



Annual Report Rapport annuel

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

CASN
ACESI 

2020



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.

Content | Matières

- 2 President's message / message de la présidente
- 4 Executive Director's Message / Message de la Directrice Générale
- 6 Strategic Plan Status Update / Plan Stratégique Mise à Jour
- 19 Affiliate Member Reports / Rapports des Membres Affiliés
- 26 Boards and Committees / Conseils et comités



Dear members,

Welcome to the 2020 CASN Council meeting. When the WHO announced that 2020 would be the Year of the Nurse and Midwife, none of us could have imagined the significance—and prescience—of that announcement. What we anticipated were celebrations of the 200th anniversary of Florence Nightingale’s birth, the release of the first *State of the World’s Nursing* report, the culmination of the *Nursing Now* campaign, and a recognition of the critical role that nurses play in health care. What we got were spontaneous nightly celebrations of nurses and other healthcare workers from balconies and front doors across the globe, pasted thank you notes in living room windows by children in lockdown, and headlines (and advertisements) extoling the value of nurses in our societies. In other

words, COVID-19 eclipsed planned nursing celebrations while bringing laser focus to the critical role that nurses are playing right now.

As I write this (August 2020) the world is still fully immersed in the COVID-19 story. Canadians are following the lead of public health experts – one eye warily on our own tenuous case numbers, the other on the state of affairs south of our still-closed border. Over the past months I have watched Canadian nurse educators respond early and swiftly to the emerging pandemic, not only pivoting to remote learning with their institutional colleagues, but also advocating for solutions that would ensure safe and timely progression of students’ clinical learning. As educational leaders leaned on colleagues across the country to make sense of, and plan through, the haze of COVID-19, CASN became a lifeline for many of us, providing a platform for sharing resources and solutions, and acting as an advocate and voice for nursing education as essential service during the time of COVID.

In my President’s Report a year ago, remarking on the 100th anniversary of the first baccalaureate program in Canada, I noted that it was no accident that Canada took up the cause of university-level education for nurses in 1919. At that time, the dual tragedies of the First World War and the Spanish Flu heightened the public’s awareness for the need of well-educated nurses to respond to pressing health care needs of Canadians. Today, we find ourselves absorbed in a global pandemic that will – also – inevitably reshape the future of nursing. The devastation caused by the Spanish Flu catalyzed the establishment of public health education and practice, with the earliest university programs in nursing in Canada focused on public health. Similarly, COVID-19 will bring innovations to nursing education and practice – indeed it already has. CASN has, and will continue to support innovations and quality of nursing education. Some COVID-19 specific initiatives to date include:

- Virtual Simulation COVID-19 Assessment and PPE, with CAN-SIM
- COVID-19 Position Statement
- Repository of COVID-19 Resources
- Unfolding Case Study related to COVID-19
- Webinar on the Use of Virtual Reality Simulation for Community Health Clinical
- A COVID-19 virtual simulation education series for nurses (forthcoming: funding has been secured)

I could list out the regular and, under pandemic circumstances, remarkable contributions of CASN members –including those on various committees who continued to meet and progress on everything from the preparation of the planned special QANE edition on nursing educational history, to virtual accreditation site visits, to the review of awards applications. What I mostly want to do, however, is to pause to say . . . Thank You: To all the nursing educational leaders who have taken on behemoth responsibilities at their own institutions while still contributing generously to CASN committees and urgent taskforces. To all the nursing educators who have ensured their students safely completed their course of studies and were honoured in creative ways, from virtual pinning ceremonies to drive-through graduations. To clinical faculty who have stood in the gap between education and practice, ensuring that new grads are transitioned well during the pandemic. And to researchers capturing it all.

Thank you to the superb CASN Board, including the incoming President Dr. Linda Patrick. And, most of all, thank you to our exceptional Executive Director, Dr. Cynthia Baker, and the remarkable CASN staff, who not only kept the regular and additional CASN functions going (while also protecting our financial solvency!), but did so from their living rooms and basements. It is a distinct honour to work with each one of you.

Sonya Grypma, PhD, RN – CASN President

Chères membres,

Bienvenue à la réunion du Conseil de l'ACESI de 2020. Lorsque l'OMS a nommé 2020 l'Année internationale des sages-femmes et du personnel infirmier, personne n'aurait pu imaginer la signification et la nature prémonitoire d'une telle déclaration. Nous anticipions des célébrations axées sur le 200^e anniversaire de la naissance de Florence Nightingale, la publication du premier rapport *La situation du personnel infirmier dans le monde*, l'aboutissement de la campagne *Nursing Now* et la reconnaissance du rôle essentiel des infirmières dans les soins de santé. Nous avons plutôt vu des célébrations nocturnes spontanées sur les balcons et les perrons du monde, adressées aux infirmières et aux autres travailleurs de la santé, des mots de remerciement collés aux fenêtres des salons par des enfants confinés, ainsi que des manchettes (et des publicités) soulignant la valeur des infirmières dans nos sociétés. En somme, la COVID-19 a éclipsé les célébrations prévues tout en centrant l'attention sur le rôle critique des infirmières dans le contexte actuel.

Alors que j'écris ceci (en août 2020), le monde est encore plongé dans la saga de la COVID-19. Les Canadiens suivent les directives des experts de la santé publique, un œil prudent sur notre précaire nombre de cas, l'autre sur l'état de la situation au sud d'une frontière encore fermée. Au cours des derniers mois, j'ai assisté à la réaction rapide à la pandémie émergente des infirmières enseignantes canadiennes, qui sont non seulement passées à l'enseignement à distance tout comme leurs collègues des établissements scolaires, mais ont aussi préconisé des solutions assurant la sécurité et la progression rapide de l'apprentissage clinique des étudiantes. Alors que les leaders académiques comptaient sur leurs collègues d'un peu partout au pays pour trouver une direction et s'organiser dans la brume de la COVID-19, l'ACESI est devenue une bouée pour beaucoup d'entre nous, fournissant une plateforme d'échange de ressources et de solutions, se faisant le défenseur et la voix de la formation infirmière en tant que service essentiel en ces temps de pandémie.

Dans mon rapport annuel de 2019, qui soulignait le 100^e anniversaire du premier programme de baccalauréat au Canada, j'ai constaté que le pays ne s'est pas engagé par hasard dans la cause de la formation universitaire des infirmières, en 1919. À cette époque, la double tragédie de la Première Guerre mondiale et de la grippe espagnole a accéléré la sensibilisation du public à la nécessité d'avoir des infirmières instruites pour répondre aux besoins pressants des Canadiens en matière de soins de santé. En ce moment, nous sommes absorbés par une pandémie qui redéfinira inévitablement l'avenir des soins infirmiers. La dévastation causée par la grippe espagnole a précipité l'établissement d'une formation et d'une pratique infirmières publiques; de fait, les premiers programmes universitaires de sciences infirmières au Canada se concentraient sur la santé publique. De même, la COVID-19 engendrera des innovations dans la formation et la pratique infirmière. C'est déjà le cas, en fait. L'ACESI soutient les innovations et la qualité en matière de formation infirmière, et elle continuera de le faire. Voici quelques projets créés en fonction de la COVID-19 :

- Simulation virtuelle COVID-19 – évaluation et EPI, par l'entremise de CAN-SIM
- Énoncé de position de l'ACESI sur la formation en sciences infirmières lors de la pandémie de COVID-19
- Répertoire de ressources COVID-19
- Étude de cas interactive liée à la COVID-19
- Webinaire sur l'utilisation de la simulation en réalité virtuelle pour l'enseignement clinique en santé communautaire
- Série éducative sur la simulation virtuelle liée à la COVID-19, à l'attention des infirmières (à venir : le financement est assuré)

Je pourrais énumérer toutes les contributions habituelles et, dans les circonstances de la pandémie, exceptionnelles des membres de l'ACESI, dont leur apport aux divers comités qui ont continué à se réunir et à progresser sur tous les plans, de la préparation de l'édition spéciale de la revue *Avancées en formation infirmière*, sur l'histoire de la formation infirmière, aux visites virtuelles d'emplacements soumis à un examen d'agrément, en passant par la revue des candidatures aux prix. Or, j'aimerais avant tout prendre un moment pour dire... Merci. Merci à toutes les personnes responsables de la formation infirmière, qui ont assumé d'énormes responsabilités dans leurs propres établissements tout en contribuant généreusement aux comités et aux groupes de travail d'urgence de l'ACESI. Merci aux infirmières enseignantes, qui ont veillé à ce que leurs étudiantes terminent leur programme d'études en toute sécurité et soient honorées de façon créative, des cérémonies virtuelles de fin d'études aux remises de diplômes à l'auto. Merci aux enseignantes cliniques, qui ont fait le pont entre la formation et la pratique, s'assurant de la transition adéquate des nouvelles diplômées en cours de pandémie. Et aux chercheuses qui ont documenté le tout.

Merci encore au merveilleux conseil d'administration de l'ACESI et à sa présidente entrante, D^{re} Linda Patrick. Par-dessus tout, merci à notre remarquable directrice générale, D^{re} Cynthia Baker, et aux extraordinaires employés de l'ACESI, qui ont non seulement maintenu leurs fonctions habituelles et additionnelles (tout en protégeant la solvabilité financière de l'organisme!), mais l'ont fait de leurs salons et sous-sols. C'est un insigne honneur de travailler avec chacun de vous.



Dear colleagues,

CASN's national office, like so many other Canadian organizations, experienced unprecedented challenges during 2020. While CASN's team of staff continued to work hard to advance the priorities of the strategic plan, supporting our members in responding to the new reality of COVID-19 became a major goal. I would like to focus this year's report on the initiatives and projects that were launched to achieve this goal.

Early CASN initiatives began with an information document, developed in February by the CASN Community Health Interest Group. It was disseminated to schools to provide guidance on preparing for a possible increase of COVID-19 cases. As we went into the lock down period, a CASN position statement was released identifying nursing education as an

essential service during the pandemic in support of advocacy among members schools. With the imminent threat of a potential overwhelming surge of COVID-19 cases in intensive care, CASN partnered with the Canadian Alliance of Nurse Educators using Simulation (CAN-Sim) to develop a freely available virtual simulation on assessment and PPEs to address areas of care related to COVID-19. In addition, a virtual, interactive, unfolding case study was developed in English and French, in partnership with ARCASN, concerning a patient admitted to an acute care facility who develops COVID-19 symptoms while hospitalized. It's important to note that both the virtual simulation and the unfolding case study were developed voluntarily in a couple of weeks by teams of dedicated nurse educators from all parts of Canada who willingly contributed their valuable time and expertise to these projects on 24-hours notice!

Several continuing initiatives were launched by the CASN national office team following the World Health Organization's announcement declaring COVID-19 to be a pandemic. These included a Nurse Educator Knowledge Exchange on COVID-19 webinar series; a dedicated coronavirus website to facilitate access to multiple sources of information and other resources; and, a monthly newsletter to provide a mechanism for sharing tools, resources, and information among schools of nursing.

In May and at the end of August, CASN staff conducted cross country check-ins related to COVID-19. Major issues that surfaced in May concerned multiple barriers to clinical placements and an urgent need for national guidelines on the use of compensatory mechanisms, such as virtual simulation. In response a national task force was struck to develop guidelines on the use of virtual simulation; this work is currently underway. Funding from Health Canada was also obtained to create five virtual simulation games, in partnership with CAN-Sim, in both official languages on the following topics:

- Care of the ventilated patient
- Multiple organ dysfunction syndrome
- Fluid and electrolyte imbalance in older adults
- Respiratory deterioration
- Running a code with COVID-19

In addition, CASN's Canadian Nurse Educator Institute (CNEI) introduced course offerings related to the use of virtual simulation which attracted a large number of faculty.

The cross-country check-up in August indicated that schools of nursing continue to experience uncertainty and an ongoing need for curricular flexibility because of the unpredictable landscape of COVID-19 case surges. Participants, however, also suggested that innovative approaches to teaching and a greater understanding of what is essential in nursing education are emerging as a result of these challenges.

Despite the demands of the pandemic, evidence abounds that a quest for excellence has continued to be a driving force among CASN member schools. In closing, I would like to take this opportunity to salute the wonderful work of nurse educators in Canada who have continued to advance high quality nursing education during this especially difficult year. On behalf of the CASN national office team, our heartfelt thanks!

Cynthia Baker, RN, PhD - CASN Executive Director

Chères collègues,

Comme tant d'autres organisations canadiennes, le Secrétariat national de l'ACESI a fait face à des défis sans précédent au cours de 2020. Même si le personnel de l'ACESI a continué de soutenir le plan stratégique en vigueur, un nouvel objectif a vu le jour : aider nos membres à s'adapter à la nouvelle réalité de la COVID-19. Le rapport de cette année s'attarde surtout aux projets et aux initiatives mis en branle pour atteindre cet objectif.

L'ACESI a d'abord produit un document d'information, créé en février par son groupe d'intérêt en santé communautaire. Ce document a été distribué auprès des écoles afin d'offrir des conseils en cas de possible augmentation des cas de COVID-19. En début de confinement, l'ACESI a émis un énoncé de position établissant la formation en sciences infirmières comme un service essentiel en temps de pandémie, en soutien à la défense des intérêts des écoles membres. Devant la menace imminente d'une vague massive de cas de COVID-19 dans les unités de soins intensifs, l'ACESI s'est associée à la Canadian Alliance of Nurse Educators using Simulation (CAN-Sim) pour créer une simulation virtuelle libre d'accès sur l'évaluation et l'EPI, axée sur les secteurs de la santé directement liés à la COVID-19. D'ailleurs, une étude de cas virtuelle et interactive a été préparée dans les deux langues officielles, en collaboration avec l'ACESI – région de l'Atlantique. Elle traite d'un patient admis dans un établissement de soins actifs, qui présente des symptômes de la COVID-19 en cours d'hospitalisation. Il importe de noter que la simulation virtuelle et l'étude de cas interactive ont été délibérément conçues en quelques semaines par des équipes d'infirmières enseignantes de partout au Canada, qui à 24 heures d'avis, ont volontiers consacré leur précieux temps et leur inestimable expertise à ces projets!

Plusieurs initiatives en cours ont été lancées par l'équipe du Secrétariat national de l'ACESI après l'annonce de la nature pandémique de la COVID-19 par l'Organisation mondiale de la Santé. Parmi celles-ci, notons une série de webinaires d'échange de connaissances sur la COVID-19 entre infirmières enseignantes; un site Web consacré au coronavirus, conçu afin de faciliter l'accès à diverses sources d'information et à d'autres ressources; et, un bulletin mensuel d'information permettant l'échange d'outils, de ressources et de renseignements entre écoles de sciences infirmières.

Au cours du mois de mai ainsi qu'à la fin d'août, le personnel de l'ACESI a effectué des vérifications en lien avec la COVID-19 partout au pays. Les problèmes majeurs relevés en mai se rapportaient aux divers obstacles nuisant à la tenue de stages cliniques, ainsi qu'au besoin urgent de lignes directrices nationales sur l'utilisation de mécanismes compensatoires, comme la simulation virtuelle. Un groupe de travail national a alors été créé afin d'établir des lignes directrices en matière de simulation virtuelle; ces efforts sont en cours. Des fonds ont été obtenus de Santé Canada pour assurer la création de cinq jeux de simulation virtuels dans les deux langues officielles et en partenariat avec CAN-Sim, sur les sujets suivants :

- Soigner un patient ventilé
- Syndrome de défaillance multiviscérale
- Déséquilibre hydroélectrolytique chez les personnes âgées
- Détérioration respiratoire
- Exécution de codes en période de COVID-19

De plus, l'Institut canadien des infirmières enseignantes (ICIE) de l'ACESI a présenté une offre de cours en lien avec l'utilisation de la simulation virtuelle, qui a attiré un grand nombre d'enseignantes.

Le bilan pancanadien d'août a démontré qu'en raison du caractère imprévisible des flambées de cas de COVID-19, les écoles de sciences infirmières continuent de vivre dans l'incertitude et d'avoir un besoin constant de souplesse quant à leurs programmes d'études. Les écoles membres ont toutefois avancé que des approches d'enseignement novatrices et une meilleure compréhension des éléments essentiels à la formation ressortent de ces défis.

En dépit des exigences de la pandémie, de nombreux signes montrent que la recherche de l'excellence est toujours une force directrice au sein des écoles membres de l'ACESI. En conclusion, j'aimerais saisir cette occasion pour saluer l'incroyable travail des infirmières enseignantes au Canada, qui continuent à faire progresser une formation infirmière de grande qualité en cette année particulièrement difficile. Au nom du Secrétariat national de l'ACESI, je vous remercie du fond du cœur!

Cynthia Baker, inf. aut., Ph. D., Directrice générale de l'ACESI



Strategic Plan | Plan Stratégique

January 2019 - January 2023

Janvier 2019 - Janvier 2023

Status Update | Mise à jour

November 2020

novembre 2020

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

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

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

- The following contribute to an increased awareness amongst governments of CASN's role as the national voice for nursing education in Canada:
 - Ongoing national projects funded by Health Canada and the Public Health Agency of Canada to develop education guidelines and e-resources related to the opiate crisis and to the issue of increasing vector-borne infectious diseases resulting from climate change.
 - New national project, funded by Health Canada, entitled *Essential COVID-19 Skills for Graduating and New Nurses* to develop five freely accessible virtual simulation games (VSGs) aimed at increasing knowledge and skills of appropriate use of PPE; infection prevention and control, and caring for patients diagnosed with or suspected to have COVID-19.
- CASN staff represented nursing education at multiple government or government-related meetings and events, which build awareness of CASN's role as the national voice for nursing education. These have included the following:
 - Attendance at the annual Indigenous Services Canada Seventeenth Annual ISC 2019 awards ceremony for nurses in the North (2019, 2020).
 - Presentation of the Canadian Examination for Baccalaureate Nurses (CEBN) to the Principal Nursing Advisory Task Force (PNATF) by teleconference (April 2019).
 - Attendance at the Health Minister's announcement related to decisions and directions regarding the opioid crisis (March 2019).
 - Meeting with the principal nursing officer in Ontario to discuss the PNATF draft vision for education (April 2019).
 - Consultation provided to the Alberta Health Services E-Health project (January 2019) because of CASN's work related to digital health in nursing education.
 - Attendance at the Ontario Premier's Award Gala — Colleges Ontario (December 2019).
 - Presentation of CASN's climate change project at the Ontario Public Health Association meeting (November 2019).
 - Presentation of the Interprofessional Opioid Project at the Canadian Centre for Substance Use Addiction (CCSA) conference (November 2019).
 - Attendance at the Assembly of First Nations Climate Gatherings as part of CASN's project on vector-borne diseases (March 2020).
 - Presentation at the Canadian Public Health Association virtual conference as part of CASN's project on vector-borne disease (October 2020).

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

- As the voice of nursing education in Canada, CASN celebrates the achievements of nurse educators and of research in nursing education through the following programs:
 - CNEI Fellowship: The CNEI's Fellowship Program, which selects and inducts Fellows of the Canadian Nurse Educator Institute, provides recognition of the high-calibre of nurse educators in Canada. CNEI fellows have provided evidence of enduring and substantial contributions to nursing education and nursing education research over a minimum of the last 10 years.
 - Pat Griffin Scholar Award: CASN annually awards the Pat Griffin Scholar Award to an established nurse researcher with a strong, sustained program of research in nursing education, and celebrates the award recipient's achievements at the CASN Council meeting.

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

- CASN staff represent nursing education and scholarship in national and international organizations and at many events to amplify the voice of nursing education.
 - CASN is represented on the Board of Directors of the Canadian Nurses Foundation (CNF), which has adopted the document developed by the CASN Committee on Research and Scholarship, released in November 2018, identifying national consensus-based research priorities.
 - CASN national office is the secretariat of the International Organization of Nursing Education Associations, the Global Alliance for Leadership in Nursing Education and Science (GANES), and led the ad hoc committee that developed *Global Pillars of Nursing Education*, released June 2019.
 - The President, President-Elect, and Executive Director meet biannually with the Chair and Vice Chair of the Canadian Council of Registered Nurse Regulators (CCRNRR) to discuss matters of mutual interest.
 - CASN is represented on the Working Group of the International *Nursing Now* Initiative.
 - CASN's Accreditation Programs Manager is a member of the Board of Directors and Executive of the Association of Accrediting Agencies of Canada Board of Directors, which includes over 30 national accrediting agencies of a variety of professions and which publishes a list of good practices for accrediting agencies.
 - The Executive Director was an invitational speaker at the Forum of International Accreditation in Beijing, China in December 2019.
 - The Executive Director attended the annual meeting of Council for Higher Accreditation International Quality Group in Washington, USA in January 2020.



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

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

Participate in national and international conferences to share information about CASN

- CASN representatives regularly provide oral and poster presentations of CASN projects and initiatives at regional, national, and international conferences. These have included:
 - Presentations of the climate driven vector-borne infectious disease project at the Ontario Public Health Association's Climate Change Forum (November 2019) and the Assembly of First Nations Climate Gathering (March 2020).
 - Presentation of the interprofessional opioid project at the Canadian Centre for Substance Use Addiction (CCSA) conference (November 2019).

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

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

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

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

Strengthen collaborations with affiliate and provincial nursing education groups

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

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

- The CASN journal *Quality Advancement in Nursing Education - Avancées en formation infirmière* published its thirteenth edition in October 2020. To date there have been over 43,650 downloads of journal articles.
- In December 2018, the Editorial Board decided to create an annual special edition in addition to the regular two issues each year.
 - The first special edition, a history of nursing education with Sioban Nelson and Pauline Paul as co-editors, was published in September 2020.

2 Lead excellence in accreditation and evaluation of nursing education programs

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

Review, update and refine CASN's accreditation in programs

- The major seven-year stakeholder review of the Baccalaureate Accreditation Program was launched in May 2019 and included multiple focus groups and an extensive stakeholder survey. This data has been collated and was used to update and refine the program. The program was approved by CASN's Board of Directors in May 2020 and is being presented to Council members in November 2020.
- A new CASN Nurse Practitioner Accreditation Program was piloted by three schools of nursing. Decisions were made and the program pilots are being evaluated
- The Advisory Board of the CASN accreditation program for IEN Bridging Programs conducted a review of the standards in light of contextual changes related to IENs in Canada.

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

- Jurisdictional regulatory standards were utilized in tandem with those of CASN for reviews in Nova Scotia and New Brunswick in 2019/2020.

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

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

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

- The Executive Director was invited to China in December 2019 to assist the Commission for Nursing Education Accreditation of the Ministry of Education in establishing an accreditation system in China.

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

- The CASN Accreditation Program Manual for Baccalaureate Programs of Nursing, templates, and the Accreditation 101 course are available in Spanish.
- In 2019 and 2020, three schools in the South American countries of Mexico, Chile, and Peru completed reviews. Two programs have been accredited. There is further interest from Tunisian, Lebanese, and Mexican schools for international accreditation.

2 Lead excellence in accreditation and evaluation of nursing education programs

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

Ensure a quality, psychometrically sound exam development process for CEBN

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

2 Lead excellence in accreditation and evaluation of nursing education programs

Advocate for the adoption of CEBN

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

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

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

Utilize a communication strategy to promote the value of the CEBN

- The CEBN website was launched in December 2018.
- Social media campaigns using graphics were launched in December 2018. CASN engaged the services of Prosar to create a campaign to provide information on the CEBN. The campaign was launched in October 2019.

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

- CASN staff attended the Canadian Nursing Students Association Annual Conference to promote the CEBN (January 2020).



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

A) Facilitate evidence-based teaching and learning

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

- CASN became a vehicle for sharing information and resources for nurse educators during the COVID-19 pandemic:
 - CASN created a COVID-19 webpage to house information, resources, and initiatives related to the pandemic.
 - CASN created the *Nurse educator knowledge exchange webinar series* as a way for faculty to present initiatives, research and changes to teaching to fellow nurse educators.
 - CASN created a special monthly newsletter on COVID-19 as a way to share information and resources with nurse educators .
- Multiple mechanisms are continuously employed to advance and disseminate relevant nursing education knowledge, including the development of textbooks, documents, e-resources, conference presentations, and courses.
- An English textbook entitled *The Role of the Nurse Educator in Canada* was published in September 2020.
- A French textbook on nursing education is in the development process.
- A document identifying the top ten acute care situations students should experience prior to graduating was released (August 2019) as a guide to the use of simulation in nursing education.
- An e-resource related to nursing informatics and digital health was launched (February 2019).
- Certification programs in nursing education, clinical instruction, and simulation pedagogy are offered annually, as are continuing education courses and webinar series.
- CASN is conducting a project with funding from the Public Health Agency of Canada to develop education guidelines related to climate driven vector-borne infectious diseases in Canada amongst nurse educators. Education guidelines have been published and an accompanying e-resource is being developed
- CASN and the Association of Faculties of Pharmacy of Canada (AFPC) and the Canadian Association for Social Work Education - Association canadienne pour la formation en travail social (CASWE-ACFTS) published *Interprofessional education guidelines on opioid use and opioid use disorders* in 2020. Development of an accompanying e-resource to support the interprofessional integration and use of the guidelines is underway.
- In partnership with the Canadian Alliance of Nurse Educators Using Simulation (CAN-Sim), CASN developed a virtual simulation game on the use of personal protective equipment and conducting a COVID-19 assessment
- Working with a group of nurse educators and nurses in practice from the Atlantic region, CASN published an unfolding case study: Assessment, communication and protection related to COVID-19

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

- CASN has initiated activities to create a National Nurse Residency Project. The aim is to develop and pilot a residency program for nurses entering practice in collaboration with employers of new graduates and with provincial/territorial government support, if possible. Activities have included the following:
 - An Advisory Committee comprised of 25 key stakeholders representing academia, hospitals, nursing regulatory associations, and student nursing associations has been struck.
 - A working group was formed to develop the program and a competency-based curriculum has been developed. Online courses, new graduate assessment tools, and a preceptor training program are being developed.

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

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

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

- A Virtual Simulation Advisory Committee was formed to create a resource with recommendations on the use of virtual simulation, in response to changes to education delivery because of COVID-19 (August 2020).
- CASN published *Guidelines for Undergraduate Nursing Education on Climate-Driven Vector-Borne Diseases* (March 2020). Development of an accompanying e resource to support the integration and use of the guidelines is underway.
- CASN published *Interprofessional Education Guidelines on Opioid Use and Opioid Use Disorders* in partnership with CASWE and AFPC (June 2020). Development of an accompanying e resource to support the integration and use of the guidelines is underway.
- CASN, in partnership with the Canadian Association of Nurse Educators using Simulation (CAN-Sim) and the Canadian Nurses Association (CNA), supported the creation of five virtual simulation game on the appropriate use of personal protective equipment during a COVID-19 testing and assessment.
- CASN in partnership with CINA has published a discussion paper entitled *Framework of Strategies for Nursing Education to Respond to the Calls to Action of Canada's Truth and Reconciliation Commission* (October 2020).
- CASN published a statement, *Nursing education during the COVID-19 pandemic*, a guiding document and advocacy tool for nurse educators (March 2020).

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

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

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

- CNEI 2020 Certification Programs offerings include:
 - Simulation Certification Program
 - Nurse Educator Certification Program
 - Clinical Instructor Certification Program
- CNEI 2020 course offerings include:
 - Scholarship
 - Palliative and End-of-Life Care
 - Graduate Student Supervision
 - Advancing Community Health in Generalist Undergraduate Education
- CNEI 2020 short course offerings include:
 - Building Practice Competencies Virtually Amongst Baccalaureate Students
 - Building Communicable Disease Prevention and Control, and Emergency Preparedness
- CASN planned the Leadership Retreat, Level I to be offered in the fall of 2020. This was cancelled because of COVID-19.
- CASN Nurse Educator Interest Groups active in 2020-2021 are: 1) Simulation, 2) Digital health, 3) Clinical instructor, 4) Mental health, 5) Community health, 6) Palliative and end-of-life care, 7) Graduate student supervision, and 8) Nurse Practitioner.
- Ongoing CNEI course offerings include: four Modules for the Simulation Certification Program; three Modules for the Nurse Educator Certification Program; the Clinical Instructor Certification Program; the Scholarship Course; the Palliative Care course; a graduate supervision course; an IPE course; and, the Leadership Retreat, Levels I and II.
- CASN has entered into an agreement with Sino-Canada International Academy for Health Studies to offer the three modules of the Nurse Educator Certification Program to nurse educators in China, with Module 1 starting in November 2020.
- Additional course offerings are provided in response to education needs; new courses on communicable disease prevention and emergency response, and building practice competencies virtually were offered in 2020.
- Three certification exams for educators (CCNE, CCCI, and CCSNE) are now being offered twice per year, in spring and fall.

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

Offer CASN certification programs for educators in French

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

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

- At the 2019 Council meeting, a silent auction of donated prizes was implemented, with funds raised being directed to the Pat Griffin Fund, and a donation card was included with Council registration packages. A website donation “button” link is also in the process of being created.



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

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

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

- CASN has a partnership with CINA, and CASN staff meet with the executive director of CINA on a quarterly basis.
- All special projects have an Indigenous review by CINA. CINA is providing guidance and expertise for Indigenous engagement and review for the two federally funded projects currently underway to ensure that Indigenous perspectives are integrated.
- Indigenous nurses are included in all item writing sessions for the CEBN.
- CASN, in partnership with CINA (and on behalf of CINA), launched the first compendium to the Student and Faculty Survey, “Indigenous survey of nursing students and faculty” (January 2019).
- An ad hoc committee was formed to address the Truth and Reconciliation Calls to Action. The committee created a draft Statement of Organizational Commitment adopted by the Board in May 2019. The work of the committee culminated with the publication and dissemination of a document titled *Framework of Strategies for Nursing Education to Respond to the Calls to Action of Canada’s Truth and Reconciliation Commission* (October 2020).
- A free webinar series on Canadian schools’ activities to address TRC Calls to Action has been launched (November 2019).
- The *National Research Priorities*, published in 2018, identifies the first priority as Indigenous and/or other equity-seeking communities.
- The *Notes on Nursing Research* published October 2019 is themed *Nahi miyw-ayawin: Cri du coeur for Health Equity* and is aligned with CASN’s research priorities.
- CASN published an anti-racism statement (September 2020).

Develop partnerships with key stakeholders to address equity issues

- CASN partnered with the Canadian Indigenous Association of Canada (CINA) to develop the *Framework of Strategies for Nursing Education to Respond to the Calls to Action of Canada’s Truth and Reconciliation Commission*.

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

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

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

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

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

- The National Office has not yet addressed this action.

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

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

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

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

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

- A survey of doctoral programs is being planned.

Explore the option of hosting a bi-annual PhD forum

- Initial planning is underway to launch a virtual PhD forum in the spring of 2021.

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

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

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

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

Adopt a communication strategy to inspire academic nursing careers

- This action has not yet been addressed.

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

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

Foster research and scholarly activities

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

5 Collaborate with strategic partners to advance nursing education and improve health outcomes of communities

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

Explore new opportunities for national and international collaboration

- CASN developed a partnership with CAE to create the document *Top 10 Adult Nursing Situations for High Fidelity Simulation* that identifies situations new graduates should have experienced as students, using a national consensus-based approach, and has released high-fidelity scenarios for each developed by faculty with expertise in simulation across Canada.
- In advancing of a Public Health Agency of Canada-funded project related to the effects of climate driven vector-borne infectious diseases on health in Canada, CASN has participated in the following:
 - The Public Health Agency of Canada's (PHAC) national multi-disciplinary roundtable discussions on Lyme disease (June 2018, October 2018, and May 2019).
 - PHAC Committee for the Education of Health Professionals on Zoonosis and Climate Change (November 2018, February 2019 and April 2019).
 - The Society of Obstetricians and Gynecologists of Canada (SOGC) Expert Committee on Lyme disease and other tick-borne diseases during pregnancy (December 2018). CASN also provided expertise on a national survey on Lyme disease and maternal transmission.
 - The Ontario Public Health Association's Climate Change Forum (November 2019)
 - The Assembly of First Nations Climate Gathering (March 2020).
- CASN developed a new partnership with the Association of Faculties of Pharmacy of Canada (AFPC) and the Canadian Association for Social Work Education — Association canadienne pour la formation en travail social (CASWE-ACFTS) to collaboratively foster curricular change in education programs in entry level education programs of the three professions.
- CASN is partnering with Sino-Canada International Academy for Health Studies and the Guangua International Education Association (GEIA) to offer the Nurse Educator Certification programme virtually to nurse educators in China. Module 1 will begin in fall 2020.

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

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



Affiliate Member Reports
Rapports des membres affiliés

ARCASN REPORT 2019-2020

Executive members: Suzanne Harrison (President, UdeM), Shelley Cobbett (President elect, Dalhousie), Peggy Hancock (Secretary, WRSON), Tracey Rickards (Treasurer, School rep UNBF)

School representatives: Glenys Moran (Center for Nursing Studies), Janet McIntyre (UPEI) Dawn Pittman (WRSON), Angela March (UNB Saint John), Tracey Lillington (CBU), Marion Alex (St. FX), Marie-Noelle Paulin (UdeM) and Shauna Houk (Dal), Renee Crossman (MUNSON)

Committee chairs: Kate Weaver (Chair, Research Committee), Renee Gordon (Chair, Education Committee)

Three teleconference meetings were held, the Fall meeting (Oct18th, 2019), the Winter meeting (February 26th, 2020) and Spring meeting (May 26th, 2020).

Agenda items of mention over the last year include but are not limited to:

- Ways of facilitating the annual ARCASN member registration process. Discussions with CASN to have an electronic registration and payment system via our website;
- Ways of increasing our presence via social media (Facebook and Twitter);
- Two lifetime members added: Joanne Whitty Rogers (StFx) and Glenna Cunning (WRSON).
- Sharing common challenges, especially at the Spring meeting considering the COVID-19 pandemic (impact on teaching in a classroom, laboratory and clinical settings);
- Pressure felt by some provinces to produce more nurses and the dangers of the privatization of nursing education;
- Impact of the COVID-19 pandemic on ARCASN functioning, after consultation with Board members, the following decisions were made:
 - Annual conference that was to take place at Dalhousie University was cancelled until the spring of 2021;
 - AGM was cancelled, in lieu, a detailed annual report was sent out to ARCASN members;
 - Decision to roll over all executive member mandates for one more year.

Despite the pandemic, both ARCASN Committees were able to fulfill their mandates and each selected two recipients for both the Education and Research awards (2000\$ per award).

Priorities for 2020-2021

- Finalize ARCASN e-registration and payment process
- Continue to be a vocal defender of the nursing education and research in Atlantic Canada, focusing on issues such as nursing shortages, the COVID-19 pandemic, privatization of nursing education, etc.

Respectfully submitted,

Suzanne Harrison, Ph.D.
ARCASN president

QRCASN Report 2019-2020

1. RENCONTRES DES INSTANCES DE GOUVERNE :

En 2019-2020, l'Assemblée générale annuelle s'est tenue le 25 novembre 2019 simultanément avec la rencontre du Conseil d'administration. Les membres du Conseil d'administration de l'ACESI-RQ se sont rencontrés deux fois, soit le 5 juin 2019 à la Faculté des sciences infirmières de l'Université de Montréal et le 25 novembre, dans le cadre du Congrès annuel de l'Ordre des infirmières et infirmiers du Québec (OIIQ) à Montréal. Les membres du comité exécutif ont tenu une rencontre le 28 mai 2019 et une autre le 7 octobre 2019, une rencontre devait avoir lieu le 24 mars 2020, mais elle a été annulée dans le contexte de la COVID-19.

Membres du comité exécutif 2019-2020

- Kathleen Lechasseur, Université Laval, présidente
- Johanne Goudreau, Université de Montréal, vice-présidente
- Sylvie Cardinal, UQAT, secrétaire
- Françoise Fillion, Université McGill, trésorière
- Patricia Bourgeault, Université de Sherbrooke, membre

2. RAPPORT ANNUEL 2019-2020

En 2019-2020, les activités de l'ACÉSI-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
 - Comité des experts ministériels en soins infirmiers
 - Bilan de la Table en sciences infirmières du Bureau de coopération interuniversitaire (BCI)
 - Examen national (proposition ACESI)
 - Révision du règlement de l'ACESI-RQ

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 pour le futur.

- Le Forum du 1^{er} cycle, présidé par Johanne Goudreau, a tenu deux réunions à l'automne 2019. Elles ont permis de discuter des profils attendus en santé communautaire et en soins critiques à la fin de nos programmes respectifs. Les répercussions de la situation sanitaire sur les programmes ont entraîné la mise en veilleuse de ces travaux.

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

COUPN/CAATS (Ontario) Report 2019-2020

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 in the Joint Provincial Nursing Committee, a committee of key stakeholders and the Ministry of Health and Long-Term Care whose goal is to contribute to health policy development from a nursing perspective. COUPN and CAATS Chairs have representation on this committee;
- Participating in consultations of the Principal Nursing Advisors' Task Force on its vision for the future of nursing in Canada to strengthen pan-Canadian health human resource planning, developed at the request of the federal Committee of Health Workforce. COUPN-CAATs also submitted written input.

COUPN members have:

- Engaged in discussions with the Ministry of Health and Long-Term Care, the College of Nurses of Ontario and the Ministry of Colleges and Universities regarding educational programs to address the expansion of RN scope of practice to include prescribing and diagnosis;
- Participated in provincial consultations on collaborative nurse education;
- Continued to communicate with the provincial government regarding the French adaptation of the NCLEX and the inadequacy of exam preparatory materials for francophone students;
- Participated in consultations on initiatives to streamline Nurse Practitioner regulation across Canada;
- Advocated on behalf of programs and students when academic and clinical education was interrupted by the coronavirus pandemic; and
- Awarded the Annual COUPN Awards in April, to celebrate excellence in nursing education and scholarship.

CAATs Members have:

- Participated in provincial meetings to discuss PSW educational offerings and various models of support for the training of PSWs.
- Participated in provincial meetings to increase the number of offerings of PSW to PN bridging programs.

COUPN-CAATs Executive Committee 2019-20

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

WNRCSN Report 2019-2020

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

Due to the Covid 19 pandemic, several WNRCSN activities were cancelled. For example, an annual conference is typically held each year. In 2020, WNRCSN did not host a conference, encouraging members to attend the Biennial CASN conference (*Responding to the Complexity of Nursing Education and Practice*) in Calgary, AB instead. However, this conference was cancelled due to the pandemic.

WNRCSN's annual meeting, usually held in-person during the conference, was convened via teleconference on February 28, 2020. The incoming president and secretary treasurer, from the University of Victoria, both resigned at this meeting. These executive positions were filled by members from Athabasca University.

Annual Awards

Graduate Student Research Award \$2500

A Focused Ethnography to Explore Nursing Faculty Experiences in Integrating Informatics Tools to Support Undergraduate Students' Learning and the Development of Informatics Competencies.

Amelia Chauvette, MScN. Thompson Rivers University.

Supervisors: Pauline Paul PhD, and Manal Kleib PhD, University of Alberta.

Nursing Education Innovation Award \$5000

Healthcare Grand Challenge as an Education Innovation.

Lorelli Nowell, PhD.

Team members: Sandra Davidson, PhD and Eloise Carr, PhD, University of Calgary.

Nursing Education Research Award \$5000

Exploring Barriers to Integrating Environmental Sustainability and Climate Change Content in Canadian Baccalaureate Nursing Programs: A Knowledge Synthesis.

Jennifer Stephens, PhD, Athabasca University.

Focus of this past year

One key focus during the past year was to distribute grant money and streamline communication processes among WNRCSN executives, university research centres and award recipients.

Next Steps

WNRCSN currently faces three significant challenges.

First, membership is declining. This relates, in part, to members experiencing considerable difficulty paying membership fees. Previously, members could simply charge membership fees on their credit cards on the website. However, due to a change in Canadian anti-money laundering laws, online payment systems such as Paypal, Square and Moneris are now unable to accept payment from 'unincorporated associations.' WNRCSN is an unincorporated association.

In response, WNRCSN established an e-transfer method of accepting payment. However, this labor-intensive process required the executive to check the website daily to approve acceptance of the e-transfer. When members' payments were not accepted promptly, they were cancelled by the bank. Understandably, after cancellations, members did not persist in their efforts to pay their membership fees.

Of note, while membership numbers have been in the hundreds in previous years, for the 2019-2020 reporting period, WNRCSN had only 60 members.

Declining membership is also linked to the cancellation of annual conferences in both 2020 and 2021 due to the pandemic. Members receive a reduced conference fee and conferences are generally well attended.

Finally, in 2018, several MALs who had represented their schools for many years retired. WNRCSN was not notified about their replacements.

Action planned. We will continue to explore opportunities to cultivate membership in WNRCSN.

Second, WNRCSN is unable to pay hosting fees for the existing website. The US based company hosting the WNRCSN website only accepts credit cards from Canadian customers. WNRCSN does not have a credit card, bills are paid by cheque or e-transfer. Despite numerous requests and negotiation with the company, WNRCSN cannot pay the required fees.

Previously, a WNRCSN member used a credit card from their university to pay the website company. Unfortunately, for the past two years, the automated bill payment went unnoticed by the university. In July 2020, the issue was recognized and WNRCSN re-paid several thousand dollars.

With assistance from CASN, we arranged a temporary payment alternative, but this cannot continue.

Action planned. We are aggressively exploring options to migrate content from the existing US based site to a Canadian host who will accept cheques or e-transfer payments.

Third, a financial review is needed. Existing records show no evidence of previous audits or financial reviews.

Action planned. We will implement a financial review.

Submitted September 1, 2020 by Sherri Melrose PhD, RN

Athabasca University, Athabasca, Alberta, Canada

CNSA Report 2019-2020

Update on CNSA activities from Jan 2020-Aug 2020;

CNSA started 2020 strong in January with our National Conference, titled “TO NEW BEGINNINGS: Addressing Stigmas and innovations in the nursing field”. This conference took place in Montreal, QC and was hosted by McGill University. Students passed multiple resolutions and position statements at this meeting and our current Board of Directors was elected.

In March, the new Board transitioned into their roles just in time for the COVID Pandemic. CNSA’s response to COVID was multi-faceted. CNSA released multiple statements and resources for students, including; a statement reinforcing students’ right to a safe practice environment and how students can advocate for their safety in their clinical placements, and an infographic exploring how students can maintain their mental health. CNSA also created an Emergency COVID bursary where we awarded 10 CNSA members who were struggling with a \$1000 bursary. We received over 150 applications for this award. Additionally, CNSA members spent a significant amount of time in March and April connecting with students who were struggling with their schools and had multiple meetings with instructors and administrators at educational institutions across the country to talk about how their policies harmed their students.

In May, the CNSA Board of Directors had their first formal meeting, which was held entirely virtually. Typically, this would have been an in-person meeting. The meeting was successful and saw the beginning of multiple projects that will see change within the organization. In June, multiple CNSA BOD members attended the CNSA AGM, and I (Courtney Blake) was elected onto the CNA Board of Directors. This was also held virtually.

In June, when George Floyd was murdered, CNSA moved quickly to release a statement in support of Black Lives Matter. CNSA made a cash donation to Black Lives Matter and struck an ad-hoc BIPOC committee. CNSA was contacted by a group of Black Nurses and held a virtual meeting with them to talk more about how we can combat systemic racism within our own organization.

In August, the CNSA BOD held a blended meeting. Members who lived in close proximity to each other met in “clusters” and tuned into a virtual meeting together. This set up saw four groups of students, with no more than 4 people in each group, meet with each other. While this was not ideal, it was successful in facilitating a small amount of team bonding in a group of individuals who many of whom have never met each other in person before.

Some of the projects that CNSA is currently working on include our upcoming strategic plan, the upcoming 50th anniversary of the organization, a governance change that will see our interest-based committees changed to identity-based caucuses, an updated branding strategy, and National Nursing Students’ Week. Additionally, this fall will see our Regional Conferences. This year, the Western Prairie Regional Conference (WPRC) will be based out of Comox, BC and the theme is “Uplifting Indigenous Voices”, and the Ontario-Atlantic-Quebec Regional Conference will be based out of PEI and the theme is “Caring for ourselves and others: caring for the mental health of the practitioners and the patients “. Both conferences will take place on Oct 23rd-25th.

If you have any further questions, please do not hesitate to contact me at president@cnsa.ca.

Gilakas'la,



Courtney Blake (she/her/elle)

President | Présidente

Canadian Nursing Students' Association (CNSA) | Association des étudiant(e)s infirmier(ère)s du Canada (AEIC)

www.cnsa.ca | www.aeic.ca



Boards and Committees
Conseils et comités

Board of Directors Conseil d'administration

President	Sonya Grypma Trinity Western University	Présidente
President-Elect	Linda Patrick University of Windsor	Présidente-désignée
Treasurer	Kirsten Woodend Trent University	Trésorière
Directors Western-Northwestern Schools	Ann Syme Langara College Sandra Davidson University of Calgary Judy Boychuk Duchscher Thompson Rivers University	Administratrices Région de l'ouest et de nord-ouest
Directors Ontario Schools	Sandy Deluca Fanshawe College Victoria Smye Western University Linda Jane Johnston University of Toronto	Administratrices Région de l'Ontario
Directors Quebec Schools	Amélie Blanchet Garneau Université de Montréal Clémence Dallaire	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	Emma Hill Vice-President, Canadian Nursing Students Association (CNSA)	Représentant des étudiant(e)s
Accreditation Bureau Chair	Frances Gallagher Université de Sherbrooke	Représentante du Bureau d'Agrément

Committees Comités

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

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Richard Rusk	MOH, Manitoba Health
Madi Sutton	Patient Advocate, Person with lived experience
Muriel Kranabetter	University of British Columbia - Okanagan
Andrea Chircop	School of Nursing, Dalhousie University
Suzanne Rowland	IPAC Canada/Ottawa Public Health
Dan Gregson	Association of Medical Microbiology and Infectious Disease Canada
Sylvane Filice	Lakehead University
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Health Professional Education—Opioid Use and Opioid Use Disorder (HPE-OUOD) Project / Formation des professionnels de la santé—project sur l’usage d’opioïdes et les troubles de consommation d’opioïdes (FPS-UOTC)

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Craig Plain	Canadian Pharmacists Association
Fred Phelps	Canadian Association of Social Workers
Rhowena Martin	Canadian Centre for Substance Use and Addiction
Kiran Somjee	Canadian Centre for Substance Use and Addiction
Alison Wainwright	Canadian Council of Registered Nurse Regulators
Jody-Lee Farrah	Alberta College of Social Workers; representing Lynn King, President of Canadian Council of Social Work Regulators (CCSWR)
Beth Sproule	Centre for Addictions and Mental Health
Brendan Barlow	Ministry of Children and Family Development, British Columbia
Murray Weeks	School of Social Work, St. Thomas University; Department of Health, New Brunswick
Alexandra de Kiewit	Member of Canadian Association of People Who Use Drugs (CAPUD); Cactus; PLDI (Positive Leadership Development Institute) facilitator; CATIE board member
Sean Leblanc	Member of Canadian Association of People Who Use Drugs (CAPUD); Drug Users Advocacy League (DUAL)
Bernie Pauly	School of Nursing, University of Victoria; Canadian Institute for Substance Use Research
Abe Oudshoorn	Arthur Labatt Family School of Nursing, Western University
Christine Leong	College of Pharmacy, Faculty of Health Sciences, University of Manitoba
Michael Beazely	School of Pharmacy, University of Waterloo
Dana Turcotte	College of Pharmacy, Faculty of Health Sciences, University of Manitoba
Christopher Smith	School of Social Work, Memorial University
Céline Bellot	École de travail social, Université de Montréal
Anita Vaillancourt	School of Social Work and Human Services, University of the Fraser Valley
Nancy Poole	Centre of Excellence for Women’s Health
Shilpa Arora	Office of Drug Policy and Science, Controlled Substances Directorate, Opioid Response Team, Health Canada
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