



# Annual Report Rapport annuel

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



2019





## 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.

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Dear members,

Welcome to the 2019 CASN Council meeting. This year marks 100 years of baccalaureate level nursing in Canada, with the offering of the first university program for nurses at UBC in 1919. The University of Toronto and McGill followed in 1920. It is no accident that Canada took up the cause of university-level education for nurses; the dual tragedies of the First World War and the Spanish Flu heightened the public's awareness for the need of well-educated nurses to respond to pressing health care needs of Canadians. The first masters of nursing programs were offered in the 1950s and 60s, and by the 1980s the CNA and CASN were advocating for baccalaureate entry-to-practice by the year 2000. The first PhDs of nursing programs started in the 1990s – with the University of Alberta and

UBC leading the way. PhDs in nursing, in turn, gave nurses control over the development and dissemination of nursing knowledge.

My reason for mentioning these advances in nursing education at the outset of my President's Report is to emphasize their relevance to CASN today: First, changes in nursing educational standards almost always are in response to societal changes. Second, nursing educators have invariably taken leadership roles in these changes. Third, the seriousness with which Canada takes high-quality nursing education characterizes how educators in other countries see us. In this sense, the historical thread of higher education that connects us to the early visions of Ethel Johns, Kathleen Russell and others also frames how CASN responds to, and prioritizes, educational issues today. This, I think, can be seen in the five themes of our Strategic Plan, the activities CASN has invested in this year, and in the topics covered in our journal and Council sessions.

Let me illustrate with a small sampling of the activities CASN engaged in this year.

- At the direction of the Board of Directors, CASN made great progress in the development of a rigorous, voluntary, bilingual exit examination for baccalaureate students that is based on CASN's National Nursing Education Framework, including pilot testing for the exam.
- Under the leadership of a superb editorial team, we continued to publish quality articles in the Quality Advancement of Nursing Education journal, currently preparing special editions focused on nursing education history and Indigenous issues in education.
- CASN partnered with the CNA and International Council of Nurses to draft a letter to the Prime Minister, urging the government to reinstate a Chief Nursing Officer for Canada.
- CASN represented Canada at the ICN in Singapore, providing poster and oral presentations on work being done at CASN, including our lead role in the Global Alliance for Leadership in Nursing Education, from which we helped to develop Global Pillars for Nursing Education, with translations underway in English, French, Spanish, Portuguese, and Mandarin.
- CASN represented educational leadership perspectives at the Principal Nursing Advisors Taskforce, which has identified its current priorities as Pan-Canadian health human resources planning and nursing education.
- Finally, CASN Accreditation Bureau completed 19 domestic reviews and 3 international reviews, in Chile, Mexico, and Peru, and CASN received a special commendation from the federal government for projects completed in Bangladesh.

As President I have the opportunity to sit on a number of committees and taskforces and, in biweekly teleconferences with CASN Executive Director, Cynthia Baker and President Elect, Linda Patrick. I continue to be amazed and impressed by the high calibre of our colleagues across Canada, and of the innovation and commitment of Canadian nurse educators and students – and I continually grateful for the quality and commitment of the CASN staff, who make all this possible.

Sonya Grypma, PhD, RN – CASN President

## Chères membres,

Bienvenue à la réunion du Conseil de l'ACESI de 2019. Cette année marque le centième anniversaire du baccalauréat en sciences infirmières au Canada, programme qui fut offert pour la première fois aux infirmières à la University of British Columbia (UBC) en 1919. La University of Toronto et l'Université McGill ont suivi la marche en 1920. Ce n'est pas un hasard si le Canada s'est engagé à former les infirmières au niveau universitaire. Les tragédies de la Première Guerre mondiale et de la pandémie de grippe espagnole ont accru la sensibilisation du public à la nécessité d'avoir des infirmières qualifiées qui pourraient répondre aux besoins urgents des Canadiens en matière de soins de santé. Les premiers programmes de maîtrise en sciences infirmières ont été offerts dans les années 1950 et 1960. Dans les années 1980, l'AIC et l'ACESI militaient en faveur du baccalauréat comme exigence d'entrée en pratique pour l'an 2000. La University of Alberta et l'UBC ont offert les premiers programmes de doctorat en sciences infirmières dans les années 1990. En retour, ces doctorats ont donné aux infirmières le contrôle sur le développement et la diffusion du savoir infirmier.

J'évoque ces progrès en enseignement des sciences infirmières au début de mon rapport en tant que Présidente afin de souligner leur pertinence pour l'ACESI. Considérons d'abord que les modifications des normes de formation en sciences infirmières découlent pratiquement toujours de changements au niveau de la société. Ensuite, les infirmières enseignantes ont invariablement adopté des fonctions de leadership lors de ces changements. Enfin, le sérieux avec lequel le Canada tient compte de la formation de haute qualité en sciences infirmières définit comment les enseignantes d'autres pays nous perçoivent. Dans cette optique, la ligne historique des études supérieures qui nous relie aux premières visions d'Ethel Johns, de Kathleen Russell et de tant d'autres détermine également comment, aujourd'hui, l'ACESI répond aux questions concernant l'éducation et les priorise. Je pense que ceci est illustré dans les cinq thèmes de notre plan stratégique, dans les activités dans lesquelles l'ACESI s'est investie cette année ainsi que dans les sujets traités dans notre revue et lors des séances du Conseil.

Permettez-moi d'illustrer, à l'aide de quelques exemples, certaines des activités menées par l'ACESI cette année.

- Pour donner suite aux directives du conseil d'administration, l'ACESI a fait de grands progrès dans le développement d'un examen national bilingue, rigoureux et facultatif pour les diplômées des programmes de baccalauréat en sciences infirmières comme défini dans le cadre national de l'ACESI sur la formation infirmière. Cette initiative comprenait également des essais pilotes pour l'examen.
- Sous la direction d'une équipe de rédaction fabuleuse, l'ACESI a continué à publier des articles de qualité dans sa revue *Quality Advancement in Nursing Education/Avancées en formation infirmière (QANE/AFI)* qui, à l'heure actuelle, prépare des éditions spéciales axées sur l'histoire de la formation infirmière et sur les questions autochtones en matière de formation.
- L'ACESI s'est associée avec l'AIC et le CII pour rédiger une lettre au premier ministre, exhortant le gouvernement à rétablir un poste d'infirmière en chef pour le Canada.
- L'ACESI a représenté le Canada au CII, à Singapour, en fournissant une affiche et en offrant des présentations orales sur le travail effectué. L'ACESI a mentionné son rôle de chef de file au sein de GANES (Global Alliance for Leadership in Nursing Education and Science), qui lui a permis de développer des piliers de formation en sciences infirmières à l'échelle mondiale avec des traductions en cours en anglais, en français, en espagnol, en portugais et en mandarin.
- L'ACESI a représenté les perspectives de leadership en éducation au groupe de travail des infirmières conseillères principales. Ce dernier a identifié ses priorités actuelles dans la planification des RHS au niveau pancanadien et en matière de formation infirmière.
- Finalement, le BAA a mené 19 examens nationaux et 3 examens internationaux (au Chili, au Mexique et au Pérou), et l'ACESI a reçu une mention spéciale du gouvernement fédéral pour les projets menés au Bangladesh.

Dans mon rôle de Présidente, j'ai eu l'occasion de siéger à de nombreux comités et groupes de travail en compagnie de Cynthia Baker, directrice générale de l'ACESI, et de Linda Patrick, Présidente désignée. Je continue d'être éblouie et étonnée par le haut calibre de nos collègues à travers le Canada ainsi que par l'innovation et l'engagement des infirmières enseignantes et des étudiantes canadiennes. De plus, je suis encore et toujours reconnaissante pour la qualité et l'engagement du personnel de l'ACESI, sans quoi tout cela ne serait pas possible.

Sonya Grypma, PhD, RN – Présidente de l'ACESI



Dear colleagues,

CASN's dedicated National Office team has had another action-packed year advancing the Association's mission to promote high-quality nursing education and scholarship in Canada. I would like to highlight some of the initiatives that were carried out in 2019 and also to express our appreciation of the significant contributions to CASN activities by faculty from across Canada.

We continued to offer professional development opportunities for nurse educators through the Canadian Nurse Educator Institute (CNEI) including three certification exams and numerous programs, short courses, retreats, and webinars. In addition, a new certification

examination was launched to formally recognize competence in simulation-based nursing education.

Two national projects to develop educational guidelines and an e-resource are currently underway, funded by Health Canada and the Public Health Agency of Canada. The first is related to the opioid crisis and the second to vector borne infectious diseases resulting from climate change. Both have involved several national meetings of stakeholders and interprofessional discussions, keeping nursing education expertise at the fore.

CASN's Research and Scholarship Committee continued to foster faculty scholarship through a number of initiatives including a Lunch and Learn webinar series and the *Notes on Nursing Research*. This publication provides researchers with the opportunity to describe ongoing projects on a selected theme area. In addition, we are pleased to report that article submission and international readership of *Quality Advancement in Nursing Education* (QANE), CASN's peer-reviewed journal, continues to climb. To date, 11 issues of the journal have been published, and two special editions are in progress.

The baccalaureate accreditation program is undergoing its regular seven-year review and a rigorous stakeholder consultation process has been completed. Standards will be updated based on this review in 2020. The international accreditation program began collaborations with schools in Central and South America, and three schools in the region are undergoing accreditation in the upcoming year. In addition, a practical nurse accreditation program has been developed and CASN is currently accepting applications for pilot sites for the upcoming year.

National Office staff have focused efforts on piloting and launching the Canadian Examination for Baccalaureate Nurses (CEBN) with invaluable input from multiple stakeholder groups and faculty. Pilot exams were held across the country in 2019 and the launch of the exam nationwide will be in 2020.

Many nursing education colleagues provided valuable time and expertise to the activities undertaken in 2019 and the progress made would not have been possible without them. On behalf of the CASN National Office team, I want to take this opportunity to extend our heartfelt thanks!

Cynthia Baker, RN, PhD - CASN Executive Director

## Chères collègues,

Les membres dédiés de l'équipe du Secrétariat national de l'ACESI ont connu une autre année riche en activités, ce qui a permis à l'Association de promouvoir la haute qualité de la formation et de l'avancement des connaissances en sciences infirmières au Canada. Je voudrais souligner certaines des initiatives menées en 2019 et exprimer notre gratitude pour les contributions significatives aux activités de l'ACESI apportées par les membres de corps professoraux de partout au pays.

Nous avons continué à offrir aux infirmières enseignantes des possibilités de perfectionnement professionnel par l'entremise de l'Institut canadien des infirmières enseignantes (ICIE), qui offre notamment trois examens de certification et de nombreux programmes, cours de courte durée, retraites et webinaires. En outre, un nouvel examen de certification a été lancé pour reconnaître officiellement les compétences en matière de formation en sciences infirmières par la simulation.

Deux projets nationaux visant à élaborer des lignes directrices pédagogiques et une ressource électronique sont en cours, financés par Santé Canada et l'Agence de la santé publique du Canada. Le premier concerne la crise des opioïdes et le deuxième, les maladies infectieuses à transmission vectorielle liées aux changements climatiques. Tous deux ont exigé plusieurs réunions nationales de parties prenantes et discussions interprofessionnelles, privilégiant l'expertise de la formation en sciences infirmières.

Le Comité sur la recherche et l'avancement des connaissances de l'ACESI a continué à favoriser la recherche universitaire via un certain nombre d'initiatives, notamment une série de webinaires en format dîner-conférence et les Réflexions sur l'avancement des connaissances en sciences infirmières. Cette publication offre aux chercheurs l'occasion de décrire des projets en cours en lien avec un thème choisi. Qui plus est, les articles soumis et le lectorat de la revue *Quality Advancement in Nursing Education/Avancées en formation infirmière (QANE-AFI)*, dont les publications sont révisées par des pairs, ne cessent de croître. À ce jour, 11 numéros de la revue ont été publiés et deux éditions spéciales sont en cours.

Le programme d'agrément au baccalauréat en sciences infirmières fait l'objet d'un examen tous les sept ans, et un processus de consultation rigoureux auprès des parties prenantes a déjà été mené à bien. Suite à cet examen, les normes seront mises à jour en 2020. Le programme d'agrément international a permis d'amorcer des collaborations avec des écoles d'Amérique centrale et d'Amérique du Sud, et trois écoles de cette région sont en train d'être examinées aux fins d'agrément dans la prochaine année. En outre, un programme d'agrément pour les infirmières auxiliaires a été mis au point et l'ACESI accepte actuellement les demandes d'emplacements pilotes pour l'année à venir.

Le personnel du Secrétariat national s'est concentré sur le développement et l'introduction de l'Examen canadien du baccalauréat en sciences infirmières (l'ECBSI), avec des renseignements provenant de divers groupes de parties prenantes et membres du corps professoral. La phase pilote du projet fut exécutée en 2019, et l'examen devrait être offert partout au pays en 2020.

De nombreuses infirmières enseignantes ont consacré leur expertise et un temps précieux aux activités entreprises en 2019, et les progrès réalisés n'auraient pas été possibles sans elles. Au nom de tous les membres du Secrétariat national de l'ACESI, merci beaucoup!

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

Directrice générale



Strategic Plan | Plan Stratégique

January 2019 - January 2023

Janvier 2019 - Janvier 2023

Status Update | Mise à jour

November 2019

novembre 2019



# 1 Amplify the national voice of nursing education and increase recognition of the contributions of nursing education to health care

## A) Advance the recognition of CASN as the national voice for nursing education and scholarship

*Build awareness amongst federal and provincial governments of CASN's role as the national voice for nursing education.*

- The following contribute to an increased awareness amongst governments of CASN's role as the national voice for nursing education in Canada:
  - CASN accepted an award from Global Affairs Canada in appreciation of our work, which ended April 2019, aimed at improving the quality of nursing education in Bangladesh (April 2019).
  - National projects funded by Health Canada and the Public Health Agency of Canada to develop education guidelines and e-resources related to the opiate crisis and to the issue of increasing vector borne infectious diseases resulting from climate change.
- CASN staff represented nursing education at multiple government or government related meetings and events, which build awareness of CASN's role as the national voice for nursing education. These have included the following:
  - Attendance at the annual Indigenous Services Canada Seventeenth Annual ISC 2019 awards ceremony for nurses in the North (May 2019).
  - Presentation of the Canadian Examination for Baccalaureate Nurses (CEBN) to the Principal Nursing Advisory Task Force (PNATF), by teleconference in April 2019.
  - Attendance at the Health Minister's announcement related to decisions and directions regarding the opioid crisis (March 2019).
  - Meeting with the principal nursing officer in Ontario to discuss the PNATF draft vision for education (April 2019).
  - Consultation provided to the Alberta Health Services E-Health project (January 2019) because of CASN's work related to digital health in nursing education.
  - Attendance at the Ontario Premier's Award Gala — Colleges of Ontario (December 2019).

*Represent nursing education and scholarship when working with nursing and non-nursing partners.*

- As the voice of nursing education in Canada, CASN celebrates the achievements of nurse educators and of research in nursing education through the following programs:
  - CNEI Fellowship: The CNEI's Fellowship Program, which selects and inducts Fellows of the Canadian Nurse Educator Institute, provides recognition of the high-calibre of nurse educators in Canada. CNEI fellows have provided evidence of enduring and substantial contributions to nursing education and nursing education research over a minimum of the last 10 years.
  - Pat Griffin Scholar Award: CASN annually awards the Pat Griffin Scholar Award to an established nurse researcher with a strong, sustained program of research in nursing education, and celebrates the award recipient's achievements at the CASN Council meeting.
- CASN staff represent nursing education and scholarship in national and international organizations and at many events to amplify the voice of nursing education.
  - As a member of the Board of Directors of the Canadian International Health Education Association (CIHEA), and as the representative of Canadian nursing education, the Executive Director was an invited speaker at the Canada Arab Business Council Forum (March 2019), attended by government leaders, ambassadors, and leaders in health care.
  - CASN is represented on the Board of Directors of the Canadian Nurses Foundation (CNF), which has adopted the document developed by the CASN Committee on Research and Scholarship and released November 2018, identifying national consensus-based research priorities.

# 1 Amplify the national voice of nursing education and increase recognition of the contributions of nursing education to health care

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- CASN national office is the secretariat of the international organization of nursing education associations, the Global Alliance for Leadership in Nursing Education and Science (GANES), and led the ad hoc committee that developed *Global Pillars of Nursing Education* released June 2019.
- The Executive Director attended the annual general meetings of American Association of Colleges of Nursing (AACN) as a representative of Canadian nursing education (March 2019).
- The Executive Director was a speaker at an invitational forum (April 2019) related to internationally educated nurses. Attendees included representation from the National Assessment Services (NAS), bridging programs for Internationally Educated Nurses (IENs), and government members involved in immigration and settlement.
- The President, President Elect, and Executive Director meet biannually with the Chair and Vice Chair of Canadian Council of Registered Nurse Regulators (CCRNRR) to discuss matters of mutual interest.
- CASN is represented on the Working Group of the International *Nursing Now* Initiative.
- CASN's Accreditation Programs Manager is a member of the Board of Directors and Executive of the Association of Accrediting Agencies of Canada, which includes over 30 national accrediting agencies of a variety of professions.



# 1 Amplify the national voice of nursing education and increase recognition of the contributions of nursing education to health care

## B) Enhance the exchange of nursing education and scholarship information and knowledge

### *Participate in national and international conferences to share information about CASN*

- CASN representatives regularly provide oral and poster presentations of CASN projects and initiatives at regional, national, and international conferences. These have included:
  - Presentation of CASN initiatives at the WNRCSN Conference (February 2019) and the ARCASN Conference in (June 2019).
  - Presentations at ICN (June 2019) on a) the climate driven vector-borne infectious diseases project, b) addressing opioid use in Canada, c) nurse practitioner accreditation, and d) the GANES Global Pillars project.
  - Presentations of the climate driven vector-borne infectious disease project at the National Community Health Nursing Conference (May 2019) and at the Ontario Public Health Association's Climate Change Forum (November 2019).
  - Presentation of the interprofessional opioid project at the Canadian Centre for Substance Use Addiction (CCSA) conference (November 2019).

### *Share information about the unique role of baccalaureate educated nurses in the health care system, substantiated by evidence related to patient outcomes*

- Information related to the unique role of baccalaureate nurses is being shared through the CASN National Education Framework, a series of entry-to-practice competencies for specialized areas of nursing care, the blueprint of the CEBN/ECBSI exam, and projects developing education guidelines.

### *Collect, analyze and report on data and information about the nursing education environment across Canada*

- CASN National Office carries out longitudinal analyses of data in the CASN annual student and faculty survey related to faculty supply and demand. The findings indicate a current nursing faculty shortage in Canada that is projected to increase unless actions are taken. These findings are being disseminated widely (conferences, social media, CASN website).

### *Strengthen collaborations with affiliate and provincial nursing education groups*

- The Executive Director regularly attends meetings of affiliates and provincial nursing education groups, including ARCASN (June 2019); QRCASN (December 2018), COUPN (September 2018); CAATS (September 2018; April 2019, September 2019), and NEBC (October 2018).
- CASN collaborated with affiliate and provincial nursing education groups to provide feedback on a draft document developed by the PNATF about the future of nursing education (2019).
- CASN national office has been collaborating with CAPNE in developing an accreditation program for practical nurses.

### *Foster continued growth in the readership of CASN's Quality Advancement of Nursing Education Journal (QANE)*

- The CASN journal *Quality Advancement in Nursing Education - Avancées en formation infirmière* published its eleventh edition in October 2019. To date there have been over 43,650 downloads of journal articles.
- In December 2018, the Editorial Board decided to create an annual special edition in addition to the regular two issues each year.
  - The first special edition planned is a history of nursing edition with Sioban Nelson and Pauline Paul as co-editors, and it will be published in fall 2020. The call for submissions was released in summer 2019 and will close in April 2020.

# 2 Lead excellence in accreditation and evaluation of nursing education programs

A) Build recognition of the CASN accreditation program as the gold standard of excellence in nursing education

## *Review, update and refine CASN's accreditation in programs*

- Regular reviews of the CASN accreditation programs are conducted annually to ensure continuous quality improvement.
- The major seven year stakeholder review of the baccalaureate accreditation program was launched in May 2019 and included multiple focus groups and an extensive stakeholder survey. This data have been collated and is being used to update and refine the program.
- A draft of the NP accreditation program has been adopted by the national advisory committee and is currently being piloted by three schools of nursing. These reviews will be assessed by CAB for a decision in January 2020.
- The Advisory Board of the International Educated Nurses (IENs) bridging accreditation program has initiated a review of the standards with a view to updating them in light of contextual changes related to IENs in Canada.

## *Collaborate with regulatory bodies and align jurisdictional standards for approval of nursing education programs and CASN accreditation standards*

- MOUs were signed to align jurisdictional standards with CARNA and NANB in May 2019.
- The first joint approval/accreditation review was conducted in Manitoba as a result of the recently signed MOU with CRNM.

## *Streamline current accreditation review processes to facilitate preparation for a review and the decision making process*

- Several initiatives are underway to address this.
- The CASN accreditation team is in the process of piloting the recently introduced streamlined Path A to Path B process. Three schools are undergoing this process in 2019 and 2020.
- In developing the Nurse Practitioner Accreditation Program, the interpretations for each key element were revised to streamline and provide more specific direction to the schools. These will be evaluated by the schools undergoing the pilots, as well as by the reviewers and CAB members. This feedback will be used to improve the streamlining of the Nurse Practitioner Program, as well as the other CASN accreditation programs.

## *Explore options for sharing CASN's expertise in accreditation with international partners*

- In March 2019, the Secretary of the Ministry of Health and Social Welfare in Bangladesh approved the adoption of the national accreditation program for schools of nursing that was developed and piloted with CASN's implementation and technical assistance. The World Health Organization and United Nations personnel have adapted this accreditation program for the Midwifery Programs in Bangladesh.
- The Executive Director has been invited to China in December 2019 to assist the Commission for Nursing Education Accreditation of the Ministry of Education in establishing an accreditation system in China.

## *Adapt accreditation programs and standards to local contexts and cultures when conducting international accreditation reviews while also conserving high quality standards and processes*

- The CASN Accreditation Program Manual for Baccalaureate Programs of Nursing, templates, and the Accreditation 101 course are available in Spanish.
- In 2019 and 2020, three schools in South America are undergoing their final accreditation review in Spanish.

## 2 Lead excellence in accreditation and evaluation of nursing education programs

B) Implement and promote the Canadian examination for Baccalaureate Nursing (CEBN) as the core evaluation for baccalaureate nursing education in Canada

*Ensure a quality, psychometrically sound exam development process for CEBN*

- The criteria of the *Standards for Educational and Psychological Testing Development* guide the development, administration, and maintenance of the CEBN/ECBSI. Ongoing documentation of evidence is being carried out demonstrating adherence to the standards as it accumulates.
- A team of qualified psychometricians at Yardstick (YAS), CASN's partner, guides the exam development, review, revision, and updating processes.
- Multiple measures are taken annually to ensure the reliability, validity, and fairness of the exam:
  - Item writers (question developers) are subject matter experts from education and practice who receive training from a YAS psychometrician, and are given a style guide specifying terminology, acceptable abbreviations, and spelling (*The Canadian Examination for Baccalaureate Nursing (CEBN) Style Guide*), and the *Item Writer and Item Reviewer Handbook*. A copy edit review of the items is conducted to ensure guidelines are followed.
  - All items (exam questions) are reviewed and either maintained, improved, or removed by an item review committee consisting of subject matter experts, representing education and service and practice.
  - A linguistic review of items for translation quality in both official languages is conducted.
  - A review by indigenous faculty is conducted.
  - The exam and its items are reviewed and revised by the CEBN Exam Review Committee. Members of this committee are Anglophone and Francophone subject matter experts with exam development expertise, from education, practice, and regulation. Their names and qualifications are posted on the CEBN website ([www.cebn-ecbsi.casn.ca](http://www.cebn-ecbsi.casn.ca)).
  - A plain language review of items is conducted to ensure clarity of writing.
  - The CEBN/ECBSI was piloted in April 2019 with a purposeful sample representing all regions of Canada (248 candidates). A second pilot was conducted in September 2019 among recent graduates of Francophone schools in Quebec (55 candidates) to augment the linguistic representation of French speakers in the pilots.
  - YAS's guidelines for the administration of the exam are followed to minimize threats to validity. Based on best practices, they include requirements for the physical environment, candidate instruction, exam administration procedures, connectivity, and fraud and security measures. YAS also has a proctor training program for all proctors supervising the exam.
  - Psychometric statistical analyses of test items are conducted to estimate item difficulty and item discrimination following test administration.
  - Following administration of the exam, the CEBN/ECBSI Exam Review Committee reviews items with problematic scores and determines whether they should be removed for scoring the results and for those items that are removed, whether they should be modified for future use or deleted.
  - The passing standard for the CEBN/ECBSI is set using the modified-Angoff standard setting method.
  - A plan to ensure a) a psychometrically sound annual maintenance cycle b) a currency review of items, and c) a regular review and update of the blueprint has been developed and initiated.
  - New items are developed annually in June and reviewed in July, a process that was initiated in June 2019. These items will be piloted in the exam in 2020.
  - In August 2019, the exam was finalized and approved for launching. The new version will be edited and translated in fall 2019.

# 2 Lead excellence in accreditation and evaluation of nursing education programs

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## *Advocate for the adoption of CEBN*

- CASN staff attended the CNSA National Conference (January 2019), the WNRCSN Conference (February 2019), the CNSA Western Regional Conference and the CNSA Ontario Regional Conference (both November 2019) to provide information on the CEBN.
- CASN contacted all member schools in September 2019 to offer the option to host the CEBN for its launch in 2020.

## *Implement CEBN across Canada in a manner that will ensure the sustainability of the exam*

- The CEBN pilot exams were held across the country in April 2019, using a combination of YAS test centres and university sites. A second pilot was held in September 2019 to ensure adequate francophone representation.
- A plan, process, and budget has been developed to ensure the sustainability and ongoing review, revision, and updating of the exam on a cost recovery basis.

## *Utilize a communication strategy to promote the value of the CEBN*

- The CEBN website was launched in December 2018.
- Social media campaigns were launched in December 2018. CASN engaged the services of Prozar, to create a campaign to provide information on the CEBN.
- The Executive Director approached executive nurses groups to promote the CEBN/ECBSI and the benefits of hiring graduates with the designation (September 2019).

## *Collaborate with Canadian Nursing Students Association in the promotion of the CEBN*

- CASN staff attended the Canadian Nursing Students Association Annual Conference in January 2019 to promote the CEBN.
- A special social media contest was launched in September 2019 for students to submit a video or graphic on why they think the CEBN is important. The contest closed early November 2019 and the winner will be selected.



# 3 Advance leading practices, equity, and the national response to the Truth and Reconciliation Calls to Action in nursing education and scholarship

## A) Facilitate evidence-based teaching and learning

*Create mechanisms to advance and disseminate knowledge related to nursing education and curriculum for nursing leadership, education, research, policy, and clinical practice.*

- Multiple mechanisms are continuously employed to advance and disseminate relevant nursing education knowledge, including the development of textbooks, documents, e-resources, conference presentations and courses.
- An English textbook on nursing education is being published.
- A French textbook on nursing education is in the development process.
- A document identifying the top ten acute care situations students should experience prior to graduating was released (August 2019) as a guide to the use of simulation in nursing education.
- An e-resource related to nursing informatics and digital health was launched (February 2019).
- Certification programs in nursing education, clinical instruction, and simulation pedagogy are offered annually, as are continuing education courses and webinar series.
- CASN initiated a project with funding from the Public Health Agency of Canada to develop education guidelines related to *climate driven vector-borne infectious diseases* in Canada amongst nurse educators.
- CASN and the Association of Faculties of Pharmacy of Canada (AFPC) and the Canadian Association for Social Work Education - Association canadienne pour la formation en travail social (CASWE-ACFTS) are collaborating to develop interprofessional guidelines related to the opioid crisis for faculty in nursing, pharmacy, and social work.

*Build a national residency program as a way to address the needs for transition from generalist education to realities of a complex and specialized workforce*

- CASN has initiated activities to create a National Nurse Residency Project. The aim is to develop and pilot a residency program for nurses entering practice in collaboration with employers of new graduates and with provincial/territorial government support if possible. Activities have included the following:
- An Advisory Committee comprised of 25 key stakeholders representing academia, hospitals, nursing regulatory associations and student nursing associations has been struck.
- A working group has been formed to develop the program has been formed and a first draft has been developed and reviewed by the working group and is in the process of revisions.

*Develop new and update existing position statements, competencies, guidelines, and other education resources*

- A national advisory committee to initiate a review and possible update of the national nursing framework was launched in October 2019.
- CASN released a document entitled *Top Ten Adult Nursing Situations for High Fidelity Simulation* (August 2019).

*Explore the creation of a mentoring program to support new faculty in teaching and research*

- The CNEI team has been exploring the possibility of such a course with some faculty members.

# 3 Advance leading practices, equity, and the national response to the Truth and Reconciliation Calls to Action in nursing education and scholarship

*Enhance the Canadian Nurse Educator Institute and establish mechanisms to ensure the quality and relevance of its offerings:*

- Ongoing CNEI course offerings include: four Modules for the Simulation Certification Program, three Modules for the Nurse Educator Certification Program, the Clinical Instructor Certification Program, the Scholarship Course, the Palliative Care course, a graduate supervision course, an IPE course, and the Leadership Retreat, Levels I and II.
- Additional course offerings are provided in response to education needs; a new course on integrating the community health competencies into undergraduate curricula and courses is being offered in 2019.
- Three certification exams for educators are now being offered twice per year, in spring and fall.
- The Canadian Certified Nurse Educator (CCNE) Exam is offered every April and November, and Canadian Certified Clinical Instructor (CCCI) Exam is offered every May and October.
- The first Canadian Certified Simulation Nurse Educator (CCSNE) Exam was offered in March 2019. It will be offered twice per year in March and September.

*Offer CASN certification programs for educators in French*

- The development of a simulation program in French is being explored.

*Grow the Pat Griffin Fund and corresponding initiatives to support nursing education research*

- At the 2019 Council meeting, a silent auction of donated prizes will be held, with funds raised being directed to the Pat Griffin Fund, and a donation card will be included with Council registration packages.
- An online donation option is in the process of being created.





# 3 Advance leading practices, equity, and the national response to the Truth and Reconciliation Calls to Action in nursing education and scholarship

## B) Utilize an equity lens to support culturally safe, responsive, and accessible nursing education

*Strengthen the partnership with Canadian Indigenous Nurses Association to support a national approach for the implementation of the Truth and Reconciliation Commission (TRC) Report Calls to Action*

- CASN has a partnership with CINA and CASN staff meet with the executive director of CINA on a quarterly basis.
- All special projects have an indigenous review by CINA. CINA is providing guidance and expertise for indigenous engagement and review for the two federally funded projects currently underway to ensure that Indigenous perspectives are integrated.
- Indigenous nurses are included in all item writing sessions for the CEBN.
- CASN, in partnership with CINA (and on behalf of CINA), launched the first compendium to the Student and Faculty Survey, “Indigenous survey of nursing students and faculty” (January 2019).
- An ad hoc committee was formed to address the Truth and Reconciliation Calls to Action. The committee has created a draft Statement of Organizational Commitment adopted by the Board in May 2019.
- A free webinar series on Canadian schools’ activities to address TRC Calls to Action has been launched (November 2019).
- The *National Research Priorities* published in 2018 identifies the first priority as Indigenous and/or other equity-seeking communities.
- The *Notes on Nursing Research* published October 2019 is themed *Nahi miyw-ayawin: Cri du coeur for Health Equity* and is aligned with CASN’s research priorities.
- The second special edition of *QANE-AFI* planned for will focus on the TRC.

*Develop partnerships with key stakeholders to address equity issues*

- The National Office has not yet addressed this action.

*Collaborate with schools of nursing to improve access to nursing education programs for students from under-represented groups and under-serviced populations and to support their success*

- Two staff members completed a gender-based on-line education program (2019). A project plan is currently being developed to advance access to nursing education for students from under-represented groups.

*Use a rigorous process to ensure that the CEBN exam is equivalent in both English and French.*

- A rigorous, multistep process was used to ensure the equivalence of the examination in English and in French, including a linguistic review of the examination questions for quality in both official languages in December 2018 and psychometric analyses of the pilots in May 2019.
- The translation review process is repeated each time new questions are added to the exam or any content is revised.
- A second pilot of the CEBN/ECBSI was conducted in September 2019 among additional Francophone schools in Quebec to augment the francophone sample to ensure the equivalence of the exam in both languages.

*Explore the development of an online repository of practices to prepare students to work with under-represented groups and under-serviced populations.*

- The National Office has not yet addressed this action.

# 4 Inspire nurses to pursue master's and PhDs in nursing and careers in academic nursing

## A) CASN will support schools to make Master's and PhD programs attractive and accessible

*Support the recruitment of nurses from diverse backgrounds, including indigenous populations, into Master's and PhD programs and careers as faculty members.*

- CASN is collaborating with CINA to explore strategies that would foster and facilitate the recruitment of indigenous backgrounds to pursue master's and PhD programs in nursing.

*Collect general information about pathways for entry to and completion of a PhD in nursing*

- A survey of doctoral programs is being planned.

*Explore the option of hosting a bi-annual PhD forum*

- The National Office has not yet addressed this action.
- However, CASN hosts an annual graduate studies forum before the Council meetings in November. The November 2019 Graduate Forum includes a panel session on PhD and DN programs.

*Share information about strategies for successfully completing a PhD and explore ways to make pursuing a career in academia more attractive*

- The possibilities of offering graduate students a three-session course through CNEI or a webinar series are being examined.

*Support schools to foster environments that inspire nurses to pursue graduate education and careers in academic nursing*

- The CNEI course on mentoring and supervising graduate students addresses fostering a climate that promotes academic success and an academic career.

*Adopt a communication strategy to inspire academic nursing careers*

- This action has not yet been addressed.

*Use CNEI to offer courses and seminars related to academic careers in nursing*

- The following webinars, sponsored by CASN Interest Groups, were offered and were well attended:
  - The CASN Simulation Interest Group conducted a webinar on Innovations in "Teaching and Learning - the Use of Virtual Simulation Games in Nursing" in March 2019.
  - The CASN Nurse Practitioners interest Group conducted a webinar on "Canadian NP Workforce Data: Developing a Standardized Tool for Data Collection" in April 2019.

*Foster research and scholarly activities*

- *Notes on Nursing Research*, a biannual newsletter sponsored by the Research and Scholarship Committee, is disseminated by CASN to disseminate information on projects that are in progress.
- The CASN Lunch and Learn series, organized by the Research and Scholarship Committee, explores various methodologies utilized by established and successful nurse researchers. The 2019-2020 series includes seven sessions between September 2019 and May 2020, including one French session. These sessions align with each of CASN's national nursing research priorities released in November 2018. Recordings of the sessions are posted on CASN's YouTube channel.

# 5 Inspire nurses to pursue master's and PhDs in nursing and careers in academic nursing

## A) Work with key partners to continue to improve the quality and increase the visibility of nursing education

### *Explore new opportunities for national and international collaboration*

- CASN developed a partnership with CAE, a health and aeronautics simulation company, to create the document *Top 10 Adult Nursing Situations for High Fidelity Simulation* that identifies situations new graduates should have experienced as students, using a national consensus-based approach, and has released high-fidelity scenarios for each developed by faculty with expertise in simulation across Canada.
- In advancing of a Public Health Agency of Canada-funded project related to the effects of climate driven vector-borne infectious diseases on health in Canada, CASN has participated in the following:
  - The Public Health Agency of Canada's (PHAC) national multi-disciplinary roundtable discussions on Lyme disease (June 2018, October 2018, and May 2019).
  - PHAC Committee for the Education of Health Professionals on Zoonosis and Climate Change (November 2018, February 2019 and April 2019).
  - The Society of Obstetricians and Gynecologists of Canada (SOGC) Expert Committee on Lyme disease and other tick-borne diseases during pregnancy (December 2018). CASN also provided expertise on a national survey on Lyme disease and maternal transmission.
- CASN developed a new partnership with the Association of Faculties of Pharmacy of Canada (AFPC) and the Canadian Association for Social Work Education — Association canadienne pour la formation en travail social (CASWE-ACFTS) to collaboratively foster curricular change in education programs in entry level education programs of the three professions.

### *Enhance existing collaborations and establish MOUs with other professional groups (e.g., CCRNR, CAPNE, CIHEA, AFMC, CAGS, etc.)*


- A partnership was established several years ago with CAPNE to include practical nurse programs in the CASN annual faculty and student survey. This collaboration has been working well. In addition, discussions are under way with CAPNE regarding a MOU related to the practical nurse accreditation program.
- CASN, in partnership with the Canadian Patient Safety Institute (CPSI), developed national consensus-based guidelines related to the integration of the patient safety competencies in nursing education. This work culminated in the joint CASN-CPSI Learning Outcomes for Patient Safety in Undergraduate Nursing Curricula publication released in November 2018. CASN and CPSI are collaboratively undertaking dissemination and knowledge transfer activities of these guidelines.
- CASN is a member of Canadian International Health Education Association (CIHEA) and the Executive Director serves on the Board of Directors of this organization.
- CASN provides the secretariat function for the Global Alliance for Leadership in Nursing Education and Science (GANES), an international collaboration of national and regional schools of nursing, and led the initiative to create *Global Pillars for Nursing Education*, released in June 2019.

# 5 Year Expected Outcomes

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1. All Nursing Schools in Canada experience their CASN accreditation as meaningful, a symbol of excellence and aligned with the provincial standards they have to meet
2. Over 50% of Nursing Schools in Canada will be using the Canadian Examination for Baccalaureate Nursing.
3. Nursing schools across Canada will have easy access to a repository of leading practices in nursing education and scholarship.
4. Nursing programs across Canada will continue to welcome a diverse student population.
5. CASN will continue to receive guidance from CINA on supporting schools in addressing the Truth and Reconciliation Commission Report calls to action.
6. Canada will have 10% more nurses enrolled in PhD programs and seeking careers in academic nursing (as compared to 2018).
7. CASN will have rich and meaningful partnerships that improve the quality and standing of undergraduate and graduate nursing education.





Affiliate Member Reports  
Rapports des membres affiliés

# ARCASN REPORT 2018-2019

The Atlantic Canadian Association Schools of Nursing (ARCASN) has 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 the region. The board of ARCASN includes a school representative from each of the 10 Atlantic Canadian Universities along, four executive committee members and the Chair of the Education and Research Committee. More information about our Association can be found on our web page at [www.arcasn.ca](http://www.arcasn.ca) that is hosted by CASN.

## **ARCASN ACTIVITIES**

The board of ARCASN met three times in the 2018-2019 year. Due to fiscal accountability and distance to travel, all members try to meet in person twice per year, once in the fall and once at the AGM. However, this arrangement is becoming more difficult for certain members. Toll-free conferencing is used to help members participate when they are unable to do so in person.

The annual AGM was held on June 14<sup>th</sup> in Antigonish where almost all the executive members remained stable. The annual conference was held at the same time at the Rankin School of Nursing at StFX University (June 13<sup>th</sup> to June 15<sup>th</sup>). The conference titled « Ethics in Nursing: Fostering a Moral Climate of Care for Nursing Research, Practice & Pedagogy » had two keynote speakers: Dr. Franco A. Carnevale from McGill University and Kerry Prosper, Mi'kmaq elder and knowledge-keeper. Linda MacDonald and Jeanne Sarson, founders of Persons Against Non-State Torture were guest speakers. Claire Betker, President of CAN, Christine Rieck Buckley, CEO of the Canadian Nurses Foundation and Cynthia Baker, executive director of CASN also shared thoughts and updates from their respective organizations. A special dedication was made posthumously to Sister Marie Simone Roach for the body of her work and her contribution to nursing education, especially in Northern Nova Scotia.

NCLEX remains a subject of concern for ARCASN and members following closely the linguistic issues raised in New Brunswick.

In celebration of excellence in nursing education and research, two recipients received awards of \$2000.00 for research and one for nursing education at the AGM in June 2019.

Because of our good financial standing, we were able to sponsor students' meals during the annual conference and are adding a special fund of 500\$ to help one of the 2019 award recipients attend the next AGM and conference which will be at Dalhousie University in June 2020.

One ARCASN Life Memberships was awarded: Dr. France Marquis (UdeM retired).

During the last year, the Strategic Plan which involves increasing our social media presence by creating a Facebook page and a Twitter account. Minor revisions were also made to the Constitution and the By-Laws.

Respectfully submitted,

Suzanne Harrison RN, PhD  
President, ARCASN

# QRCASN Report 2018-2019

## Rencontres des instances de gouverne :

En 2018-2019, l'Assemblée générale annuelle s'est tenue le 5 novembre 2018. Les membres du Conseil d'administration de l'ACESI-RQ se sont rencontrés deux fois, soit le 5 novembre 2018, dans le cadre du Congrès annuel de l'Ordre des infirmières et infirmiers du Québec (OIIQ) à Montréal et le 29 mai 2019 à la Faculté des sciences infirmières de l'Université McGill. Les membres du comité exécutif ont tenu une rencontre le 28 mai 2018 et une autre le 7 octobre 2019.

## Membre du comité exécutif 2018-2019

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

## Rapport annuel 2017-2018

- En 2018-2019, les activités de l'ACESI-RQ ont été les suivantes :
  - Les rencontres du Conseil d'administration de l'ACESI-RQ ont, entre autres, permis de dresser des bilans
  - Financier par la trésorière et l'adoption de ce bilan
  - Forum du 1er cycle
  - Forum de 2e cycle- pratique avancée
  - ACESI-Nationale
  - Comité des experts ministériels en soins infirmiers
- Les échanges qui en ont découlé ont favorisé un partage des informations et des préoccupations. Des enjeux concernant le 1e cycle et le 2e cycle y ont donc été discutés de même que des avenues à envisager pour le futur.
- Le Forum du 1er cycle, présidé par Johanne Goudreau a tenu huit réunions, soit en février, en avril, en septembre et en novembre 2018. Des rencontres ont eu lieu en février, en mars et avril 2019. Lors de ces rencontres, les membres ont poursuivi l'examen des programmes de 1er cycle respectifs des différentes universités à la lumière du Cadre national de formation infirmière de l'ACESI par les différentes universités. Une cartographie a été réalisée et discutée afin d'identifier les points communs et divergents dans les programmes de formation.
- Lors des rencontres du Forum de 1er cycle, des discussions se sont poursuivies dans la foulée de celles amorcées l'année précédente sur les difficultés vécues par les universités concernant les stages. Le même constat demeure soit l'utilisation de milieux en santé communautaire et en soins critiques pour les maisons d'enseignement collégial. Les pré-requis d'admission dans nos programmes ont aussi faits l'objet de discussion ainsi que la place de la simulation dans nos programmes et les aspects abordés en santé communautaire et en soins critiques.
- Deux journées spéciales ont été organisées, regroupant des experts de nos programmes, l'une sur la santé communautaire et l'autre sur les soins critiques, afin d'amorcer des travaux qui se poursuivront en 2019-2020 visant à dégager les notions prioritaires à enseigner aux étudiantes pour mieux faire ressortir les spécificités universitaires dans ces secteurs. Les travaux permettront une harmonisation entre nos programmes de formation.

Kathleen Lechasseur, inf. Ph.D.  
Présidente de l'ACESI-RQ

# COUPN/CAATS (Ontario) Report 2018-2019

## 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 are committed to working together in partnership to strengthen nursing education.

## Actions Taken

COUPN-CAATs joint activities over the past year have included:

- Participating as subject matter experts, pilot sites and full implementation of the College of Nurses of Ontario (CNO)'s new program approval framework and process.
- Participating on a CNO "Academic Reference Group" developed to enhance communications between CNO and nursing educators on key issues.
- Participating in 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 have representation on this committee.
- Participating in consultations of the Principal Nursing Advisors' Task Force on its vision for the future of nursing in Canada to strengthen pan-Canadian health human resource planning, developed at the request of the federal Committee of Health Workforce.

COUPN members have:

- raised concerns with the provincial government regarding the French adaptation of the NCLEX and the inadequacy of exam preparatory materials for francophone students;
- engaged in discussions about educational programs to address the expansion of RN scope of practice to include prescribing and diagnosis;
- participated in provincial consultations on collaborative nurse education.
- hosted the Annual COUPN Awards in Toronto in April, to celebrate excellence in nursing education and scholarship.

## COUPN-CAATs Executive Committee 2019-20

| CAATs Executive Members                          | COUPN Executive Members                                |
|--|--|
| Sandra DeLuca, Fanshawe College (CAATS Co-Chair) | Linda Johnston, University of Toronto (COUPN Co-Chair) |
| Marilyn King, Sault College                      | Linda Patrick, University of Windsor                   |
| Paula Mastrilli, George Brown College            | Victoria Smye, Western University                      |
| Barb Le Blanc, St. Lawrence College              | Kirsten Woodend, Trent University                      |



# WNRCSN Report 2018-2019

## 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 2019 conference was held in Edmonton, AB and was hosted by the University of Alberta Faculty of Nursing collaborating with the University of Calgary, Athabasca University, Red deer College, MacEwan University, and Grand Prairie Regional College.

The conference theme was Rejuvenating Nursing Education Through Relational Practice

There was excellent attendance at the conference with participants coming from all of the western provinces and territories. The AGM was also well attended.

## Annual Awards

### *Nursing Education Innovation Award \$5000*

Online, Situated Learning: Maternal Child Nursing Practice in Rural Manitoba  
Catherine Baxter Brandon University, MB

### *Nursing Education Research Award \$5000*

Informatics Preparedness among Canadian Nursing Students: A Baseline Assessment  
Manal Kleib (PI) University of Alberta, AB  
Lynn Nagle University of Toronto, ON  
Karen Furlong University of New Brunswick, NB

### *Graduate Student Nursing Research Award \$2500*

The Theoretical Construction and Measurement of Writing Self-Efficacy: A Proposed Mixed-Methods Validation Study in Four Phases  
Kim M. Mitchell University of Manitoba, MB  
\*Supervisor: Diana E. McMillan University of Manitoba, MB

## Focus of this past year

In response to the persistent challenges in continuity for WNRASN processes and responsibilities, a number of committees were created and populated to ensure stability and continued progression of projects regardless of Executive Member turnover. The WNRCSN executive expended great effort to establish a conference hosting schedule, running through to 2031 in discussion with the Members at Large. The executive also streamlined the process in which grant money was distributed and managed, and aligned with other granting agencies.

## Next Steps

We continue to explore ways to meet our member needs beyond the annual conference and awards, and there was a robust discussion of possibilities. There were challenges in moving forward many of the proposed projects as many of the MALs in attendance were substitutes. However, the proposed ideas will be carried forward to the next MAL and AGM in 2020. The WNRCSN leadership will transition also occurred at the AGM in February 2020 with Kim Daly moving into the role of President and a yet to be determined individual for the Secretary-Treasurer position. Both members of the rotating executive will be from the University of Victoria.

# CNSA Report 2018-2019

The Canadian Nursing Students' Association has had a busy year! We began with our National Conference hosted by the University of Calgary from January 21st to the 25th at the Westin Hotel. The theme was 'Aspire to Inspire'. This is also where the current 2019-2020 Board of Directors were elected for their term. In May, the Board of Directors had their first in-person board meeting held in Ottawa. This is where we solidified our action plan for the year. Topics included orienting the new board members, membership strategy in light of the Ford government in Ontario with ancillary fees, and much more.

At the end of May, six Board members attended the CNA Annual Meeting held in Vancouver, BC where they were able to vote on important matters related to nursing and submit resolution statements that were accepted into the organization to be implemented: forced sterilizations, and abortions.

The beginning of June four Board members attended the CFNU Biennial held in Fredericton, NB and network with the unions presidents and members from all over Canada. In July, four Board members attended the ICN Congress in Singapore where they were able to make a global presence.

In August, CNSA organized a second in-person board meeting to discuss the new school year and to receive updates on initiatives that began in May. We were able to have 3 Leadership Award-winning nursing students attend and observe and be a part of the board activities.

The school year is the busiest time for CNSA. Our CNSA Regional and National Conferences are coming up:

- Ontario Regional Conference, hosted by University of Ottawa November 8th-10th
- Atlantic/Quebec Regional Conference, hosted by Universite de Moncton November 8th-10th
- Western/Prairie Regional Conference, hosted by University of Fraser Valley, November 1st-3rd
- CNSA National Conference, hosted by McGill University, January 22nd-25th

In addition to conferences, CNSA has added four new awards that were released in August for mental health student advocacy, practical nursing students, parents in nursing and registered psychiatric nursing students. We received over 120 applications for these awards with the majority of the applications being for mental health student advocacy and parents in nursing - with these essays all being so powerful and personal. These awards have been added as standing awards. The next round of applications will be due early 2020 through the CNF website.

We do have our Indigenous Health Week and Mental Illness Awareness Week coming up, in which we have partnered with our stakeholders. IHW will be from September 30th to October 4th, and MIW will be from October 7th to October 11th.

If you would like more information on the following, please do not hesitate to contact Victoria, the CNSA President, at [president@cnsa.ca](mailto:president@cnsa.ca).

Miigwetch.



Boards and Committees  
Conseils et comités

## Board of Directors Conseil d'administration

|   |   |  |
|---|---|--|
| <b>President</b>                                      | <b>Sonya Grypma</b><br>Trinity Western University   | <b>Présidente</b>  |
| <b>President-Elect</b>                                | <b>Linda Patrick</b><br>University of Windsor   | <b>Présidente-désignée</b>   |
| <b>Past President</b>                                 | <b>Pauline Paul</b><br>University of Alberta  | <b>Présidente sortante</b>   |
| <b>Treasurer</b>                                      | <b>Kirsten Woodend</b><br>Trent University  | <b>Trésorière</b>  |
| <b>Directors<br/>Western-Northwestern<br/>Schools</b> | <b>Ann Syme</b><br>Langara College<br><br><b>Lorraine Holtslander</b><br>University of Saskatchewan<br><br><b>Donna Murnaghan</b><br>Thompson Rivers University | <b>Administratrices<br/>Région de l'ouest et de<br/>nord-ouest</b> |
| <b>Directors<br/>Ontario Schools</b>                  | <b>Sandy Deluca</b><br>Fanshawe College<br><br><b>Victoria Smye</b><br>Western University<br><br><b>Linda Jane Johnston</b><br>University of Toronto            | <b>Administratrices<br/>Région de l'Ontario</b>                    |
| <b>Directors<br/>Quebec Schools</b>                   | <b>Amélie Blanchet Garneau</b><br>Université de Montréal<br><br><b>Clémence Dallaire</b><br>Université Laval  | <b>Administratrices<br/>Région du Québec</b>                       |
| <b>Directors<br/>Atlantic Schools</b>                 | <b>Alice Gaudine</b><br>Memorial University of Newfoundland<br><br><b>Willena Nemeth</b><br>Cape Breton University  | <b>Administratrices<br/>Région de l'atlantique</b>                 |
| <b>Public Representative</b>                          | <b>Louise Sweatman</b><br>Canadian Medical Association  | <b>Représentante du public</b>                                     |
| <b>Student<br/>Representative</b>                     | <b>Latitia Pelley-George</b><br>Vice-President, Canadian Nursing Students Association (CNSA)  | <b>Représentant des<br/>étudiant(e)s</b>                           |
| <b>Accreditation Bureau<br/>Chair</b>                 | <b>Suzie Durocher-Hendriks</b><br>Université de Moncton   | <b>Représentante du Bureau<br/>d'Agrément</b>                      |

# Committees

## Comités

### Advisory Committee on Accreditation Policy (ACAP) / Comité consultatif de l'ACESI sur la politique d'agrément (CCPA)

|   |  |
|---|--|
| VACANT (Board Liaison)                                      |  |
| Lise Guerrette Daigle (Chair - Professional representative) | Université de Moncton                        |
| Vicki Foley (Regulatory Representative)                     | ARNPEI                                       |
| Darlene O'Reilly (Regulatory Representative)                | College of Registered Nurses of Manitoba     |
| (Education Cttee Rep) VACANT                                |  |
| Mina Singh (Faculty Representative)                         | York University                              |
| Molly Westland (Faculty Representative)                     | Fleming College                              |
| Mariann Rich (Faculty Representative)                       | Athabasca University                         |
| Isabelle St. Pierre (Faculty Representative)                | Université de Québec en Outouais             |
| Josee Bonneau (Faculty Representative)                      | McGill University                            |
| Pertice Moffitt (Faculty Representative)                    | Aurora College                               |
| Rosemary Herbert  | University of Prince Edward Island           |
| Sandy Rennie (Interprofessional representative)             | Physiotherapy Education Accreditation Canada |
| Pauline Paul, CASN President                                | Ex-officio                                   |
| Cynthia Baker, CASN Executive Director                      | Ex-officio                                   |

### Advocacy Committee / Comité de défense

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

### Audit Committee / Comité d'audit

|                         |  |
|-------------------------|--|
| Kirsten Woodend         | Treasurer, Trent University                    |
| Sonya Grypma            | President, Trinity Western University          |
| Linda Patrick           | President-Elect, University of Windsor         |
| Pauline Paul            | Past President, University of Alberta          |
| Louise Sweatman         | Public Representative, CASN Board of Directors |
| Willena Nemeth          | Board of Directors                             |
| CASN Executive Director | Ex-officio                                     |

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

|   |   |
|---|---|
| Molly Westland (Chair - Faculty representative)                     | Trent/Fleming School of Nursing, Fleming College  |
| Landa Terblanche (Faculty representative)                           | Trinity Western University  |
| Suzie Durocher-Hendriks (Chair - Faculty representative- bilingual) | Faculty of Nursing, Moncton University  |
| Janet Landeen (Faculty representative)                              | School of Nursing, McMaster University  |
| Mina Singh (Faculty representative)                                 | York University   |
| Sylvie Jetté (Faculty representative- <i>bilingual</i> )            | École des sciences infirmières, Université de Sherbrooke  |
| Francis Gallagher (Faculty representative- <i>bilingual</i> )       | École des sciences infirmières, Université de Sherbrooke  |
| Chantal Saint-Pierre (Faculty representative- <i>bilingual</i> )    | Université de Québec en Outaouais   |
| Daniel Gagné (Faculty representative- <i>bilingual</i> )            | Saint Boniface University   |
| Bilkis Vissandjée (Faculty representative- <i>bilingual</i> )       | Faculté des sciences infirmières, Université de Montréal  |
| Monique Cormier-Daigle (CNA nursing practice representative)        | Coordinatrice régionale pratique professionnelle en soins infirmiers, Vitalité  |
| Chantal Saumure (CNA nursing practice representative)               | Directrice régionale de la qualité, expérience clientèle, performance et services des bénévoles, Réseau de santé Vitalité |
| Louise Nasmith (AUCC Academic representative- <i>bilingual</i> )    | University of British Columbia  |
| Alexandra Wright (AUCC Academic representative)                     | Canadian Association of Socialwork Education, Adjunct Professor, University of Manitoba                                   |
| Christopher Rutherford (Community representative)                   | Low Murchison Radnoff LLP   |
| Maria Brunello (Community representative)                           | University Health Network   |
| Cheryl Hamilton (Regulatory representative)                         | Saskatchewan Registered Nurses Association  |
| Sandra Young (Regulatory representative)                            | College and Association of Registered Nurses of Alberta   |
| Don Flaming (Regulatory representative)                             | College and Association of Registered Nurses of Alberta   |
| Natalie Bownes (Student representative)                             | University of Windsor   |
| Christine Cassidy (Student representative)                          | Dalhousie University  |
| Irene Wu-Lau (Observer)   | College of Nurses of Ontario  |
| CASN President  | Ex-officio  |
| CASN Executive Director   | Ex-officio  |

## CNEI Advisory Board / Conseil consultatif d'ICIE

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| Linda Ferguson (Chair)  | University of Saskatchewan     |
| Chris Power             | Community representative, CPSI |
| Sandra DeLuca           | Fanshawe College               |
| Deborah Tamblyn         | Dalhousie University           |
| Janet Landeen           | McMaster University            |
| Janine Lennox           | Langara College                |
| Florence Myrick         | University of Alberta          |
| Jacinthe Pepin          | Université de Montréal         |
| Kirsten Woodend         | Trent University               |
| Susan Duncan            | University of Victoria         |
| CASN President          | Ex-officio                     |
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**Canadian Examination for Baccalaureate Nursing Advisory Committee/ Le comité consultatif sur l'examen canadien du baccalauréat en sciences infirmières**

|                           |  |
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| Alice Gaudine             | Memorial University                                    |
| Catherine Baxter          | Red River College                                      |
| Clémence Dallaire         | Université Laval                                       |
| Denise Bowen              | Registered Nurses Association of the NWT and NU        |
| Sandra Davidson           | University of Calgary                                  |
| Janine Lennox             | Langara College  |
| Jennifer Medves           | Queen's University                                     |
| Kathleen MacMillan        | Dalhousie University                                   |
| Latitia Pelley-George     | CNSA   |
| Victoria Marchand         | CNSA   |
| Linda Ferguson            | University of Saskatchewan                             |
| Linda Patrick             | University of Windsor                                  |
| Lorna Butler              | University of New Brunswick                            |
| Pauline Paul              | University of Alberta                                  |
| Sandra Deluca             | Fanshawe College                                       |
| Pierre Godbout            | Université de Moncton                                  |
| Sylvie Larocque           | Laurentian University                                  |
| Willena Nemeth            | Cape Breton University                                 |
| Laurie Janes              | Nurses Association of New Brunswick                    |
| Patrice Drake             | University of Prince Edward Island                     |
| Catherine O'Brien Larivee | University of New Brunswick                            |
| Josette Roussel           | Canadian Nurses Association                            |
| Viren N. Naik             | Royal College of Physicians and Surgeons of Canada     |
| Caroline Chartrand        | Canadian Indigenous Nurses Association-MB board member |
| Ann Syme                  | Langara College  |
| Christine Rieck Buckley   | Canadian Nursing Foundation                            |

**Canadian Examination for Baccalaureate Nursing Exam Committee/ Le comité sur l'examen canadien du baccalauréat en sciences infirmières**

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| Cheryl Pulling          | Queen's University                          |
| Evelyn Kennedy          | Cape Breton University                      |
| Michelle Lalonde        | University of Ottawa                        |
| Sylvie Laroque          | Laurentian University                       |
| Pat Bradley             | York University                             |
| Suzie Durocher-Hendriks | Université de Moncton                       |
| Shelley Cobbett         | Dalhousie University                        |
| Lori Schindel Martin    | Daphne Cockwell School of Nursing (Ryerson) |
| Louise Boyer            | Université de Montreal                      |
| Sarah Champ             | Canadian Association of Nurses in Oncology  |
| Sandra Goldsworthy      | University of Calgary                       |
| Charissa Cordon         | Canadian Association of Nurses in Oncology  |

**Climate-Driven Vector-Borne Infectious Diseases Project / Projet sur les maladies infectieuses à transmission vectorielle liées à la variabilité climatique**

|                                  |   |
|----------------------------------|---|
| Ruth Schofield (Co-Chair)        | McMaster University   |
| Cheyenne Joseph (Co-Chair)       | University of New Brunswick                                       |
| Aden Hamza                       | Canadian Nurses Association                                       |
| Marilee Nowgesic                 | Canadian Indigenous Nurses Association                            |
| Adrienne Hansen-Taugher          | KFL&A Public Health   |
| Richard Rusk                     | Medical Officer, Government of Manitoba                           |
| Sue Faber                        | Registered Nurses Association of Ontario                          |
| Muriel Kranabetter               | University of British Columbia - Okanagan                         |
| Andrea Chircop (Acting co-chair) | Dalhousie University  |
| Marie Dietrich Leurer            | University of Saskatchewan  |
| Suzanne Rowland                  | Infection and Prevention Control Canada / Ottawa Public Health    |
| Sylvane Filice                   | Lakehead University   |
| Dan Gregson                      | Association of Medical Microbiology and Infectious Disease Canada |
| Julie Thériault                  | Public Health Agency of Canada                                    |
| Madi Sutton                      | Person with lived experience/ Patient advocate                    |
| Judith Lapierre                  | Université de Laval   |
| Lorraine Holtstander             | University of Saskatchewan, CASN Board Liaison Member             |
| Cynthia Baker                    | Canadian Association of Schools of Nursing (ex-officio)           |

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

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| Amy Palma         | McMaster University                 |
| Monique Sedgwick  | University of Lethbridge            |
| Kathy Watkins     | Memorial University of Newfoundland |
| Tracie Risling    | University of Saskatchewan          |

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

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| Linda Patrick (Chair)                | University of Windsor  |
| Mary Anne Krahn (undergrad studies ) | Fanshawe College       |
| Anne Bruce (grad studies)            | University of Victoria |
| Ann Rheaume Bruning (grad studies)   | University of Moncton  |
| Clémence Dallaire                    | Université Laval       |
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**Committee on Research and Scholarship / Comité permanent, Recherche et Avancement des connaissances**

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| Netha Dyck                | University of Manitoba |
| Linda Johnston            | University of Toronto  |
| Bernie Pauly              | University of Victoria |
| Judeline Innocent         | Durham College/UOIT    |
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| CASN Executive Director   | Ex-officio             |
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**Graduate Studies Committee / Forum, Deuxième Cycle**

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| Alice Gaudine (Board Liaison) | Memorial University of Newfoundland |
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**IEA Accreditation Advisory Committee / Comité consultatif sur l'agrément des IFE**

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

**Nurse Practitioner Accreditation Program Advisory Committee / Comité consultatif sur l'agrément des programmes de formation d'infirmières praticiennes**

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| Donna Best                              | Memorial University of Newfoundland         |
| Cheryl Dika                             | University of Manitoba                      |
| Faith Donald (Co-chair)                 | Ryerson University                          |
| Elsie Duff                              | Saskatchewan Polytechnic University         |
| Dana Edge                               | Queen's University                          |
| Debbie Fraser                           | Athabasca University                        |
| Kathleen Hunter                         | University of Alberta                       |
| Caroline Larue                          | University of Montreal                      |
| Ruth Martin-Misener                     | Dalhousie University                        |
| Lynn Miller                             | College of Registered Nurses of Nova Scotia |
| Esther Sangster-Gormley (Co-chair)      | University of Victoria                      |
| Fran Seymour                            | University of New Brunswick                 |
| Terry Kean                              | University of Prince Edward Island          |

**Practical Nurse Accreditation Program Advisory Committee / Comité consultatif sur l'agrément des programmes de formation d'infirmières auxiliaires**

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| Fran Abbott                          | Centre for Nursing Studies                           |
| Christie Lougheed Bambrick           | Holland College                                      |
| Catherine Bradbury                   | Yukon College  |
| Susan Duff                           | New Brunswick Community College                      |
| Sandra DeLuca (Co-chair)             | Fanshawe College & CASN Board representative         |
| Netha Dyck                           | Saskatchewan Polytechnic University                  |
| Julie Gilbert                        | Vancouver Community College                          |
| Carly Hall                           | Camosun College                                      |
| Joanne Hunter (Co-chair)             | Northern Lakes College                               |
| Blandine Kapita Kama                 | Université Saint Boniface                            |
| Kirk Joyce                           | Assiniboine College                                  |
| Janine Lennox                        | Langara College                                      |
| Judy Morrow                          | Nova Scotia Community College                        |
| Holldrid Odreman                     | Niagara College                                      |
| Sue Starks                           | Yukon College  |
| Linda Watson (previously O'Halloran) | St. Clair College                                    |
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| Wanda Wadman                         | College of Licensed Practical Nurses of Newfoundland |
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**Truth and Reconciliation Committee / Comité - vérité et réconciliation**

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| Marilee A Nowgesic (Chair)         | Canadian Indigenous Nurses Association (CINA) |
| Julian Morrison/Christopher Wong   | Assembly of First Nations                     |
| Mike Villeneuve                    | Canadian Nurses Association                   |
| Victoria Marchand (Jayden Meville) | Canadian Nursing Students' Association        |
| Alice Gaudine                      | Memorial University, CASN Board Liaison       |
| Amélie Blanchet Garneau            | Université de Montreal                        |
| Jodi Tuck                          | McGill University                             |
| Victoria Smye                      | Western University                            |
| david Gregory                      | University of Regina                          |
| Donna Murnaghan                    | Thompson Rivers University                    |
| Christina Chakanyuka               | University of Victoria                        |
| Hope Bilinski/Philip Woods         | University of Saskatchewan                    |
| Francoise Fillion                  | McGill University                             |
| Gaylene Potter                     | Red Deer College                              |
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**Undergraduate Studies Committee / Comité sur les études de premier cycle**

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| Linda Patrick (Co-Chair)   | Faculty of Nursing, University of Windsor |
| Ann Smye                   | British Columbia Institute of Technology  |
| Johanne Goudreau           | Université de Montréal                    |
| Mary Anne Krahn (Co-Chair) | Fanshawe College                          |

Canadian Association of Schools of Nursing  
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