



Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières

Call for Expressions of Interest

Content Development Services

Climate-Driven Vector-Borne Infectious Diseases Project:
*Empowering the next generation of health care professionals with
knowledge, skills, tools, and supports to address infectious diseases
related to climate change in Canada*

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Submission Date EXTENDED: November 15, 2019

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This Call for *Expressions of Interest* is an invitation by the Canadian Association of Schools of Nursing (CASN), to submit a proposal for **content development services for a national e-resource** for the *project: Empowering the next generation of health care professionals with knowledge, skills, tools, and supports to address infectious diseases related to climate change in Canada*. This project has received funding support from the Infectious Disease and Climate Change Fund program at the Public Health Agency of Canada (PHAC).

The **Canadian Association of Schools of Nursing (CASN)** is the national voice for nursing education, research, and scholarship, and represents baccalaureate and graduate nursing programs in Canada. CASN's objective is to lead nursing education and nursing scholarship in the interest of healthier Canadians. To that end, CASN is the accrediting body for nursing schools in Canada, develops curriculum guidelines and offers continuing education courses for nurse educators. More detailed information can be found at <http://www.casn.ca/>

Project Overview

In August 2018, the Canadian Association of Schools of Nursing (CASN) received funding from the Public Health Agency of Canada to conduct a project titled 'Empowering the next generation of health care professionals with knowledge, skills, tools, and supports to address infectious disease related to climate change in Canada'. The project will be carried out over the course of 30 months, concluding in March 2021.

The goal of this project is to increase the knowledge of the effects of climate-driven vector-borne infectious diseases on population health in Canada amongst nurse educators, and to foster the integration of this knowledge into Canadian nursing education programs. To achieve the project goal, the following objectives will be carried out:

- 1) Develop national, evidence-informed, consensus-based guidelines for nursing education to build nursing knowledge and capacity to engage in public health activities related to infectious diseases transmitted by insects and ticks that are emerging and/or expanding in Canada as a result of climate change.
- 2) Create an e-resource that will be accessible to educators, students, and practicing health professionals to facilitate and foster the integration of the health effects of climate change and infectious diseases in schools of nursing across Canada. The e-resource will be organized into modules based on the guidelines. Each module in the e-resource will be supported by interactive and dynamic case studies. It will, therefore provide a toolkit that will support current and future nurses in gaining the knowledge and skills needed to work with individual clients, communities, and populations facing climate driven infectious disease.



The long-term outcome of this project will be reducing the impact of climate driven infectious diseases in Canada by ensuring that future nurses have the knowledge and capacity to support and advise individual, family, and community clients either affected by, or at risk of being affected by climate driven infectious disease.

For more information on the project, please visit:

<https://www.casn.ca/2018/10/project-announcement-empowering-the-next-generation-of-health-care-professionals-with-knowledge-skills-tools-and-supports-to-address-infectious-diseases-related-to-climate-change-in-canad/>

E-Resource Development

The e-Resource will be an open access online teaching tool. It will contain a series of modules, with each module designed to address the learning outcomes related to *CASN's Guidelines for Undergraduate Nursing Education on Climate-Driven Vector-Borne Diseases* (see Appendix for the major Guideline topic areas to be included in the e-Resource). There will also be a series of online tools and learning activities related to the modules.

The e- resource for faculty and students in entry level nursing programs will provide them with information, teaching and learning materials, and tools related to the education guidelines to provide greater and more in-depth content support to foster the integration of the education guidelines into the curricula of member schools.

The e-resource will host learning tools such as: case studies, self-assessment quizzes, and virtual patient scenarios. The e-resource will support the integration of the entry level education guidelines learning outcomes into curricula across the country.

To view examples of e-Resources previously developed by CASN, visit:

<https://digitalhealth.casn.ca/>- This e-resource was developed as part of an on-going partnership with Canada Health Infoway. It seeks to provide nursing faculty and students with core digital health content that could be integrated into courses, as well as interactive activities that highlight the intersection of informatics and nursing care in practice.

<http://nperesource.casn.ca/> - This e-resource was developed to provide nursing faculty with information and teaching tools that they can use to teach NP students the knowledge, skills, and attitudes they will need to prescribe controlled drugs and substances appropriately. Furthermore, the e-resource can be used by faculty to teach undergraduate nursing students the competencies they will need to educate, assess, and provide care for clients who have been prescribed a controlled drug.



Selection Criteria & Evaluation

Content developer submissions will be evaluated based on the uniqueness, comprehensiveness, utility and viability of the educational content proposed, the clear relationship to the education guidelines, and on the submitters' ability to demonstrate competence in education content development.

The contract will be awarded to the submitter who demonstrates the ability to deliver content services for the national e-resource. This includes expertise to:

- Identify and review resources and research articles (CASN will provide reference materials, including summaries of findings from project literature reviews)
- Develop the organizing framework and learning outcomes for the e-Resource
- Develop content related to two or more module major topic areas (see Appendix 1 for details)
 - Canada's Changing Climate: General Overview
 - Public Health: Vector-Borne Infectious Diseases
 - Populations exposed to potential risks or living in vulnerable circumstances
 - Prevention
 - Treatment
 - Advocacy
- Create learning activity content related to each of the modules (e.g. self-assessment quiz, case scenarios).

**Please note that the content developer would be expected to develop the content only. CASN will work with a web developer to build an online, interactive platform and integrate this content into the platform).

Submission Requirements

The submitters do not necessarily have to be registered nurses or nurse educators, but they must have considerable depth of expertise in the area of climate-driven vector-borne diseases. Other groups that may consider submitting an expression of interest could include: vector-borne infectious disease scientists, physicians, climate change experts, public health professionals or health policy professionals with expertise in the field of climate-driven infectious disease.

The deadline for submissions is **Friday, November 15, 2019**. The expression of interest must be submitted electronically to Julia Thomas, Education Policy Coordinator, by email (jthomas@casn.ca). Submissions emailed after the submission date will be rejected.

Submissions are to be prominently marked with the project title, with the full legal name, and return address of the proponent, and with the submission date.



Submissions must also contain all of the following materials:

- CV, highlighting relevant experience, skills qualifications, and publications in education curriculum and/or e-resource development as well as the topic area
- A statement, including:
 - Demonstrated knowledge and understanding of the topic of climate-driven vector borne diseases in order to carry out the work
 - Description of the approach and processes the submitter will use to meet the content development service requirements
 - Description of the steps (methodology) the submitter will take to develop the content of the modules in their submission.
 - A tentative timeframe for deliverables that aligns with the timeline below
 - Description of the approach and processes the submitter will use for planning/meeting with other content development team members, the project manager, and Project Advisory Committee.
- Name and contact information for two referees

The Expression of Interest **should not exceed three pages (not including appendices), and should be size 12 Times New Roman font, normal margin sizes, single spaced.

Expressions of Interest should be submitted in English only. (***)While the E-Resource content development group will work in English, the final product will be bilingual, open-access, online resource, available in both English and French.)

*****CASN reserves the right to select none, one or all of those who express interest.*

Deliverables & Milestones (Timeline)

Attendance of a content outline/brainstorming meeting in Ottawa	Early January 2020 (exact date to be confirmed)
Preliminary draft of e-Resource content and learning activities delivered to CASN	March 16, 2020
A substantial draft must be ready for presentation to the Project Advisory Committee meeting	April 30, 2020
Delivery of all module and learning activity content delivered	May 2020
Delivery of revised module and learning activity content delivered to CASN	June 2020
Deadline for the final content for the e-resource including full list of references in APA style	September 30, 2020

**Contract**

The successful candidates be contracted over **10 months**, beginning **December 2, 2019** and ending no later than **Sept 30, 2020**

Content Developer responsibilities will include:

1. Contributing to the development of the organizing framework and learning outcomes for the e-Resource with the Project Advisory Committee.
2. Working with the other Content Developers to allocate responsibility for content development for each e-resource module.
3. Developing core content for a select number the modules as allocated
 - a. Content for online learning activities related to the relevant learning outcome(s) (e.g. multiple-choice quiz, solving puzzles). (Please note that the content developer would be expected to develop the learning activity content only. CASN will work with a web developer to build the online learning activity).
 - b. Self-assessment quiz.
 - c. Case scenarios
 - d. A list of references in APA style.
4. Working with CASN project staff, web developers, and the project Advisory Committee to ensure content is reflective of the guidelines learning outcomes and desired e-learning format.
5. Attending an **in-person** project meeting (**January 2020**) to be held in Ottawa, Ontario. CASN will cover travel and accommodation costs related to attending the in-person meetings as per the CASN travel guidelines.
6. Attend and present the e-resource at four regional webinars, hosted by CASN, as part of a soft launch, to gather stakeholder input (**Spring 2020**).
7. Liaising with the CASN Executive Director and CASN staff throughout this contract.
8. Delivering the final content according to the schedule mentioned above below to ensure that all content is delivered to CASN no later than **Sept 30, 2019**. CASN will provide style and formatting guidelines for the content.

This contract for the responsibilities outlined above will not exceed \$10,000 (+HST).



Appendix

Major Guideline Topic Areas for E-Resource

Topic Area 1: Canada's Changing Climate: General Overview

- Climate change science and key concepts, including drivers, indicators, current changes observed, projected changes
- Global and Canadian health impacts of climate change, including heat-related illness, water security and drought, air quality, mental health, food security and nutrition, natural disasters, infectious diseases, migration, economic implications
- Climate-related risks, and regions/populations at greatest risk, including Canada's Indigenous and northern communities
- The Nurse's role in responding to climate change in the areas of clinical practice, research, education, policy, advocacy, as well as strategies to address risks to health and for environmental sustainability (e.g. mitigation, adaptation, resilience)
- History of public health policy on climate change, including key reports (e.g. United Nations Framework Convention on Climate Change, Review of 5th Assessment Report of the United Nations Intergovernmental Panel on Climate Change, Canadian Communicable Disease reports) and agreements.

Topic Area 2: Public Health: Vector-Borne Infectious Diseases

- Epidemiology and the changing landscape of vector-borne diseases (VBDs) in Canada as a result of climate change, within the global context
- Interplay between climate change and key climate change drivers
- Ecological, social and environmental risks as well as protective factors and determinants of health for individuals, families, communities, and populations in relation to VBDs
- Profile of each of the VBDs (including clinical features, causative agents, diagnoses, occurrence, reservoirs, incubation period, transmission, risk groups and prevention)
- Health and social outcomes following vector-borne infections
- Current controversies around prevention, diagnoses, and treatment of VBD in Canada
- Key public health initiatives related to VBD at national, regional and local levels
- VBD surveillance practices and programs, and their implications for population health
- Interprofessional and inter-sectoral collaboration in addressing VBDs

Topic Area 3: Populations exposed to potential risks or living in vulnerable circumstances

- Social determinants of health impact the prevention, diagnosis and treatment of VBDs
- Circumstances that put individuals, families, communities, and populations more at-risk of acquiring VBDs and/or for the adverse effects of VBDs, such as biological factors and social and environmental determinants of health and their intersection



- Perspectives of those with lived experiences of VBDs and the unique challenges they face.
- Historical injustices, public policies, and institutional factors that place certain individuals, families, communities, and populations at greater risk

Topic Area 4: Prevention (Primary and Secondary)

- Primary and secondary prevention and protection strategies, including diverse ways of learning and knowing to reduce risks of exposure and facilitate early detection.
- Key primary and secondary prevention resources and protective health measures to control VBDs
- Relevant international primary and secondary prevention resources and strategies

Topic Area 5: Treatment (Tertiary Prevention)

- Current treatment strategies
- Approaches for assisting individuals, families, communities, and populations to navigate the health care system in collaboration with inter-/intra-professional and inter-sectoral partners
- Community-tailored and person-centred strategies and approaches to improve prognosis and quality of life

Topic Area 6: Advocacy

- Strategies to address health inequities faced by individuals, families, communities, and populations living with and/or affected by a VBD
- Advocacy strategies to address care delivery gaps
- Strategies for engaging in authentic partnership with individuals, families, communities, and populations to address VBD
- Current regulations and public policies related to VBD
- Advocacy with interprofessional and inter-sectoral partners as well as with all levels of government to develop and shape policy
- Approaches to developing and shaping practice standards and processes to assure quality of VBD care
- Strategies to influence decision-makers at all levels of government, and within the global context to address climate change and mitigate the adverse impacts