeting in early May in Ottawa, which Leah (Vice president) was able to attend as student representative. She brought forward our proposals for collaborating to advocate for global health and LGBTQ+ courses to be included in undergraduate nursing curriculum. Our VP now sits on their curriculum committee to inform how we will move forward with these initiatives.
- The inaugural GASNN conference welcomed the CNSA to attend the event and meet nursing students and novice nurses from nine different countries. The AGM touched on goals for the future of the organizations and steps for planning out the coming years. Our board members were invited to speak at a round-table during the ICN Student Assembly about the Canadian nursing education system and the humanization of nursing care. This allowed us to share some of the positive work CNSA is doing to advocate for students on issues such as the NCLEX, global health, and social justice issues to over 200 nursing students from 36 different countries!
- We wrote an open letter citing our concerns about the NCLEX-RN exam to the regulatory bodies and key stakeholders. This will be the basis of our continued advocacy efforts.
- We are focusing on being more environmentally friendly in our meetings and conferences, and making a number of changes to be paperless and to use eco-friendly more often.
- National Nursing student week is coming up November 20 to 26, and the theme will be driven by our committees with the theme of empowerment, stigma, and resilience. It will be a more challenging theme that we normally do, because the first step in changing culture is reflecting on the changes you need to make yourself.
- And our national conference will be in Nanaimo, B.C. with the theme of Interdisciplinary care. We will be welcoming guests to speak about their personal experiences, their strategies in shared care, and the future directions that nurses need to take.

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