

Annual Report 2018

Rapport Annuel 2018



CASN
ACESI









CASN ACESI



CASN's MISSION

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

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

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

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

Mission de l'ACÉSI



CASN ACESI



TABLE OF CONTENTS / TABLE DES MATIÈRES

PRESIDENT'S MESSAGE / MESSAGE DE LA PRÉSIDENTE	6
EXECUTIVE DIRECTOR'S MESSAGE / MESSAGE DE LA DIRECTRICE GÉNÉRALE	8
STRATEGIC PLAN STATUS UPDATE / PLAN STRATÉGIQUE MISE À JOUR	11
AFFILIATE MEMBER REPORTS / RAPPORTS DES MEMBRES AFFILIÉS	51
BOARD OF DIRECTORS 2016-2017 / CONSEIL D'ADMINISTRATION 2017-2018	60
COMMITTEE MEMBERS 2017-2018 / MEMBRES DES COMITÉS 2017-2018	61
FINANCIAL STATEMENTS / RENSEIGNEMENTS FINANCIERS	67



PRESIDENT/ PRÉSIDENTE

PAULINE PAUL, PHD, RN

Dear members,

Welcome to the 2018 CASN Council meeting. Since 1942, CASN has been a source of support for its members and has provided an essential national forum for discussion and decision-making. The Association continues to be a vital part of nursing education, and it will certainly play an important role in years to come.

We have had another productive year. In May 2017, the CASN Board of Directors determined that creating a voluntary bilingual exit examination for baccalaureate students that is based on CASN's *National Nursing Education Framework* was desirable. We have now reached the stage where there will be pilot testing of the examination in 2019.

In May 2016, the Board decided to expand the CASN Accreditation Program to include the accreditation of practical nursing (PN) programs, bridging programs for internationally educated nurses (IENs), and nurse practitioner (NP) programs. The development of these new accreditation programs is pro-active for our association, and we are pleased that progress is being made in each one of them. For each accreditation program, an advisory committee was created to oversee the development of the program, each with broad representation from across the country.

The NP Accreditation Advisory Group has been working since 2016 to develop accreditation standards and process for the accreditation of NP programs, and focus groups were held in 2017 and 2018 to obtain input into the standards; several programs have come forward to pilot the NP accreditation program beginning in 2019.

For the IEN Accreditation Program, an Advisory Committee was created in 2016 to guide the development of the accreditation program for IEN bridging programs. The program is at the approval stage and it is anticipated to launch in 2018.

Finally, at the request of CASN accredited member schools, an Advisory Committee for the accreditation of PN programs has been working since 2017 to develop accreditation standards and process for the accreditation of those programs.

The key activity of the CASN Board this year was the creation of a new strategic plan for the next five years. Board members and CASN staff are enthusiastic about our new plan and we look forward to its implementation. It is amazing how time flies. It seems that it was yesterday that I became President of CASN and it is hard to believe that my term is ending. I wish all the best to Sonya Grypma who will become President at the end of this Council. She is a most capable leader who will bring a lot of wisdom to the role.

Pauline Paul
President CASN

Chères membres,

Bienvenue à la réunion du Conseil de l'ACESI de 2018. L'ACESI, depuis sa création en 1942, est une source de soutien pour ses membres ainsi qu'une tribune essentielle de discussion et de prise de décisions à l'échelle nationale. L'Association continue d'être essentielle à la formation infirmière, et son rôle devrait conserver son importance au cours des prochaines années.

Nous avons connu une autre année productive. En mai 2017, le conseil d'administration de l'ACESI a conclu qu'il serait souhaitable de créer pour les étudiantes au baccalauréat un examen bilingue volontaire de fin d'études basé sur le *Cadre national de formation en sciences infirmières* de l'ACESI; en 2019, nous en serons à l'étape des essais pilotes pour cet examen.

En mai 2016, le conseil d'administration a bonifié le programme d'agrément de l'ACESI afin d'y inclure l'agrément des programmes de formation pratique en sciences infirmières, des programmes de transition pour les infirmières formées à l'étranger (IFE) et les programmes pour infirmières praticiennes (IP). Notre association s'est montrée proactive dans l'élaboration de ces nouveaux programmes d'agrément, activité qui sera supervisée par un comité consultatif créé pour chacun d'eux. Ces derniers sont largement représentés dans l'ensemble du pays et nous sommes heureuses de leur évolution.

Le comité consultatif sur l'agrément des IP travaille depuis 2016 à l'élaboration de normes et d'un processus pour l'agrément des programmes pour IP. Des groupes de discussion ont été organisés en 2017 et 2018 pour recueillir des commentaires sur ces normes, et plusieurs programmes se sont proposés pour tester le programme d'agrément des IP à partir de 2019.

Un comité consultatif a été mis sur pied en 2016 afin de guider le développement du programme d'agrément en ce qui concerne les programmes de transition pour les IFE. Ce programme est actuellement en phase d'approbation et son lancement est prévu pour 2018.

Enfin, à la demande des écoles membres agréées de l'ACESI, un comité consultatif travaille depuis 2017 à l'élaboration des normes et d'un processus d'agrément pour les programmes de formation pratique en sciences infirmières.

Cette année, le conseil d'administration de l'ACESI s'est concentré sur la création d'un nouveau plan stratégique pour les cinq prochaines années. Les membres du conseil d'administration et le personnel de l'ACESI sont enthousiastes à propos de ce plan, et nous attendons avec impatience sa mise en œuvre. Le temps passe tellement vite! J'ai l'impression d'être devenue présidente de l'ACESI hier; j'ai du mal à croire que mon mandat se termine. Je souhaite la meilleure des chances à Sonya Grypma, qui deviendra présidente à la fin de cette réunion du Conseil. Elle est une dirigeante très compétente qui apportera à ce rôle beaucoup de sagesse.



Pauline Paul
Présidente de L'ACESI



EXECUTIVE DIRECTOR / DIRECTRICE GÉNÉRALE

CYNTHIA BAKER, RN, PHD

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 2018 and also to recognize 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). This year, we launched a new certification program in simulation pedagogy. In addition, the development of a national certification examination in simulation for nurse educators is currently underway. This will provide formal recognition that a nurse educator has integrated the competencies that are needed in effective simulation-based nursing education.

In partnership with the Association of Faculties of Pharmacy and the Canadian Association of Social Work Education, we were pleased to obtain funding from Health Canada to develop interprofessional educational guidelines and resources related to the burgeoning opioid crisis in Canada. Work has just begun on this three-year project, and we will be keeping you informed as it moves along.

With warming temperatures and increased precipitation in Canada as a result of climate change, there has been a rise in zoonotic, water-borne, and food-borne illness, which is expected to continue. CASN has launched a project supported by the Public Health Agency of Canada to develop evidence-informed national nursing education guidelines on climate-driven infectious disease as well as a series of online modules to address topics covered in the education guidelines. Our goal is to create tools that will not only help inform the education of future nurses, but may also serve as a resource for nurses in practice.

CASN's Research and Scholarship Committee continued to foster faculty scholarship through a number of initiatives including a *Lunch and Learn* webinar series, *Notes on Nursing Research*—a publication providing researchers with the opportunity to describe ongoing projects on a selected theme area—and the annual Nurse Educators' Research Retreat. In addition, we are pleased to report that article submission and international readership of *Quality Advancement in Nursing Education (QANE-AFI)*, CASN's peer reviewed journal, continues to climb.

In accreditation, we launched the CASN Accreditation Program for IEN Bridging Programs. CASN also completed the development of an accreditation program for nurse practitioner education. Four schools from different regions of Canada will be piloting the NP accreditation program in 2019. The National Office has also begun the extensive national consultation process conducted every seven years to update the accreditation standards for baccalaureate programs of nursing and simplify the documentation required during a review.

National Office staff have focused efforts on developing the Canadian Examination for Baccalaureate Nurses (CEBN) with invaluable input from multiple stakeholder groups and faculty. This initiative has been progressing well, and the CEBN will be piloted across Canada between February and April 2019.

Many nursing education colleagues provided valuable time and expertise to the activities undertaken 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!

Here's to another productive year!

Cynthia Baker, RN., PhD

Chères collègues,

2018 a été une autre année bien remplie pour le personnel dévoué du Secrétariat de l'ACESI, qui s'est évertué à faire progresser la mission de l'Association, qui consiste à promouvoir l'avancement des connaissances et une formation en sciences infirmières de qualité au Canada. J'aimerais donc souligner ici certaines des initiatives qui ont été menées cette année, de même que reconnaître les contributions importantes de membres du corps professoral de partout au Canada aux activités de l'ACESI.

Nous avons continué d'offrir des occasions de développement professionnel aux enseignantes en sciences infirmières par le biais de l'Institut canadien des infirmières enseignantes (l'ICIE), et nous avons cette année introduit un nouveau programme de certification en pédagogie de la simulation. Mais ce n'est pas tout : un examen national de certification en simulation pour ces infirmières est en cours d'élaboration. Ceci nous permettra de reconnaître de façon formelle que les enseignantes en sciences infirmières ont acquis et intégré les compétences nécessaires à une formation infirmière efficace basée sur la simulation.

Dans le cadre de notre partenariat avec l'Association des facultés de pharmacie du Canada et l'Association canadienne pour la formation en travail social, nous avons reçu du financement de Santé Canada afin d'élaborer des lignes directrices et des ressources pédagogiques interprofessionnelles sur la crise naissante des opioïdes au Canada. Ce projet, d'une durée de trois ans, vient tout juste de commencer, et c'est avec plaisir que nous vous tiendrons au courant de son évolution.

Avec la hausse des températures et l'augmentation des précipitations au Canada qui découlent des changements climatiques, le nombre de cas de maladies zoonotiques, d'origine hydrique et d'origine alimentaire a augmenté; nous nous attendons d'ailleurs à ce que ce phénomène se poursuive. L'ACESI a développé un projet, avec le soutien de l'Agence de la santé publique du Canada, qui vise l'élaboration de lignes directrices nationales fondées sur des données probantes pour la formation infirmière en matière de maladies infectieuses liées aux changements climatiques. Le projet vise également la conception d'une série de modules en ligne traitant des sujets abordés par ces lignes directrices. Notre objectif : créer des outils qui serviront à la formation des futures infirmières tout en s'avérant aussi des ressources pour les infirmières dans le cadre de leur pratique.

Le comité sur la recherche et l'avancement des connaissances, de l'ACESI a continué de favoriser la recherche universitaire via un certain nombre d'initiatives, y compris une série de webinaires en format dîner-conférence (*Lunch and Learn*), *Réflexions sur l'avancement des connaissances en sciences infirmières* — une publication offrant aux chercheurs l'occasion de décrire des projets en cours en lien avec un thème choisi — et la Retraite annuelle sur la recherche destinée aux infirmières enseignantes. En outre, nous sommes heureux d'annoncer que le nombre d'articles soumis et de lecteurs internationaux de *Quality Advancement in Nursing Education/Avancées en formation infirmière (AFI-QANE)*, la revue évaluée par des pairs de l'ACESI, est toujours en hausse.

En ce qui concerne l'agrément, nous avons lancé le programme d'agrément de l'ACESI pour les programmes de transition pour les IFE. L'ACESI a également finalisé son programme d'agrément pour la formation des infirmières praticiennes. Ce programme sera introduit, en guise de test pilote, dans quatre écoles de différentes régions du Canada en 2019. Le Secrétariat de l'ACESI a également lancé le vaste processus de consultation nationale qui est mené tous les sept ans en vue de mettre à jour les normes d'agrément des programmes de baccalauréat en sciences infirmières et de simplifier la documentation requise lors d'une évaluation.

Le personnel du Secrétariat s'est concentré sur le développement de l'Examen canadien du baccalauréat en sciences infirmières (ECBSI), avec des renseignements provenant de divers groupes de parties prenantes et membres du corps professoral. Cette initiative a bien progressé depuis son lancement, et l'ECBSI sera mis à l'essai d'un bout à l'autre du Canada entre février et avril 2019.

De nombreuses collègues en formation infirmière ont consacré leur temps précieux et leur expertise aux différentes activités et initiatives entreprises. Il va sans dire que les progrès réalisés n'auraient pas été possibles sans elles. Je profite donc de cette occasion pour leur exprimer, au nom du personnel du Secrétariat de l'ACESI, nos plus sincères remerciements!

À une autre année fructueuse!



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





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

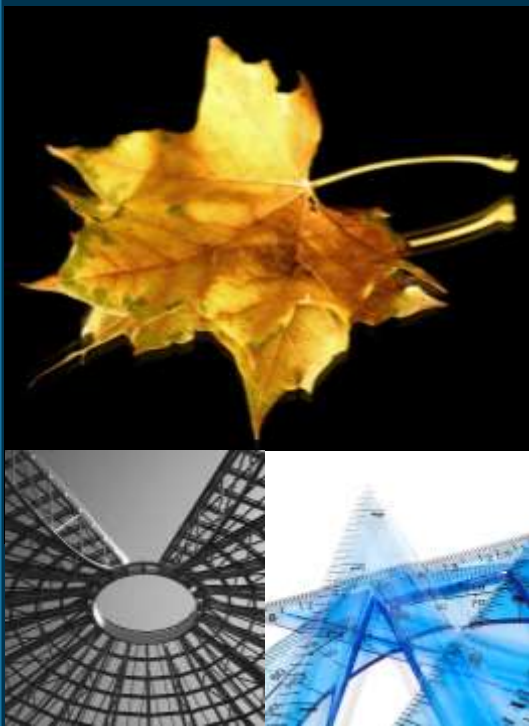
Status Update
November 2018

Mise à jour
novembre 2018

STRATEGIC DIRECTION 1

Create a national framework for our core mission of nursing education.

Develop a national framework that enables innovative local program delivery guided by shared principles that guide excellence in nursing education, in collaboration with member schools, students, other key national voices and international community of nurses.



RECOMMENDED ACTION 1 - MESURE RECOMMANDÉE 1

The framework will outline the central elements of nursing curriculum, drawing on the future of the nursing role and emerging needs of the healthcare system, strengthening the “singularity of nursing integrated with professional diversity.”

Le cadre définira les éléments centraux des programmes d'études en sciences infirmières, s'appuyant sur l'avenir du rôle des sciences infirmières et les besoins émergents du système de soins de santé, renforçant la « singularité des sciences infirmières intégrées à la diversité professionnelle ».

Completed:

- In January 2014, a document entitled *Building a National Framework to Guide the Education of Registered Nurses in Canada* was submitted to the Health Canada, Nursing Policy Unit outlining emerging needs of the health care system and their implications for the education of nurses.
- A document entitled *A National Nursing Education Summit – Summary Report* was released and disseminated in May 2014 at the CASN Biannual Education Conference in Halifax. Content was based on consultations with key stakeholders from education, regulation, and service. It outlines central priority elements for further work.

RECOMMENDED ACTION 2 - MESURE RECOMMANDÉE 2

Develop a framework that identifies core elements for baccalaureate, master's and doctoral education, with central elements that are leveled across degrees.

Élaborer un cadre qui définit les principaux éléments du baccalauréat, de la maîtrise et du doctorat, avec des éléments centraux qui sont présents à tous les cycles d'études.

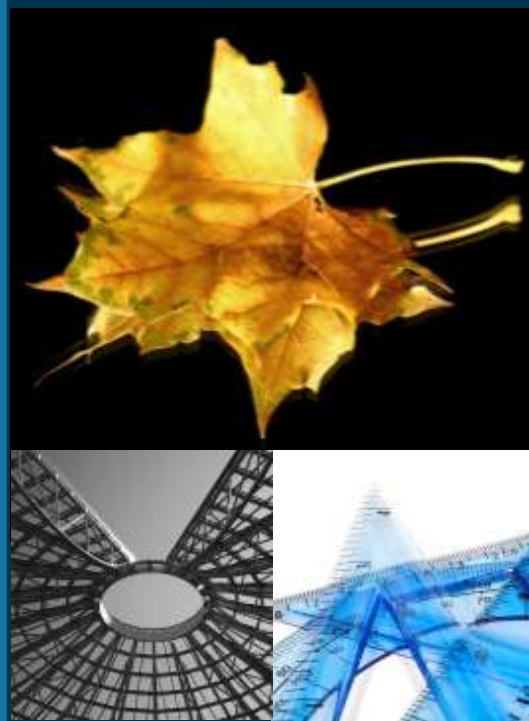
Completed:

- An overarching framework was developed. Six domains were identified and defined to organize graduate expectations across baccalaureate, master's, and doctoral degree levels:
 1. Knowledge
 2. Research, Methodologies, Critical Inquiry & Evidence
 3. Nursing Practice
 4. Communication & Collaboration
 5. Professionalism
 6. Leadership
- The domains were based on an analysis and synthesis of a comprehensive literature review of
 1. Canadian and international documents providing guidelines and evaluation criteria for higher education across disciplines; and
 2. Canadian and international documents identifying entry-to-practice nursing competencies, or content expectations for nursing education.

ORIENTATION STRATÉGIQUES 1

Établir un cadre national pour notre mission fondamentale qu'est l'enseignement des sciences infirmières.

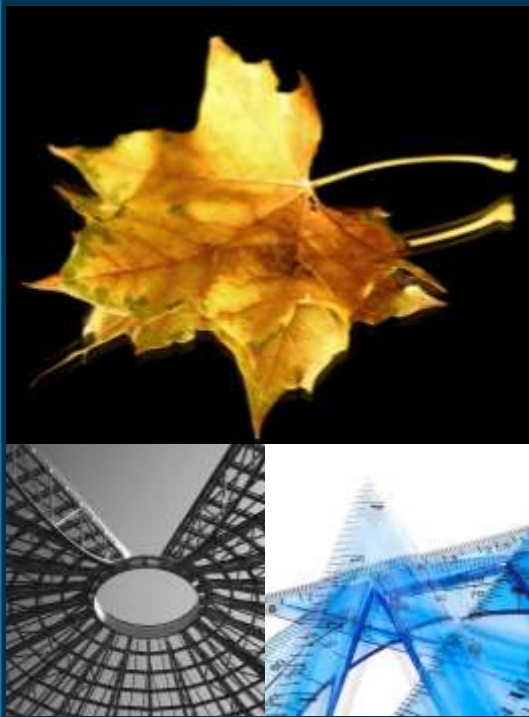
Élaborer un cadre national qui permet l'exécution de programmes locaux innovateurs orientés par des principes partagés qui guident l'excellence dans l'enseignement des sciences infirmières, en collaboration avec des écoles membres, des étudiantes, d'autres acteurs nationaux clés et la communauté internationale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



STRATEGIC DIRECTION 1

Create a national framework for our core mission of nursing education.

Develop a national framework that enables innovative local program delivery guided by shared principles that guide excellence in nursing education, in collaboration with member schools, students, other key national voices and international community of nurses.



RECOMMENDED ACTION 3 - MESURE RECOMMANDÉE 3

Identify the Guiding Principles and Essential Components for baccalaureate and master's nursing education.

Définir des principes directeurs et des éléments essentiels pour l'enseignement des sciences infirmières au niveau du premier cycle et de la maîtrise.

Completed:

- The final framework with guiding principles and essential components for baccalaureate, master's, and doctoral programs in nursing was launched and disseminated at Council in November 2015.
- The framework was included in the revised position statements on for baccalaureate, master's, and doctoral nursing education.

RECOMMENDED ACTION 4 - MESURE RECOMMANDÉE 4

As a first step; hold a Summit before the end of 2013 in partnership with CNA to explore current and future roles of nurses.

Dans un premier temps, tenir un sommet d'ici la fin 2013 en partenariat avec l'AIIC pour explorer les rôles actuels et futurs des infirmières.

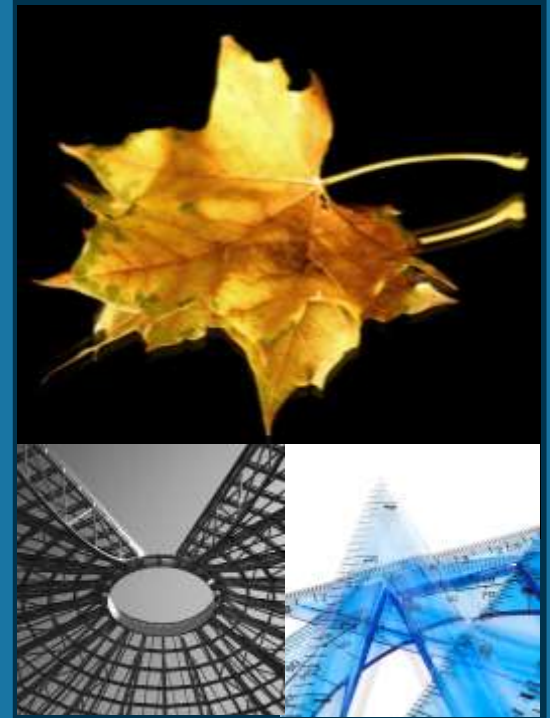
Completed:

- A National Nursing Education Summit was held on October 31 and November 1, 2013, in Toronto to explore the educational needs of the changing context for nursing, the implications of this on nursing roles, and the need to clarify and articulate roles of nursing.
- The project deliverable, a *National Nursing Education Summit – Summary Report*, was released in May 2014.
- The summit summary report was disseminated May 2014 at the CASN Conference in Halifax and on the CASN website.

ORIENTATION STRATÉGIQUES 1

Établir un cadre national pour notre mission fondamentale qu'est l'enseignement des sciences infirmières.

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



STRATEGIC DIRECTION 2

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



RECOMMENDED ACTION 1 - MESURE RECOMMANDÉE 1

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

Identify the Guiding Principles and Essential Components for baccalaureate and master's nursing education.

Définir des sujets clés qui nécessitent un travail soutenu et en collaboration et entretenir des contacts avec d'autres parties prenantes pour créer des stratégies.

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

As a result, key topic areas have been identified and collaborative work with stakeholders carried out to address these topic areas.

MENTAL HEALTH AND ADDICTION

- CASN collaborated with the Canadian Federation of Mental Health Nurses to develop entry-to-practice competencies to foster integration of content related to mental health and addiction in baccalaureate programs. These competencies were disseminated at the 2015 Council meeting.
- CASN participated on RNAO's panel to develop a mental health best practice guideline.
- CASN participated in the Health Canada opioid conference and summit in November 2016. At the summit, CASN committed to 1) disseminating evidence-based educational resources on opioid use through a communication strategy for nurse educators, registered nurses and nurse practitioners, and students in collaboration with the Canadian Nurses Association, and 2) to educating nursing faculties on the growing opioid crisis in Canada through a series of blogs, lunch-and-learn webinars, and a dedicated editorial section in our newsletter reaching over 2,000 members. The goal is to ensure that nursing faculty will have the increased knowledge and support to educate the future generation of nurses about opioid prescribing and the harms associated with opioids.
- The Executive Director participated in the *Pillars of Change: Priorities for Addressing the Opioid Crisis (day long meeting)* as well as the *Knowledge Exchange (KE) Collaborative*, a joint initiative between the Mental Health Commission of Canada and the Canadian Centre on Substance Use and Addiction

WORKPLACE READINESS

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

RECOMMENDED ACTION 1 - MESURE RECOMMANDÉE 1

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

Identify the Guiding Principles and Essential Components for baccalaureate and master's nursing education.

Définir des sujets clés qui nécessitent un travail soutenu et en collaboration et entretenir des contacts avec d'autres parties prenantes pour créer des stratégies.

PUBLIC HEALTH

- In response to concerns of the CASN public health interest group, CASN applied and received funding from the Public Health Agency of Canada to ensure the quality of public health in nursing education. A project was undertaken in partnership with members of the interest group who formed an advisory committee to guide the work. Entry-to-practice public health competencies were developed, as well as an online resource of teaching strategies. This project was completed in December 2015.
- CASN received funding from the Public Health Agency of Canada in September 2018 to develop nursing-specific educational resources on climate-driven infectious disease in Canada. The project was proposed because of the growing concerns about zoonotic, food-borne and water-borne disease that are growing or emerging as a result of climate change (e.g., West Nile Virus, Lyme Disease). CASN will create guidelines and online modules that will support the strengthening of nursing education in preparing nurses to engage in public health nursing activities such as education, assessment, prevention, and health management related to zoonotic, water-borne, and food-borne diseases. This project will build on CASN's previous, more general public health work that resulted in the creation of entry-to-practice public health competencies and an online resource of teaching strategies.

HRH PLANNING

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

ORIENTATION STRATÉGIQUES 2

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



STRATEGIC DIRECTION 2

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



RECOMMENDED ACTION 1 - MESURE RECOMMANDÉE 1

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

Identify the Guiding Principles and Essential Components for baccalaureate and master's nursing education.

Définir des sujets clés qui nécessitent un travail soutenu et en collaboration et entretenir des contacts avec d'autres parties prenantes pour créer des stratégies.

CONTROLLED DRUGS & SUBSTANCES

- CASN completed a Health Canada project focused on the promotion of best prescribing practices for controlled drugs and substances amongst Nurse Practitioners in the spring of 2017. CASN has continued to disseminate and encourage uptake of the resulting competencies and online modules, however the drugs the NPs are authorized to prescribing continues to change. As a result, CASN is working with a small advisory committee to revise the modules, and plans to undertake this process bi-annually.
- In response to the growing opioid crisis in Canada, CASN is partnering with the Association of Faculties of Pharmacy and the Canadian Association of Social Work Education to create interprofessional guidelines, protocols, and online modules to better prepare health and social service professionals to prevent, treat, and reduce harm and stigma related to substance use. This will build on CASN's previous work that resulted in the creation of competencies for prescribing controlled drugs and substances for Nurse Practitioners and a series of accompanying online modules, that was completed in the Spring of 2017. This new project was funded by Health Canada in October 2018.

DIGITAL HEALTH SOLUTIONS

- CASN is engaging in phase four of the digital health initiatives funded by Canada Health Infoway. In early 2018 CASN received funding to create online modules related to the entry-to-practice nursing informatics competencies, as well as electronic prescribing guidelines for nurses and an accompanying module.

MATERNAL HEALTH

- CASN developed entry-to-practice competencies in the specialty area of maternal and newborn health in partnership with the Canadian Association of Perinatal and Women's Health Nurses. The purpose of the competencies is to delineate the core competencies in this specialty area that every nursing graduate should possess while simultaneously assuring that graduates who elect to work in this field have the foundation they will need. Entry-to-Practice Competencies for Nursing Care of the Childbearing Family were completed in 2017 and are a part of the 2017 Council package.
- The Executive Director attended with other CASN staff the gender-based violence information session put on by Status of Women Canada in February 2018.

MENTAL HEALTH

- CASN facilitated the CASN Mental Health Interest Group to conduct a webinar on stigma in May 2016 and another in May 2017 titled: *The Recovery Narrative Assignment: Connecting Lived Experience and the Undergraduate Mental Health & Addiction Competencies*.
- A webinar on *Integrating a Mental Wellness Curriculum* was presented in December 2017.
- Numerous participants attended these sessions (live as well as after the webinar date, by viewing the recordings posted on CASN's YouTube channel online). The webinars were well received.

RECOMMENDED ACTION 1 - MESURE RECOMMANDÉE 1

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

Identify the Guiding Principles and Essential Components for baccalaureate and master's nursing education.

Définir des sujets clés qui nécessitent un travail soutenu et en collaboration et entretenir des contacts avec d'autres parties prenantes pour créer des stratégies.

SIMULATION

- CASN has also facilitated the CASN Simulation Interest Group to conduct the following webinars:
 - The Art of Debriefing in Simulation Based Learning webinar was offered in January 2017.
 - The INACSL Standards of Best Practice: Simulation webinar was offered in October 2017.
 - The *Instrument Development & Testing for Simulation Research: an Example for Assessing Non-technical Skills* webinar was offered in May 2018
- Numerous participants attended these sessions (live as well as after the webinar date, by viewing the recordings posted on CASN's YouTube channel online). The webinars were well received.
- CASN has created a certification program comprised of four modules taught by simulation experts. The program was launched in spring 2018 and has been well received. A certification exam was also developed over summer 2018 and will launch in 2019.

PATIENT SAFETY

- In 2016 CASN established a partnership with The Canadian Patient Safety Institute (CPSI) to promote the integration of patient safety competencies into nursing curricula by jointly developing curricular guidelines and by offering faculty a course on patient safety. The course was delivered by CASN and CPSI in May 2017 to 19 nurse educators and the guideline development is currently underway. This work culminated in the development of the joint CASN-CPSI *Learning Outcomes for Patient Safety in Undergraduate Nursing Curricula* publication in 2018.

PALLIATIVE AND END-OF-LIFE CARE

- CASN facilitated the publishing of two PEOLC Newsletters (released in the Winter and Fall 2018) developed by the CASN Palliative End-of-Life Care (PEOLC) Interest Group. The publications highlight the benefits and role of CASN interest groups, sharing upcoming events, relevant news, current research, key conferences and meetings, as well as educational resources for nurse educators to share and use.
- CASN Executive Director attended the Health Canada - Palliative Care World Café September 2018.

ORIENTATION STRATÉGIQUES 2

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



STRATEGIC DIRECTION 2

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



RECOMMENDED ACTION 1 - MESURE RECOMMANDÉE 1

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

Identify the Guiding Principles and Essential Components for baccalaureate and master's nursing education.

Définir des sujets clés qui nécessitent un travail soutenu et en collaboration et entretenir des contacts avec d'autres parties prenantes pour créer des stratégies.

INDIGENOUS HEALTH & NURSING

- In follow-up to a motion that was adopted at the 2017 Council meeting that CASN respond to the Truth and Reconciliation Commission's Calls-to-Action with respect to nursing education, CASN struck an ad hoc committee in 2018 to develop and implement a plan of action to address this.
- The mandate of this ad hoc committee is to determine directions and guide CASN in responding to the 2015 Truth and Reconciliation Commission (TRC) Calls to Action, as pertaining to the following:
 - To promote a commitment to reconciliation among faculty, staff, nurses, and students, in order to understand and foster the decolonization and indigenization, of nursing curricula and programs.
 - To support the responsiveness of the next generation of nurses and nurse educators in relation to the TRC's "Calls to Action".
 - To develop CASN policy guidelines and position statements in areas relevant to indigenous health and indigenous nursing education.
 - To serve as a communication vehicle among CASN, Canadian Indigenous Nurses Association (CINA), Canadian Nursing Students' Association (CNSA), and Canadian Nurses Association (CNA) members, as part of the response for the TRC's "Calls to Action".
 - To report to the CASN Board of Directors and Council meeting annually, and liaise with associated committees.
- The Truth & Reconciliation Studies ad hoc Committee met in May, July and September 2018.
- The current membership includes representatives from Canadian Indigenous Nurses Association (CINA), Canadian Nursing Students' Association (CNSA), and Canadian Nurses Association (CNA) members, and the Assembly of First Nations (AFN), as well as faculty members from both universities and colleagues with national geographic representation.
- The committee has begun discussions on developing:
 - A CASN Position Statement
 - A document defining key concepts & issues
 - Strategies to increase the numbers of indigenous faculty
- A CASN professional development nurse educator course

RECOMMENDED ACTION 1 - MESURE RECOMMANDÉE 1

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

Identify the Guiding Principles and Essential Components for baccalaureate and master's nursing education.

Définir des sujets clés qui nécessitent un travail soutenu et en collaboration et entretenir des contacts avec d'autres parties prenantes pour créer des stratégies.

GERONTOLOGY

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

ORIENTATION STRATÉGIQUES 2

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



STRATEGIC DIRECTION 2

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



RECOMMENDED ACTION 2 - MESURE RECOMMANDÉE 2

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

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

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

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

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

- Partnered with CNA to host a National Nursing Education Summit on October 31 and November 1, 2013, and completed and disseminated a report on this Summit with CNA in 2014.
- President and Executive Director met with the CEO of CNA and other key members of the team to discuss their strategic plan, its focus on primary health care, and the implications of this for nursing education (2014).
- A partnership agreement was established between the Canadian Indigenous Nurses Association (CINA) and CASN in 2016. CASN is currently (2017) working with the Canadian Indigenous Nurses Association (CINA) to promote the Truth and Reconciliation's Calls to Action and participated in the planning of a think tank and symposium that is being led by CINA on the implementation of the Call to Actions of the Truth and Reconciliation Commission.
- CASN participates in the Global Alliance for Leadership for Nursing Education and Sciences (GANES) with the American Association of Colleges of Nursing (AACN), the Forum of University Nursing Deans of South Africa (FUNDISA), and the *Consejo Directivo de la Asociación Latinoamericana de Escuelas y Facultades de Enfermería* (ALADEFE). The committee met at the International Council of Nurses in May 2017 and is working on developing international, consensus based guidelines for nursing education.
- The Community Health Nurses of Canada partnered with CASN on the PHAC-funded project undertaken from December 2012-2015 discussed earlier. Follow up surveys indicate that there is good uptake of the entry-to-practice competencies in public health nursing.
- The Executive Director is a member of the CNF Board (2017-2018).
- CASN's Manager of Accreditation Programs is a member of the Board of Directors of the Association of Accrediting Agencies of Canada (AAAC).

RECOMMENDED ACTION 2 - MESURE RECOMMANDÉE 2

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

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

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

- CASN is continuing to work with CAPNE to strengthen collaboration between the two organizations related to the annual faculty and student survey and the accreditation of education programs for practical nurses.
- CASN is a founding member of GANES, and CASN's President is the current President of GANES (2017-2019). The CASN National Office assisted with the planning and execution of the GANES international conference in Miami, Florida, USA in April 2017.
- The Executive Director and the CASN President-Elect participated in the ICN Congress meetings in Barcelona, Spain in May 2017.
- CASN worked with various Canadian health profession associations on the creation of the Canadian International Health Education Association (CIHEA) since 2016, and in 2017, the CASN Executive Director became a member of the founding Board of Directors
- CASN Executive Director participated in Gulf Trade Mission in August 2018 in Saudi Arabia, Kuwait, and Dubai
- CASN, in partnership with CPSI, created a national advisory task force in May 2017 to develop national consensus based guidelines related to the integration of the patient safety competencies in nursing education. This work culminated in the development of the joint CASN-CPSI *Learning Outcomes for Patient Safety in Undergraduate Nursing Curricula* publication in 2018.
- CASN's President, President Elect, and Executive Director met with the President and Vice President of CCNRC at a one day meeting in Ottawa November 2017 and in June 2018 to examine potential areas of collaboration between the two national organizations.
- The Executive Director participated in a panel at the SIDIIEF (Secrétariat International Des Infirmières et Infirmiers de l'Espace Francophone) Congrès mondial in June 2018
- CASN maintains an active membership on the Board of Directors the Association of Accrediting Agencies of Canada.
- CASN has been following up on the proposed initiative to develop and pilot a national bilingual nursing residency program in collaboration with employers of new graduates and with provincial/territorial governments. The purpose of such a program would be to 1) address the gaps between education, within the context of a generalized nursing program, and current practice; and 2) ensure smooth transition of newly graduated nurses entering challenging specialty practice settings.

ORIENTATION STRATÉGIQUES 2

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



STRATEGIC DIRECTION 2

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



RECOMMENDED ACTION 3 - MESURE RECOMMANDÉE 3

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

Create a collaborative national forum for discussion of health human resource/workforce planning for all nursing roles (PN/RN/RPN); collect/use graduate employment information to inform HHR planning.

Créer un forum national de collaboration pour discuter de la planification des ressources humaines/effectifs dans le domaine de la santé pour tous les rôles infirmiers (infirmières praticiennes, infirmières autorisées, infirmières praticiennes autorisées); recueillir/utiliser de l'information sur l'emploi des diplômées pour éclairer la planification des ressources humaines en santé.

- The Baccalaureate Education Committee completed an environmental scan that examined where nurses are employed as well as current and future trends in 2014.
- Commissioned by the Principal Nursing Advisors Task Force and funded by Health Canada, CASN completed a project that included the development of a definition of a "good transition", an overview of what transition initiatives can be used, and a tool kit of recommended resources. Input, process and outcome indicators of a good transition were also identified to inform governments on best practices in supporting graduates to integrate into the workplace successfully (March 2015).
- CASN's Executive Director presented to the House of Commons Standing Committee on Health as part of a study on the Scope of Practice of Health Professionals (2014).
 - The Executive Director advocated for the need to renew education programs to support good HHR planning.
- As noted under Strategic Action 1, CASN's annual survey of students and faculty is now being conducted for all nursing roles, is disseminated widely and serves as a base for HRH planning. A presentation at the Canadian Health Workforce Conference, in October 2016, focused on HHR planning regarding Nursing faculty, was well received.
- As also noted under strategic action (1), longitudinal analyses of the CASN student and faculty survey indicate we have entered a period of major faculty shortages in Canada. CASN's Executive Director presented these findings at national and international conferences in 2017.

RECOMMENDED ACTION 4 - MESURE RECOMMANDÉE 4

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

Develop relationships with relevant actors in each province/territory with the mandate to engage with governmental agencies.

Établir des relations avec des acteurs pertinents de chaque province/territoire dans le but d'entretenir des contacts avec des organismes gouvernementaux.

Completed:

- The Executive Director attended meetings of the Nurse Educators in British Columbia (NEBC) in October 2014 to create linkages between NEBC and CASN to engage with governmental agencies.
- The CASN Advocacy Network was established in 2015 to provide a national forum to support advocacy at the provincial/territorial level and has meeting regularly. Membership includes representatives of provincial organizations of heads of schools (QRCASN, COUPN, CAATS, NEBC, school heads in Alberta, Alberta Nursing Educators Administrators (ANEA), representative of school heads in Saskatchewan, Manitoba, and the North, and a representative of ARCASN).
- Discussions were held with CRNBC (2014), and CRNM regarding the linkages between the approval of educational programs and accreditation (2015).
- CASN attended the CAPNE Board of Directors Meeting to discuss a partnership on data collection moving forward and made contact with the provincial practical nurse representatives (2016).
- In the winter of 2015, CASN and the Saskatchewan Registered Nurses Association (SRNA) signed a Letter of Understanding. The two organizations are now carrying out an integrated process for approval and accreditation of schools of nursing in that province. SRNA is a member of the Canadian Federation of Registered Nurse Regulators (CFRNR).
- The Executive Director represented CNA at the ICN International Credentialing Forum in Dubai in November 2015, as well as the Forum held in May 2016 with the CASN President.
- In early 2016, CASN signed a re-negotiated the memorandum of understanding with Nova Scotia's regulator, College of Registered Nurses of Nova Scotia (CRNNS) and the heads of the schools of nursing in Nova Scotia to continue carrying out an integrated process for approval and accreditation of schools of nursing in that province. CRNNS is a member of CFRNR.
- The Executive Director is the Vice President of the Board of Directors of the *Centre d'innovation en formation infirmière*.
- The Executive Director met with Language Commissioner regarding the impact of the NCLEX-RN on Francophone students in March 2016.
- In the summer of 2017, the CASN Executive Director and Manager of Accreditation worked with CARNA to compare the CARNA standards of approval with those of accreditation. In 2018 CARNA staff held meetings with CASN staff seeking to link their approval processes with those of accreditation for BScN as well as NP programs.
- The Executive Director with a group of Francophone faculty presented to the Federal Committee on Official Languages on May 9, 2017 regarding language issues with the entry-to-practice exam. (Comité Permanent des langues officielles)
- The CASN National Office entered into a contract with the College of Nurses of Ontario (CNO) to implement a pilot of the new CNO approval program between October 2017 and January 2018.
- Association of Licensed Practical Nurses in regards to the development of accreditation for LPN programs in Canada.

ORIENTATION STRATÉGIQUES 2

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



STRATEGIC DIRECTION 2

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



RECOMMENDED ACTION 5 - MESURE RECOMMANDÉE 5

(Strengthen public voice - Renforcer la voix de l'opinion publique.)

Raise the public profile of CASN as the voice of nursing education and expertise, particularly with nurses, students, patient advocacy groups, nursing associations and regulators.

Rehausser le profil public de l'ACESI comme la voix de l'enseignement et de l'expertise dans le secteur des sciences infirmières, particulièrement auprès des infirmières, des étudiantes, des groupes de défense des intérêts des patients/patientes, des associations infirmières et des organismes de réglementation.

- CASN participated in the *Symposium on Prescription Drug Abuse*, co-hosted by The Honourable Rona Ambrose, Minister of Health, and The Canadian Centre on Substance Abuse (CCSA) in Toronto in January 2014.
- The Executive Director participated in the *Symposium on Innovations and Policy Solutions for Addressing Prescription Drug Abuse*, hosted by the Conference Board of Canada in Ottawa in April 2014.
- CASN participated in the *IEN Roundtable* hosted by the Internationally Educated Health Professionals (IEHP) Task Force and the National Nursing Assessment Service (NNAS) in January 2014.
- CASN participated in the Public Health Agency of Canada's Knowledge Translation meeting in June 2014 to connect with other organizations undertaking projects funded by the Public Health Scholarship and Capacity Building Initiative.
- CASN continues to be an active member of the Association of Accrediting Agencies of Canada (AAAC).
- A public affairs campaign was conducted in 2015-2016 to address the impact of the NCLEX-RN® on nursing education in Canada and the Canadian health system.
- CASN has provided expertise in nursing education on four international projects: accreditation and competency development in Bangladesh (funded by the Department of Foreign Affairs, International Trade and Development); entry-to-practice competency development in Swaziland (funded by USAID); development of a program of *Reconnaissance of schools of nursing* in Haiti (funded by USAID); and curriculum evaluation of nurses' training in Guyana (funded by Guyanese Government).
- The Executive Director attended the First Nations and Inuit Health Branch of Health Canada's Award of Excellence in Nursing Ceremony in May 2014, 2015, and 2016.
- CASN has representation on Committees of the Canadian Patient Safety Institute.
- CASN participated in the Canadian Center on Substance Abuse annual meeting in March 2016.
- CASN disseminates work being carried out at multiple conferences to ensure knowledge translation: Some examples include: five papers at ICN (2015), three papers at the NETNEP Conference (April 2016); a poster and a booth at the CNA convention in June 2016; a poster, a concurrent session as well as a round table discussion at the Canadian Health Workforce Conference in October 2016; two papers and four posters at the GANES conference (April 2017), three papers and four posters at ICN in June 2017.
- The Executive Director and President attended the inaugural conference of the National Assessment Nursing Service in October 2016.
- CASN staff participated in a roundtable discussion at the Canadian Nurses Association on what assisted dying legislation will mean for Canada's health care communities (February 2016).
- The Executive Director was invited by students at Selkirk College to be a panel member for a discussion on the implications of NCLEX-RN (March 2016).
- CASN participated in the National Nursing Data Standards Symposium in April 2016 and 2017.

RECOMMENDED ACTION 5 - MESURE RECOMMANDÉE 5

(Strengthen public voice - Renforcer la voix de l'opinion publique.)

Raise the public profile of CASN as the voice of nursing education and expertise, particularly with nurses, students, patient advocacy groups, nursing associations and regulators.

Rehausser le profil public de l'ACESI comme la voix de l'enseignement et de l'expertise dans le secteur des sciences infirmières, particulièrement auprès des infirmières, des étudiantes, des groupes de défense des intérêts des patients/patientes, des associations infirmières et des organismes de réglementation.

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

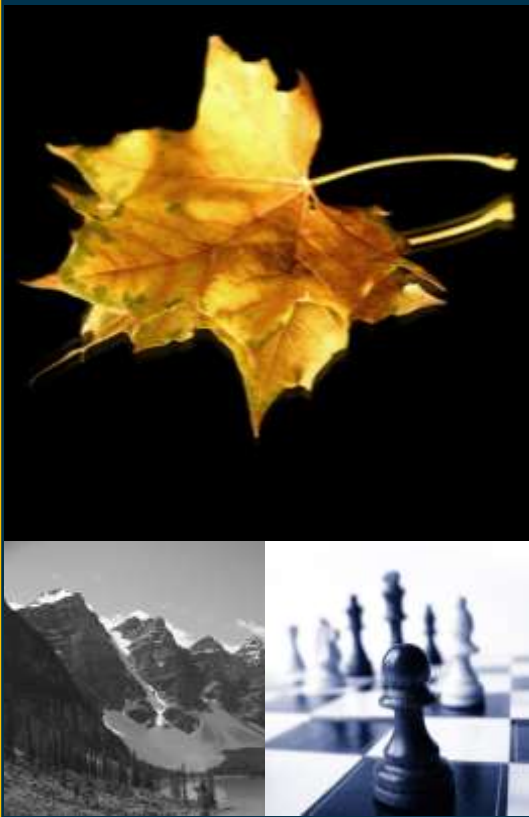
ORIENTATION STRATÉGIQUES 2

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



STRATEGIC DIRECTION 2

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



RECOMMENDED ACTION 6 - MESURE RECOMMANDÉE 6

(Strengthen public voice - Renforcer la voix de l'opinion publique.)

Create a targeted e-newsletter (snapshot in research, key questions in nursing).

Créer un bulletin de nouvelles électronique ciblé (donnant un aperçu de la recherche, des questions clés dans le domaine des sciences infirmières).

- CASN publishes a monthly e-newsletter that provides information on upcoming conferences and events that schools wish to announce or advertise.
- CASN introduced the *Notes on Nursing Research* newsletter in September 2017. This publication, published twice a year, is intended to disseminate information on projects that are in progress in order to create research networks across the country.

RECOMMENDED ACTION 7 - MESURE RECOMMANDÉE 7

(Strengthen public voice - Renforcer la voix de l'opinion publique.)

Develop short, evidence based briefs to governments on topics related to nursing education.

Rédiger à l'intention des gouvernements de courts mémoires reposant sur des données probantes portant sur des sujets liés à l'enseignement des sciences infirmières.

- A presentation was given by the Executive Director at a think tank in Mexico City regarding harmonizing nursing education included government representatives from Canada, the United States, Mexico, El Salvador, and Guatemala (October 2014).
- A presentation was given by the Executive Director to the House of Commons Health Committee in April 2014 calling for the federal government to support the critical need to develop a national framework to guide the future of nursing education based on an examination of the scopes of practice of nurse practitioners, registered nurses, and practical nurses as well as intraprofessional and interprofessional collaboration.
- CASN put forward a response to the government's decision in Quebec to not require the degree as the entry-to-practice qualification, in support of the Quebec provincial regulatory body's (OIIQ) call to move to the baccalaureate degree as the entry-to-practice requirement for registered nurses in Quebec. *"The Canadian Association of Schools of Nursing (CASN) considers a failure to adopt this requirement, as requested by the provincial regulatory body for nursing, the Quebec Order of Nurses, to be a major step backwards in health care in Quebec."*
- As previously noted, in May 2017, a group of educators, and the CASN Executive Director, gave testimony to the Parliamentary Committee on Official Languages regarding the impact of the introduction of the NCLEX-RN on French-language students and French-language communities in Canada.

ORIENTATION STRATÉGIQUES 2

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



STRATEGIC DIRECTION 2

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



RECOMMENDED ACTION 8 - MESURE RECOMMANDÉE 8

(Strengthen public voice - Renforcer la voix de l'opinion publique.)

Create a social media strategy (website, blog, listserv, Twitter).

Créer une stratégie de média social (site Web, blogue, liste de diffusion, Twitter).

Completed:

- A social media plan has been developed and is being implemented. This includes daily posts on social media platforms Twitter and Facebook and weekly email blasts.
- CASN Facebook re-launched September 2013. CASN currently has more than 850 followers.
- CASN Twitter launched September 2013. CASN currently has more than 1300 followers.
- CASN website was revised and updated in 2013.
- Moodle is used for CNEI programs, webinars, and courses and for other CASN online events.
- Adobe Connect is used for CASN courses and webinars.
- Constant Contact is used for email blasts, with a listserv of over 2900 emails.

RECOMMENDED ACTION 9 - MESURE RECOMMANDÉE 9

(Foster better resource utilization—Favoriser une meilleure utilisation des ressources.)

Craft a plan to identify, synthesize and share best practices in resource utilization.

Élaborer un plan pour définir, résumer et partager les pratiques exemplaires concernant l'utilisation des ressources.

Completed:

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

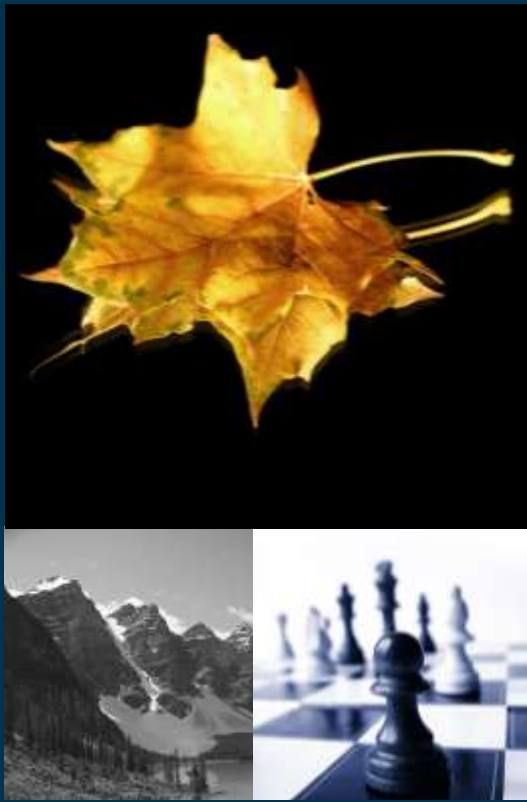
ORIENTATION STRATÉGIQUES 2

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



ORIENTATION STRATÉGIQUES 2

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



RECOMMENDED ACTION 10 - MESURE RECOMMANDÉE 10

(Foster better resource utilization—Favoriser une meilleure utilisation des ressources.)

Advocate for better utilization of resources by sharing research and innovative practices for education spending.

Préconiser une meilleure utilisation des ressources en partageant la recherche et les pratiques innovatrices relativement aux dépenses en matière de formation.

- A CASN committee is completing the development of guidelines for the use of simulation and clinical placements based on a synthesis of literature, a consultation process, and a review and revision process (2017).
- As noted in Strategic Direction 2, CASN has been actively engaged in disseminating analyses of data related to a serious faculty shortage and strategies for better resource utilization to address this crisis.
- CASN hosted two webinars in fall 2017 targeting masters' students to encourage them to consider nursing education as a career path, and has been providing electronic meeting support to a network of doctoral students across Canada.

RECOMMENDED ACTION 1 - MESURE RECOMMANDÉE 1

(Engage collaborators to prioritize and take collective action that promotes high quality nursing education—Engager les collaborateurs à déterminer les priorités et à prendre des mesures collectives qui promeuvent un enseignement des sciences infirmières de qualité.)

Identify opportunities to engage membership in innovative ways to develop meaningful resources.

Cerner des possibilités d'engager de façons innovatrices les membres à élaborer des ressources significatives.

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

- The creation of the *Entry-to-Practice Public Health Nursing Competencies for Undergraduate Nursing Education* and accompanying teaching strategies website was guided by a task force of public health champions from CASN member schools.
- CASN's third biennial Canadian Nursing Education Conference held in Montreal in May 2018 had over 350 attendees and over 200 presentations. The main theme of the conference was *Responding to a Changing World*.
- The development of entry-to-practice competencies for mental health and addiction was carried out by a large task force from across Canada, in collaboration with the Canadian Federation of Mental Health Nurses and in partnership with RNAO.
- Experts in nursing education were involved in item writing for a valid and reliable CASN examination for the Canadian Certified Nurse Educator designation, and another group of experts is serving on the exam committee. A certification exam for clinical instructing is also currently being developed to be launched in 2018. Nursing faculty experts participated in the item writing in July 2017 and another group are serving on the exam committee.
- Faculty representatives of doctoral programs in Canada contributed to the development of the CASN *National Framework on Nursing Education* in 2015.
- The Clinical Placements Committee, with national representation, guided the development of guidelines for clinical placements and simulation, published in 2017.
- With Infoway's support, two advisory committees have been formed to work on two initiatives: the development of e-prescribing guidelines for nurses and the creation of digital health online modules related to the informatics competencies.
- A task force of 17 members guided the development of the NP entry-to-practice competencies on prescribing controlled drugs and substances and the e-resource (released in April 2017).
- An Advisory Committee with broad representation from across the country has been working since 2016 to develop accreditation standards and process for the accreditation of NP programs. Focus groups were held in 2017/18 to obtain input into the standards. Several programs have come forward to pilot the NP accreditation program beginning in 2019.
- An Advisory Committee with broad representation from multiple stakeholder groups was created in 2016 to guide CASN in the development of an accreditation program for IEN bridging programs. The program was launched in 2018.
- At the request of CASN accredited member schools, an Advisory Committee with broad representation across the country has been working since 2017 to develop accreditation standards and process for the accreditation of practical nurse programs.
- CASN is working with the Canadian Patient Safety Institute to focus on patient safety within nursing education. To facilitate this work, an advisory committee with a mandate to direct the development of guidelines to assist faculty in embedding patient safety into the nursing curricula was formed in March 2017. This work culminated in the development of the joint CASN-CPSI *Learning Outcomes for Patient Safety in Undergraduate Nursing Curricula* publication in 2018.
- CASN has been developing the Canadian Examination for Baccalaureate Nursing (CEBN). The exam's purpose is to foster high quality nursing education for the Canadian context through national certification.
- CASN has been working with a national advisory committee, an exam committee, item writers, item reviewers, an exam review committee, and translators to develop the exam. A preparatory exam and manual for potential candidates is being developed. Plans are being developed to pilot the exam across the country between February and late April 2019.

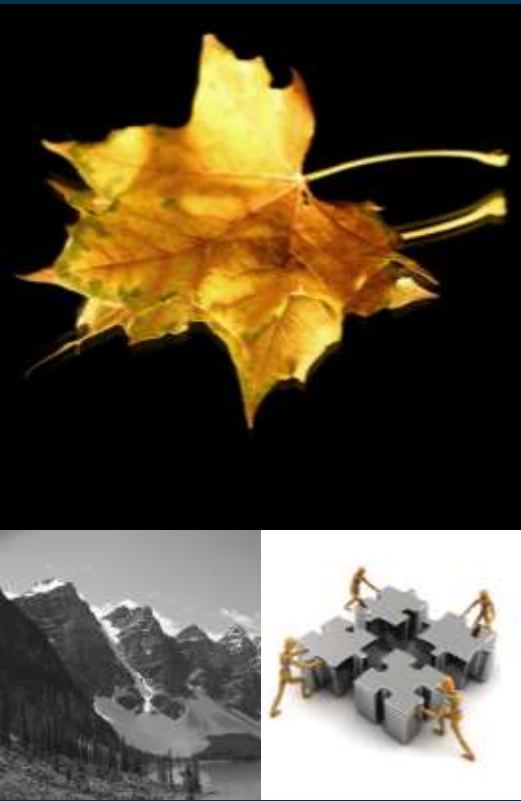
STRATEGIC DIRECTION 3

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



STRATEGIC DIRECTION 3

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



RECOMMENDED ACTION 2 - MESURE RECOMMANDÉE 2

(Develop resources—Élaborer des ressources.)

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

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

- The CASN *Position Statement on Scholarship* was updated and adopted in November 2013.
- An Advanced Practice Working Group was launched in April 2014 and developed the CASN Position Statement for Nursing Practice at the master's level. This was approved by the Board in June 2015.
- Work was completed in November 2015 on guidelines for clinical placements and simulation.
- CASN Education Committee is updating the 2011 position statements related to baccalaureate, masters and doctoral education and will be submitting these to the Board of Directors in November (2017) for adoption.

RECOMMENDED ACTION 3 - MESURE RECOMMANDÉE 3

(Develop resources—Élaborer des ressources)

Develop tools and resources to support the delivery for high quality learning in key areas of nursing education.

Élaborer des outils et des ressources pour appuyer un apprentissage de grande qualité dans les domaines clés de l'enseignement des sciences infirmières.

- With support from PHAC, *Entry-to-Practice Public Health Competencies for Undergraduate Nursing Education* were published in May 2014. An e-resource of teaching strategies to support educators integrate these competencies was launched in August 2015. This e-resource contains 50 peer-reviewed teaching strategies from 30 unique submitters.
- An Infoway funded project was completed in January 2014. The final resource, *Nursing Informatics Teaching Toolkit*, was developed and disseminated widely.
- Core entry-to-practice mental health and addiction competencies were published in November 2015.
- The CASN Digital Health Peer Leaders developed a resource to build on the content of the *Nursing Informatics Teaching Toolkit*, titled *Consumer Health Solutions: A Teaching and Learning Resource for Nursing Education*, which was published in April 2016.
- CASN published the *NP Education for Prescribing Controlled Drugs and Substances competencies* in 2016 and the *NP e-resource on prescribing controlled drugs and substances* was launched in March 2017. Both have been widely disseminated.
- A textbook on nursing education titled *The Role of the Nurse Educator in Canada* is in progress to support the nurse educator certification program. The textbook includes 18 chapters contributed by the foremost experts in Canadian nursing education. It will be published book in March 2019.
- A book on nursing education in French that is being developed in a partnership with CIFI at the University of Montreal is in progress. Titled "*La formation en sciences infirmières au Canada*", the book includes 11 chapters authored by leaders in the field of nursing education

ORIENTATION STRATÉGIQUES 3

Appuyer les écoles de sciences infirmières et les enseignantes pour qu'elles dispensent un enseignement de grande qualité dans tous les domaines des sciences infirmières.



STRATEGIC DIRECTION 3

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



RECOMMENDED ACTION 4 - MESURE RECOMMANDÉE 4

(Develop resources—Élaborer des ressources)

Develop and implement a certification program for teachers/nursing educators.

Élaborer et mettre en œuvre un programme de certification à l'intention des enseignantes en sciences infirmières.

CASN created the CASN Canadian Nurse Educator Institute (CNEI) in 2016. The Institute offers national certification examinations related to nursing education, certification programs for nursing educators, continuing education programs for nursing educators, and a fellowship program. It is overseen by an Advisory Board of nurse education experts, which meets twice annually.

CNEI NATIONAL CERTIFICATION EXAMINATIONS

- The Canadian Certified Nurse Educator (CCNE) designation was launched in October 2016.
 - In 2016, CASN created an exam committee of experts in nursing education and a committee of item writers for the development of the Canadian Certified Nurse Educator Certification Exam. Yardstick ASInc. (previously ASInc.) was the company contracted to facilitate the creation of the exam. The exam is administered twice annually, in the spring and fall.
- The Canadian Certified Clinical Instructor (CCCI) designation was launched in June 2018.
 - In 2017, an exam committee and a committee of item writers of nursing educators with expertise in clinical teaching were struck; Yardstick ASInc. was contracted to develop the exam, and item writing was completed. The exam was first offered in June 2018 and will be offered twice annually, in the spring and fall.
- The Canadian Certified Simulation Nurse Educator (CCSNE) designation will launch in 2019.
 - In 2018, CASN created an exam committee of experts in simulation and an item writing committee. Yardstick ASInc. was contracted to facilitate the item writing and review process, and will facilitate the administration of the exam. The exam launch is planned for 2019.

CNEI CERTIFICATION PROGRAMS FOR NURSE EDUCATORS

- The Canadian Nurse Educator Certification Program's three modules are each offered once throughout the academic year.
- The Clinical Instructor Certificate Program is offered up to twice annually.
- The Canadian Simulation Nurse Educator Certification Program's four modules are each offered once per calendar year. The program was launched in April 2018.

CNEI CONTINUING EDUCATION COURSES FOR NURSE EDUCATORS

- Courses delivered by distance over a three-week period are being offered in response to identified needs. These include courses on the following:
 - The scholarship course has been offered four times since 2014.
 - The Scholarship of Discovery course was offered for the first time in October 2015.
 - The palliative and end-of-life care course was offered in June 2016 and will be again in spring 2019.

RECOMMENDED ACTION 4 - MESURE RECOMMANDÉE 4

(Develop resources—Élaborer des ressources)

Develop and implement a certification program for teachers/nursing educators.

Élaborer et mettre en œuvre un programme de certification à l'intention des enseignantes en sciences infirmières.

- The interprofessional education course was offered in June 2016, May 2017, and August 2017.
- Mentoring graduate students “*The Art and Science of Graduate Student Supervision*” offered in spring 2017 and winter 2018.

Webinars sponsored by CASN interest groups are also being delivered in response to identified needs. These include the following:

- The *Art of Debriefing in Simulation Based Learning* webinar was offered in January 2017.
- The *Recovery Narrative Assignment* webinar was presented in May 2017.
- The *INACSL Standards of Best Practice: Simulation* webinar was presented in October 2017.
- The *Integrating a Mental Wellness Curriculum* was presented in December 2017.
- The *Instrument Development & Testing for Simulation Research: an Example for Assessing Non-technical Skills* webinar was presented in May 2018

RETREATS

In order to provide more intensive, in depth, face-to-face learning experiences for CASN members on some topic areas, Retreats are provided in the fall and late spring at the Wakefield Inn, with French Canadian cuisine, in a beautiful area of the Gatineau Hills in the province of Quebec. These retreats include:

- Annual two-day workshops designed for those who are new to or interested in leadership roles within their school of nursing offered at Level I and at Level II Retreat. The next scheduled retreats will be in May 2019.
- A new retreat was launched in October 2017: the Canadian Nurse Educators’ Research Retreat. The purpose of this two-day workshop was to help new and mid-career faculty develop their personal research portfolio. The second retreat was held in September 2018. As participant feedback has been overwhelmingly positive, CASN will continue an offering in 2019.

CNEI FELLOWSHIP

- In order to recognize the caliber of nurse educators in Canada, the CNEI board launched a new program: the Fellows of the Canadian Nurse Educator Institute. To be named a Fellow of the Canadian Nurse Educator Institute, the candidate will have contributed significantly to the enhancement of the quality nursing education and thus the nursing profession in Canada.
- There were 4 fellows inducted in 2017 at the annual Council meeting and 1 will be inducted at Council in 2018.

ORIENTATION STRATÉGIQUES 3

Appuyer les écoles de sciences infirmières et les enseignantes pour qu’elles dispensent un enseignement de grande qualité dans tous les domaines des sciences infirmières.



STRATEGIC DIRECTION 3

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



RECOMMENDED ACTION 5 - MESURE RECOMMANDÉE 5

(Develop resources—Élaborer des ressources)

Develop a “best practices in pedagogy” series, summarizing research related to various aspects of pedagogy.

Élaborer une série relative aux « pratiques exemplaires dans la pédagogie », résumant la recherche liée à divers aspects de la pédagogie.

- The CNEI provides a free webinar series on special topics in nursing education, which was launched in September 2014.
- The Canadian Nurse Educator certification program was introduced in 2014 and incorporates pedagogy. In 2015, the Canadian Nurse Educator Certification program was changed from a single course format to a series of three modules focusing on different aspects related to nursing education, with one module specifically emphasizing best practices in pedagogy.

RECOMMENDED ACTION 1 - MESURE RECOMMANDÉE 1

(Support the development of scholarship - Appuyer le développement de l'avancement des connaissances.)

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

Élaborer un énoncé de position sur les contributions potentielles des perspectives infirmières dans la recherche interprofessionnelle.

- Not yet addressed.

STRATEGIC DIRECTION 4

Foster the development of research and scholarship in nursing education to support disciplinary knowledge, nursing's contribution to interprofessional knowledge, and innovative, quality health care.



STRATEGIC DIRECTION 4

Foster the development of research and scholarship in nursing education to support disciplinary knowledge, nursing's contribution to interprofessional knowledge, and innovative, quality health care.



RECOMMENDED ACTION 2 - MESURE RECOMMANDÉE 2

(Support the development of scholarship - Appuyer le développement de l'avancement des connaissances.)

Deepen inquiry and research strength through workshops.

Renforcer la capacité d'enquête et de recherche au moyen d'ateliers.

- CASN's third biennial Canadian Nursing Education Conference held in Montreal in May 2018 had over 350 attendees and over 200 presentations. The main theme of the conference was *Responding to a Changing*.
- As noted in Strategic Direction 3, the CNEI Research Retreat was introduced in 2017 to support new and mid-career nursing researchers deepen research strengths. It was held in 2018 and will be held again in 2019.
- The CASN Lunch and Learn series, organized by the Research and Scholarship Committee, explore various methodologies utilized by established and successful nurse researchers. The first series ran in 2016-2017, and a second series continued throughout 2017-2018. The 2018-2019 series include 6 sessions between September and March, including one French session that was held in October 2018. Sessions are well attended (live as well as after the webinar date, via views of the recordings posted on CASN's YouTube channel online). The webinars are well received.

RECOMMENDED ACTION 3 - MESURE RECOMMANDÉE 3

(Support the development of scholarship - Appuyer le développement de l'avancement des connaissances.)

Offer an online course on developing scholarship.

Offrir un cours en ligne sur le développement de l'avancement des connaissances.

- The first online Scholarship course was successfully delivered in March 2014 and has been offered four times. The next offering will be in February 2019.
- A second-level course on capacity building in the scholarship of discovery was offered in October 2015.
- A Scholarship 101 program has been developed for offering in English, French, and Spanish and is being used to inform international schools about CASN's accreditation standards related to scholarship.
- The Research and Scholarship Lunch and Learn Series launched in September 2016 is offered online and from September 2016 to April 2017. The series continued for the 2017-2018 year with five sessions. The 2018-2019 series includes 6 sessions between September and March, including one French session that was held in October 2018. Numerous participants attended these sessions (live as well as after the webinar date, via views of the recordings posted on CASN's YouTube channel online). The webinars are well received.

ORIENTATION STRATÉGIQUES 4

Favoriser le développement de la recherche et de l'avancement des connaissances dans l'enseignement des sciences infirmières pour appuyer les connaissances disciplinaires, la contribution des sciences infirmières aux connaissances interprofessionnelles, ainsi que des soins de santé innovateurs et de qualité.



STRATEGIC DIRECTION 4

Foster the development of research and scholarship in nursing education to support disciplinary knowledge, nursing's contribution to interprofessional knowledge, and innovative, quality health care.



RECOMMENDED ACTION 4 - MESURE RECOMMANDÉE 4

(Support the development of scholarship - Appuyer le développement de l'avancement des connaissances.)

Set standards of expectations around scholarship in schools of nursing.

Établir des normes relatives aux attentes en ce qui a trait à l'avancement des connaissances dans les écoles de sciences infirmières.

- The CASN *Position Statement on Scholarship among Nursing Faculty* was reviewed, revised, and adopted by the CASN Board of Directors in November 2013.
- The scholarship courses reinforce the concepts presented in CASN's position statement on scholarship, particularly those around the need for peer-reviewed work in scholarship.
- Scholarship expectations are incorporated into the CASN Accreditation Program standards.

RECOMMENDED ACTION 5 - MESURE RECOMMANDÉE 5

(Amplify discussion on nursing research and scholarship—Intensifier la discussion sur la recherche et l'avancement des connaissances dans les sciences infirmières.)

Look for opportunities to bring research and scholarship into conversations in multiple contexts, inside and outside of Canada.

Chercher des possibilités d'intégrer la recherche et l'avancement des connaissances aux conversations dans de multiples contextes, au Canada et à l'extérieur.

- CASN supported the Registrar in Swaziland in developing *Entry-to-Practice Competencies for Nurses* as part of a project funded by USAID. This process was presented to the ICN conference in June 2015 conjointly with the Swaziland Registrar and CASN.
- CASN supported the development of *Entry-to-Practice Competencies for Nurse-Midwives in Bangladesh* as part of a project funded by the Department of Foreign Affairs, International Trade and Development. This document included competency statements related to the development of research skills among new nurses in Bangladesh. This project was presented conjointly with the government of Bangladesh representative and CASN at the ICN conference in June 2015.
- CASN continues to award the Annual Pat Griffin Scholar in November each year.
- The award is in recognition of the importance of nursing education research and in order to advance the quality of nursing education through inquiry, mentorship, and dissemination. This annual grant is awarded to an established scholar with a strong program of research in nursing education.
- In 2016, CASN launched a positive marketing campaign to promote the recognition of excellence among nurse educators and researchers in Canada.
- In November 2016, CASN began a regular social media posting of historical figures in nursing to encourage the appreciation of the trailblazers in Canadian nursing.
- Also in November 2016, CASN initiated a weekly “thank you” post to various stakeholders and participants in Canadian nursing in order to draw attention to the community that contributes to and supports nursing in Canada.
- Since December 2016, CASN has been promoting the papers from the *Quality Advancement in Nursing Education* journal using the #fridayreads hashtag, which has helped to increase readership to the journal and promote the publications of Canadian researchers looking at Canadian topics in nursing education.
- During the 2016 Council meeting, CASN recorded short clips with various nurse educators and researchers. These clips were released weekly starting in February 2017, and they are all available on CASN’s YouTube channel.
- In January 2017, CASN launched a regular social media posting that highlights nurse educators and researchers across Canada, focusing on those who have made a significant contribution to teaching or research. This has helped to increase the visibility of Canadian nurse educators and researchers and provides recognition for their work.
- In fall 2017, CASN began the last leg of the social media campaign: profiling up-and-coming nurse educators and researchers who are the next generation of nursing education in Canada. This has helped to promote the exciting work of new faculty and demonstrating the importance of scholarly work in nursing education in Canada.
- In 2017, CASN launched a biannual newsletter to in order to engage nursing faculty at universities and colleges across Canada. The *Notes on Nursing* newsletter features information about on-going scholarship projects being undertaken across the country in order to serve as a networking and information tool that will allow researchers to share the projects and possibly generate connections that were previously unattainable. The first edition was published in September 2017 on the theme of Nursing Interventions and Outcomes. The second edition was published in June 2018 on the theme of Knowledge Synthesis and Innovative Transfer. The third theme is to be released in November 2018 on the theme of Patient Engagement.

ORIENTATION STRATÉGIQUES 4

Favoriser le développement de la recherche et de l'avancement des connaissances dans l'enseignement des sciences infirmières pour appuyer les connaissances disciplinaires, la contribution des sciences infirmières aux connaissances interprofessionnelles, ainsi que des soins de santé innovateurs et de qualité.



STRATEGIC DIRECTION 4

Foster the development of research and scholarship in nursing education to support disciplinary knowledge, nursing's contribution to interprofessional knowledge, and innovative, quality health care.



RECOMMENDED ACTION 6- MESURE RECOMMANDÉE 6

(Amplify discussion on nursing research and scholarship—Intensifier la discussion sur la recherche et l'avancement des connaissances dans les sciences infirmières.)

Launch a nursing education journal.

Lancer une revue de l'enseignement des sciences infirmières.

Completed:

- The journal *Quality Advancement in Nursing Education - Avancées en formation infirmière* published its ninth edition in October 2018.
- Co-Editors-in-chief - Corédactrices en chef selected and accepted the positions.
 - **Jacinthe Pepin, inf., Ph.D.**, Professeure titulaire Faculté des sciences infirmières (FSI), Université de Montréal Directrice, Centre d'innovation en formation infirmière (CIFI) Directrice associée, Réseau de recherche en interventions en sciences infirmières du Québec (RRISIQ).
 - **Florence Myrick, PhD, MScN, BN, RN**, Professor, Faculty of Nursing University of Alberta.
- The Co-Editors-in-chief and the Executive Director attended the International Academy of Nursing Editors Conference as well as the Committee on Publication Ethics meetings in August 2016.
- They are members of the Publishers International Linking Association.
- As of November 2018, 31 448 have downloaded and read articles in the journal from 155 different countries. Between November 2017 and November 2018, 13 687 individual articles have been downloaded.

RECOMMENDED ACTION 7 - MESURE RECOMMANDÉE 7

(Strengthen translation of evidence into practice -Renforcer le transfert des données probantes à la pratique)

Incorporate degree level expectations regarding evidence informed practice in frameworks and position papers.

Incorporer aux cadres et aux énoncés de positions des attentes au niveau des diplômes en ce qui concerne la pratique fondée sur des données probantes.

- Baccalaureate and Master's Education Committees have developed degree-level expectations for a baccalaureate and master's nursing degrees.
- A position paper regarding practice in master's education was developed and disseminated.
- A position paper regarding practice in doctoral education was developed and disseminated.

ORIENTATION STRATÉGIQUES 4

Favoriser le développement de la recherche et de l'avancement des connaissances dans l'enseignement des sciences infirmières pour appuyer les connaissances disciplinaires, la contribution des sciences infirmières aux connaissances interprofessionnelles, ainsi que des soins de santé innovateurs et de qualité.



STRATEGIC DIRECTION 4

Foster the development of research and scholarship in nursing education to support disciplinary knowledge, nursing's contribution to interprofessional knowledge, and innovative, quality health care.



RECOMMENDED ACTION 8 - MESURE RECOMMANDÉE 8

(Advocate for funding for research - Militer pour du financement destiné à la recherche)

Promote a greater nursing presence in funding agencies and on peer-review committees within funding agencies.

Promouvoir une présence accrue des sciences infirmières dans les organismes de financement et sur les comités d'examen par les pairs de ces derniers.

- This has been discussed by the Research and Scholarship Committee and a survey is planned related to nursing representation on funding agencies.
- A panel at the 2016 Graduate Studies' Forum examined diverse strategies to address the nursing research funding crisis including increased funding support for nursing from private donors.
- Research priorities for nursing research were drafted based on input from the 2016 Graduate Studies' and CASN has engaged the Canadian Nurses Foundation in discussions on possible partnerships that would leverage both organizations' networks and expertise to increase funding around these priorities.
- At the 2017 Graduate Studies Forum, CASN's Research and Scholarship Committee presented the results of this synthesis to participants who reviewed the draft priorities and offered further feedback to build on this work. A validation survey was launched in 2018 in order to determine the level of agreement with each research priority theme. Results of the survey and a summarizing report will be presented at the 2018 Council meeting.
- The purpose of the research priorities is to identify areas where advancing nursing knowledge has been determined to be of particular importance for the discipline by nursing researchers and educators from across Canada and to emphasize the importance of building knowledge that is relevant to the nursing profession. The priorities are not meant to be prescriptive but rather offer information and potential direction to nurse researchers, as well as assist fund raising initiatives to obtain greater financing for nursing researchers from potential donors.

RECOMMENDED ACTION 1 - MESURE RECOMMANDÉE 1

(Promote and advance the quality of academic nursing education through continuing to advance the scope and depth of accreditation—Promouvoir et faire progresser la qualité de l'enseignement des sciences infirmières en continuant de renforcer la portée de l'agrément)

Continue to develop our expertise in accreditation, and collaborate in the development and administration of knowledge about high quality accreditation processes.

Continuer de développer notre expertise en matière d'agrément et collaborer au développement et à l'administration de connaissances relatives aux processus d'agrément de grande qualité.

- CASN participates actively in the Association of Accrediting Agencies in Canada and collaborates with other agencies in contributing to the development, review and re-division of knowledge regarding best practices in accreditation. CASN staff worked with others to revise AAAC's on-line orientation program for new reviewers. The new program has been implemented in both official languages.
- The Executive Director was invited to be an external reviewer of the graduate programs at the Faculty of Nursing at the University of Montreal (conducted in early April 2015) in recognition of CASN's accreditation expertise.
- CASN completed its work in 2017 lending expertise regarding the process and content of accreditation to the Haitian government in developing and implementing a process for evaluating more than 400 private nursing schools in that country. In 2017, the decision-making processes were strengthened, and evaluators and schools of nursing were provided with an on-line tutorial. These activities completed the requirements of the project.
- CASN also lent its expertise to the Bangladesh Nursing Council (BNC) regarding the process and content of accreditation and its context within the regulation of nursing in Bangladesh and completed pilots with three nursing institutes. In addition CASN worked with the BNC to ensure the entry-to-practice competencies for nursing practice were integrated into curricula through the development of a competency-based national examination. Workshops with approximately 60 educators were held in order to engage the nursing community in the work.
- As noted under Strategic Direction 2, CASN established a partnership with the College of Nurses of Ontario (CNO) to pilot the implementation of CNO's new approval program.

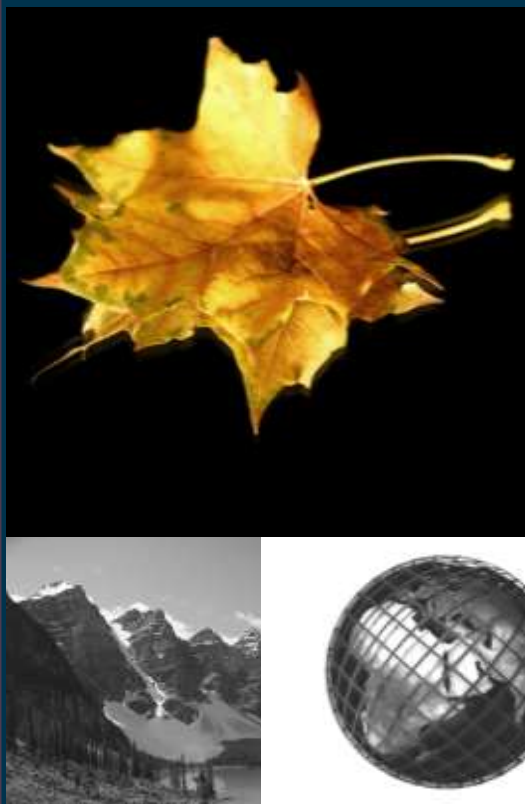
STRATEGIC DIRECTION 5

**Support the delivery of high quality
nursing education through
Accreditation provincially,
territorially, nationally and
internationally.**



STRATEGIC DIRECTION 5

Support the delivery of high quality nursing education through Accreditation provincially, territorially, nationally and internationally.



RECOMMENDED ACTION 2 - MESURE RECOMMANDÉE 2

(Promote and advance the quality of academic nursing education through continuing to advance the scope and depth of accreditation—Promouvoir et faire progresser la qualité de l'enseignement des sciences infirmières en continuant de renforcer la portée de l'agrément)

Implement a high quality, efficient and effective accreditation program based on international best practices, and on the values of transparency, equivalence, respect, and integrity.

Mettre en œuvre un programme d'agrément efficace, efficace et de grande qualité fondé sur des pratiques exemplaires internationales, ainsi que sur les valeurs que sont la transparence, l'équivalence, le respect et l'intégrité.

- Changes in the framework of the CASN Accreditation Program resulting from the major revision were adopted by the Board of Directors in May 2014 and have been integrated into the *Accreditation Program Manual for Schools*.
- The *Accreditation Reviewer Guidelines* developed in 2012 are being used by reviewers and feedback indicates that this improves the quality of their reviews. CASN's Advisory Committee on Accreditation Policy is working on enhancing the Reviewer Guidelines regarding the assessment of on-line programs. In 2017, the guidelines were enhanced by the addition of information about how to assess distance education programs. This information was shared with the CASN board of directors in May 2017.
- CASN continues to conduct regular training of reviewers and the new members of the CASN Accreditation Bureau to ensure the program reflects the values of transparency, equivalence, respect, and integrity.
- CASN provides Accreditation 101 to all schools who desire information on the program, schools who are planning to apply for a review, and schools who are about to embark on a review.
- In May 2015, changes to the decision categories were adopted by the CASN Board of Directors. The changes have been implemented in the CASN Accreditation Program. Probationary accreditation was a major addition in this area.
- The Accreditation Programs Manager is a regular external reviewer of physiotherapy program for Physiotherapy Education Accreditation Council (PEAC) because of the recognition of CASN's accreditation expertise.
- CASN regularly evaluates all aspects of the Canadian accreditation program, analyses the feedback, and strives to improve it based on the feedback obtained. This includes soliciting annual feedback from the schools of nursing that have completed an accreditation review during the year, from reviewers, and from CAB members. Feedback received is used to improve the delivery of accreditation services to schools. Recent improvements include
 - updates to the template documents;
 - use of an online document sharing platform (Sync) for document submissions;
 - increased tailoring of review team composition to the school being reviewed; and
 - refinements in the information sent to schools around policies and procedures.

RECOMMENDED ACTION 3 - MESURE RECOMMANDÉE 3

(Enhance the reach of our expertise - Accroître la portée de notre expertise.)

Market accreditation knowledge to other health professions and outside of Canada.

Commercialiser nos connaissances en matière d'agrément auprès d'autres professions en santé et à l'extérieur du Canada.

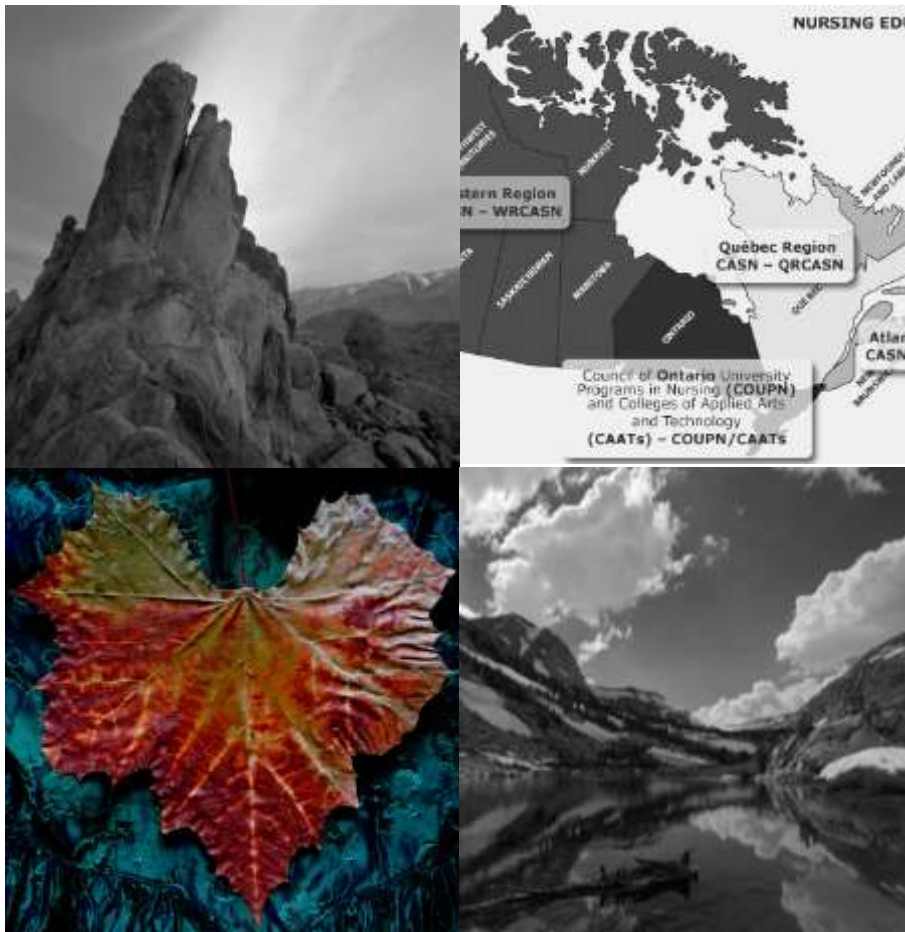
- CASN has established and is working with advisory committees to develop accreditation programs for nurse practitioner and for practical nurse education programs. The standards are based on the baccalaureate accreditation program but are adapted to meet the differing expectations of nurse practitioner and practical nurse education.
 - Three stakeholder consultations took place over 2017/2018 to evaluate the draft NP program and standards. A pilot implementation of the new accreditation program with three different NP programs is planned to begin in 2019. .
- Health Canada funded CASN to develop and pilot an accreditation program for IEN programs. The pilot has been evaluated and the launching of the program is underway.
- As noted, CASN facilitated the creation of *Accreditation Standards for Nursing Institutes in Bangladesh* as part of a project funded by the Department of Foreign Affairs, International Trade and Development.
- As noted, CASN provided expertise to the government in Haiti to revise and update their standards for nursing education programs and to develop more rigorous processes for the evaluation of schools and decision making. This work is now complete.
- CASN provided expertise to the government in Swaziland (2014) in developing entry-to-practice competencies which will be integrated into an accreditation program that they plan to develop.
- An international accreditation review is being conducted in university programs of nursing in Peru, Mexico, and Chile. The CASN accreditation standards and manual have been translated into Spanish to facilitate the quality of the international review process in Spanish speaking institutions.

STRATEGIC DIRECTION 5

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







AFFILIATE MEMBER REPORTS RAPPORTS DES MEMBRES AFFILIÉS

Status Update
November 2018

Mise à jour
novembre 2018



ARCASN PRESIDENT'S REPORT 2017 -2018

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 that is hosted by CASN.

ARCASN ACTIVITIES

The board of ARCASN met three times in the 2017-18 year. Due to fiscal accountability and distance to travel, all members try to meet in person twice a 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 15th in Halifax where almost all the executive members changed. Because of scheduling conflicts, our annual conference was held in the fall (October 11-12, 2018) at Cape Breton University. The conference titled « Celebrating difference: Indigenous and intercultural diversity in nursing education » had two keynote speakers: Hereditary Chief and VP of Indigenous Affairs, Stephen J. Augustine and Professor Kathy Snow.

After a response from only two of our four nursing regulators regarding the NCLEX transition and because of continuing concerns regarding the exam, especially the renewal of contracts with NCSBN, a motion was made at the June board meeting to send a second letter expressing our continued concerns. We heard back from all regulatory bodies, each expressing acknowledgement of our concerns and that they were trying to work together on the issue. Information regarding the report from the Commissioner for Linguistic rights stating that NANB had violated francophone students' rights, the two lawsuits from francophone groups in NB and the recent counter lawsuit from NANB were shared with the board via email and discussed at the fall meeting in October 2018.

A financial review was submitted at the June 2018 AGM. There were no concerns with the financial status. We thank Kate Weaver for her four years as treasurer and welcome her colleague from UNB Fredericton, Tracey Rickards, who has taken over the executive position.

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 2018.

Two ARCASN Life Memberships were awarded: Dr. Danielle Charron (UdeM retired) and Dr. Rosemary Heber (UPEI retired) at the AGM.

The draft of the first ARCASN newsletter was presented at the AGM and after final editing; it will be placed on our website. A special thanks to Kate Weaver for taking responsibility for this initiative.

Respectfully submitted,

Suzanne Harrison RN, PhD

President, ARCASN

QRCASN PRESIDENT'S REPORT 2017 -2018

RENCONTRES DES INSTANCES DE GOUVERNE :

En 2017-2018, l'Assemblée générale annuelle s'est tenue le 20 novembre 2017. Les membres du Conseil d'administration de l'ACESI-RQ se sont rencontrés deux fois, soit le 20 novembre 2017, dans le cadre du Congrès annuel de l'Ordre des infirmières et infirmiers du Québec (OIIQ) à Montréal et le 29 mai 2018 à la Faculté des sciences infirmières de l'Université McGill. Les membres du comité exécutif ont tenu une rencontre le 29 septembre 2017 et une autre le 25 avril.

Membre du comité exécutif 2017-2018

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 2017-2018, 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 1^{er} cycle
 - Forum de 2^e cycle- pratique avancée
 - ACESI-Nationale
 - Forum des doyennes et des directrices (dont les activités ont été suspendues en cours d'année)

Les échanges qui en ont découlé ont favorisé un partage des informations et des préoccupations. Des enjeux concernant le 1^e cycle et le 2^e cycle y ont donc été discutés de même que des avenues à envisager.
- Le Forum du 1^{er} cycle, présidé par Johanne Goudreau a tenu trois réunions, soit en novembre 2017, en avril et en septembre 2018. Lors de ces rencontres, les membres ont poursuivi l'examen des programmes de 1^{er} 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 ou est en cours pour chacun des programmes en vue de bonifier l'harmonisation de nos programmes respectifs.
- Lors des rencontres du Forum de 1^{er} cycle, des discussions ont aussi porté sur les difficultés vécues par les universités concernant les stages, entre autres, sur la concurrence entre elles pour le placement des stages ainsi qu'avec les cégeps. Au niveau des stages, un constat demeure constant et préoccupe les membres : les maisons d'enseignement collégial déploient des stages dans les milieux de santé communautaires et de soins critiques, ce qui prive les universités de certaines places de stage. Par ailleurs, étant donné que les enseignants du collégial, selon leur convention collective, ne peuvent travailler de nuit ou de fin de semaine, certaines universités se voient dans l'obligation de demander aux étudiantes et aux étudiants de faire des stages de nuit, et toutes les universités doivent exiger de leurs stagiaires d'effectuer des stages les fins de semaine.

Kathleen Lechasseur, inf. Ph.D.

Présidente de l'ACESI-RQ

COUPN-CAATS PRESIDENTS' REPORT 2017 -2018

Ontario Region Update September 2018—COUPN/CAATS Report

Background

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

COUPN and CAATs 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 site 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 newly redeveloped 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.
 - Responding to the calls to action of the Truth and Reconciliation Commission through curriculum development; both in their respective arenas and through ongoing joint communication.
- COUPN members have raised concerns with CNO about the quality of the French adaptation of the NCLEX and the lack of French preparatory materials. CNO held a meeting with the French language programs to try and address this. Other matters COUPN is involved in include:
 - Exploring RN leadership competencies required in practice;
 - Implementing recommendations from a COUPN study on caring curriculum funded by AMS Phoenix.

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

WNRCSN PRESIDENT'S REPORT 2017 -2018

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 2018 conference was held in Calgary, AB and was hosted by the University of Calgary Faculty of Nursing, Mount Royal School of Nursing and Midwifery and Athabasca University.

The conference theme was Re-imagining Nursing Education: Innovations for the Future

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

This year, WNRCSN was pleased present the Lifetime Honorary Member Award to Dr. Bev Williams

The Lifetime Honorary Member Award is WNRCSN's highest honor bestowed upon a retired nurse educator who has made significant contributions to WNRCSN and nursing education throughout their career.

The Lifetime Honorary Member will receive complimentary

Active (voting) membership in WNRCSN for their lifetime.

Criteria: Years of service as a nurse educator, years of service to WNRCSN, levels of engagement with WNRCSN, and significance of contributions to the organization, to nurse education, and the nursing profession.

Prior to her retirement from the University of Alberta, Faculty of Nursing in Spring of 2016, Dr. William's career (service, teaching and research) was dedicated to advancing the practice and evidence-base of nursing education. In addition to her undeniable and lasting contributions to nursing education in Canada, she also made many contributions to WNRCSN; serving as a MAL, on conference planning committees and as an awards reviewer on MAL executive committee.

Nursing Education Innovation Award

Title: Factors in Nursing Students' Academic Success during Program Progression.

*PI Janine Brown	U Regina SK
Meghan McDonald	Sask Polytechnic SK
Noelle Rohatinsky	U Saskatchewan SK
Cheryl Besse	U Saskatchewan SK
Patti Manson	Sask Polytechnic SK

Nursing Education Research Award

Title: Exploration of Undergraduate Students' Experiences with Remote Robotic Presence

Louise Racine U Saskatchewan SK

Anna Power-Horlick U Saskatchewan SK

Graduate Student Nursing Education Research Award

Title: Enhancing Undergraduate Nursing Students' Knowledge and Self-Efficacy about Workplace Bullying: A Quasi-experimental Study

Abeer Alraja U Manitoba MB

*Supervisor Donna Martin U Manitoba MB

Focus of this past year

In response to the overwhelming support for the implementation of an association management software/website at the 2017 AGM, we have worked to transition to the new association management platform that has much more capacity to streamline event registrations and membership renewals. This platform will also allow WNRCSN to engage members more meaningfully online and support interest groups and other task forces that will support the work of WNRCSN. This new platform positions us well to launch new initiatives in this next year. I would like to thank V.J. Gibbins (WNRCSN Secretary-Treasurer) for his tireless work in managing the RFP process and his leadership in configuring and launching the new platform this year.

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 and suggestions at both the MAL meeting and the AGM for the incoming President and Secretary-Treasurer to work from in the 2018/19 year.

The WNRCSN leadership will transition also occurred at the AGM in February 2018 with Ngoc Huynh moving into the role of President and Shannon Freeman as Secretary-Treasurer. Both Ngoc and Shannon are from the University of Northern British Columbia. The 2019 AGM and Nursing Education Conference will be held in Edmonton, AB on February 20th.

Sandra Davidson, University of Alberta, President
VJ Gibbins, University of Alberta, Secretary-Treasurer
Ngoc Huynh, University of North British Columbia, Vice-President
Noelle Rohatinsky, University of Saskatchewan

Kerry Lynn Durnford, Aurora College
Nicole Brown, Selkirk College
Christa MacLean, Saskatchewan Polytechnic
Nicole Harder, University of Manitoba, Past-President

CNSA REPORT 2017 -2018

The Canadian Nursing Students' Association (CNSA) is the national voice of nearly 30,000 Canadian nursing students. We represent students to nursing organizations and governments on the provincial, national, and international levels. Our association strives to expand the voice of nursing students on issues important to nursing students and the nursing profession through continued advocacy and stakeholder relations.

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

We have some very exciting projects upcoming from our members. UBC is hosting a diversity conference on December 1st organized by our diversity committee chair. The conference will include speakers on topics such as gaps in services for those who are deaf and hard-of-hearing, fatphobia in healthcare, decolonizing care, and many more. All proceeds from this event will be donated to charity as well. Our research and education committee has just released a curriculum/ NCLEX-RN survey to students to gauge nursing student opinion towards curriculum content at their school, specifically with a focus on preparation for the NCLEX-RN examination. The results of this survey will allow CNSA to better support student nurse learning and success in the future.

We have created a legacy fund as a means to give back to our membership. This fund is being used to send 10 nursing students per year to our national conference as well as to create new awards for nursing students.

Some of our national advocacy efforts have included:

- We have advocated for provincial resolutions to issue an RFP for a Canadian made licensing exam for RN's.
- We sent representatives to Ottawa for the CNA Biennial conference to act as the 5 class B voting members of CNSA.
- We sent 2 representatives to Dublin, Ireland for the second annual GASNN conference where our global health committee chair was a voting delegate on behalf of the CNSA and our president presented on LGBTQ2S+ health curriculum reform for nursing.
- National Nursing Students Week is coming up on November 19-23. The theme this year is "Strength in Solidarity: Advocating for Safe Learning Environments".
- During our West-Prairie regional conference our members advocated for indigenous health and rural population health.
- Our national conference will be held in Calgary, AB on January 22-26. This year's theme is "Aspire to Inspire: Celebrating Student Leadership and Advocacy".





BOARD OF
DIRECTORS
2017-2018



CONSEIL
D'ADMINISTRATION
2017-2018



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

COMMITTEE MEMBERS 2017-2018

MEMBRES DES COMITÉS 2017-2018

Audit Committee / Comité d'audit

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

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

Johanne Goudreau (Québec)	Université de Montréal
Amy Palma (Ontario)	McMaster University
Monique Sedgwick	University of Lethbridge
Kathy Watkins	MUN
(Chief Electoral Officer)	VACANT

Committee on Education / Comité permanent, Éducation

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

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

Landa Terblanche (Faculty representative)	Trinity Western University
Suzie Durocher-Hendriks (Chair - Faculty representative- bilingual)	Faculty of Nursing, Moncton University
Mina Singh (Faculty representative)	York University
VACANT (Faculty representative- <i>bilingual</i>)	
Frances Gallagher (Faculty representative- <i>bilingual</i>)	École des sciences infirmières, Université de Sherbrooke
Chantal Saumure (CNA nursing practice representative)	Directrice régionale de la qualité, expérience clientèle, performance et services des bénévoles, Réseau de santé Vitalité
Maria Brunello (Community representative)	University Health Network
Sandra Young (Regulatory representative)	College and Association of Registered Nurses of Alberta
Natalie Bownes (Student representative)	Windsor University
Irene Wu-Lau (Observer)	College of Nurses of Ontario
CASN President	Ex-officio
CASN Executive Director	Ex-officio

Graduate Studies Committee / Forum, Deuxième Cycle

Roger Pilon (Co-Chair)	Laurentian University
Sonia Semenic (Co-chair)	McGill University
Alice Gaudine (Board Liaison)	Memorial University of Newfoundland
CASN President	Ex-officio
CASN Executive Director	Ex-officio

Undergraduate Studies Committee / Comité sur les études de premier cycle

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

CNEI Advisory Board / Conseil consultatif d'ICIE

Linda Ferguson (Chair)	University of Saskatchewan
Chris Power	Community representative, CPSI
Sandra DeLuca	Fanshawe College
Evelyn Kennedy	Cape Breton 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
CASN Executive Director	Ex-officio

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

Clémence Dallaire (Chair)	Université Laval
Anita Mohlzan	University of Alberta
Netha Dyck	SIAS
Linda Johnston	University of Toronto
Kelly Stajduhar	University of Victoria
Marilyn MacDonald	Dalhousie University
CASN Executive Director	Ex-officio
CASN President	Ex-officio

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

Lise Guerrette Daigle (Chair - Professional)	Université de Moncton
Darlene O'Reilly (Regulatory Representative)	College of Registered Nurses of Manitoba
Molly Westland (Faculty Representative)	Fleming College
Mariann Rich (Faculty Representative)	Athabasca University
Kirsten Woodend (Education Committee Representative)	Trent University
Josee Bonneau (Faculty Representative)	McGill University
Pertice Moffitt (Faculty Representative)	Aurora College
Rosemary Herbert (Faculty Representative)	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

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

Fran Abbott	Centre for Nursing Studies
Cristie Lougheed Bambrick	Holland College
Catherine Bradbury	Yukon College
Susan Duff	New Brunswick Community College
Sandra DeLuca (Co-chair)	Fanshawe College
Netha Dyck	Saskatchewan Polytechnic University
Carly Hall	Camosun College
Joanne Hunter (Co-chair)	Northern Lakes College
Joyce Kirk	Assiniboine College
Janine Lennox	Langara College
Judy Morrow	Nova Scotia Community College
Holldrid Odreman	Niagara College
Linda O'Halloran	St. Clair College
Karen Ulyott	Saskatchewan Polytechnic University
Wanda Wadman	College of Licensed Practical Nurses of Newfound-
Molly Westland	Fleming College

**IEN Accreditation Advisory Committee /
Comité consultatif sur l'agrément des IFE**

Patricia Bradley (Chair)	York University / COUPN
Janine Lennox (Board liaison)	Langara College
Sandra Pettit	Saskatchewan Polytechnic
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
Joni Boyd	CASN Manager of Accreditation

Advocacy Committee / Comité de défense

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

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

Mary Ellen Labrecque (formerly Andrews)	University of Saskatchewan
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

**Truth and Reconciliation Committee
/ Comité - vérité et réconciliation**

Marilee A Nowgesic (Chair)	Canadian Indigenous Nurses Association (CINA)
Addie Pryce	Assembly of First Nations
Mike Villeneuve (rep Ashley Chrisholm)	Canadian Nurses Association
Victoria Marchand	Canadian Nursing Students' Association
Alice Gaudine	Memorial University, CASN Board Liaison
Shelley Francis	University of New Brunswick
Amélie Blanchet Garneau	Université de Montreal
Jodi Tuck	McGill University
Victoria Smye	Western University
david Gregory	University of Regina
Donna Murnaghan	Thompson Rivers University
CASN Executive Director	Ex-officio
CASN President	Ex-officio

CASN Digital Health E-Prescribing Advisory Committee/Comité consultatif de l'ACESI sur les ordonnances électroniques

Rosemary Wilson (Chair)	Queen's University
Karen Furlong	University of New Brunswick
Lynn Nagle	University of Toronto
Elizabeth Borycki	University of Victoria
Ruth Martin-Misener	Dalhousie University
Lenora Brace	Nurse Practitioner Association of Canada
Donna Murnaghan	Thompson Rivers University /CASN Board
Roger Pilon	Laurentian University
Anne Baldwin	PrescribeIT
Anne Fazzalari	Canada Health Infoway representative
Marie Rocchi	Association of Faculties of Pharmacy
Monica Redekopp	College of Registered Nurses of British Columbia

Digital Health E-resource Advisory Committee Membership/Comité consultatif de l'ACESI sur la ressource-é (ressource électronique) en santé numérique

Glynda Rees	British Columbia Institute of Technology
Lynn Nagle	University of Toronto
Karen Furlong	University of New Brunswick
Jodi Found	Saskatchewan Nursing Informatics Association Saskatchewan Polytechnic
Manal Kleib	University of Alberta
Sandra Bassendowski	University of Saskatchewan
Deborah Dayus	University of Windsor
Richard Booth	Western University
Craig Duncan	Laurentian University
Donna Murnaghan	CASN Board of Directors / Thompson Rivers University

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

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
Brandon Smith	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
Christine Rieck Buckley	Canadian Nursing Foundation

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

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
Charissa Cordon	Canadian Association of Nurses in Oncology



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

PAT GRIFFIN FUND / LE FONDS PAT GRIFFIN

CUTTING EDGE NURSING EDUCATION

=

WORLD CLASS HEALTH CARE

FORMATION INFIRMIÈRE DE POINTE

=

SOINS DE SANTÉ DE CALIBRE INTERNATIONAL!

The CASN Pat Griffin Fund:

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

Please show your support and donate today!

www.casn.ca

Le Fonds Pat Griffin de l'ACESI :

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

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

www.acesi.ca



CASN
ACESI

