



2020-2021

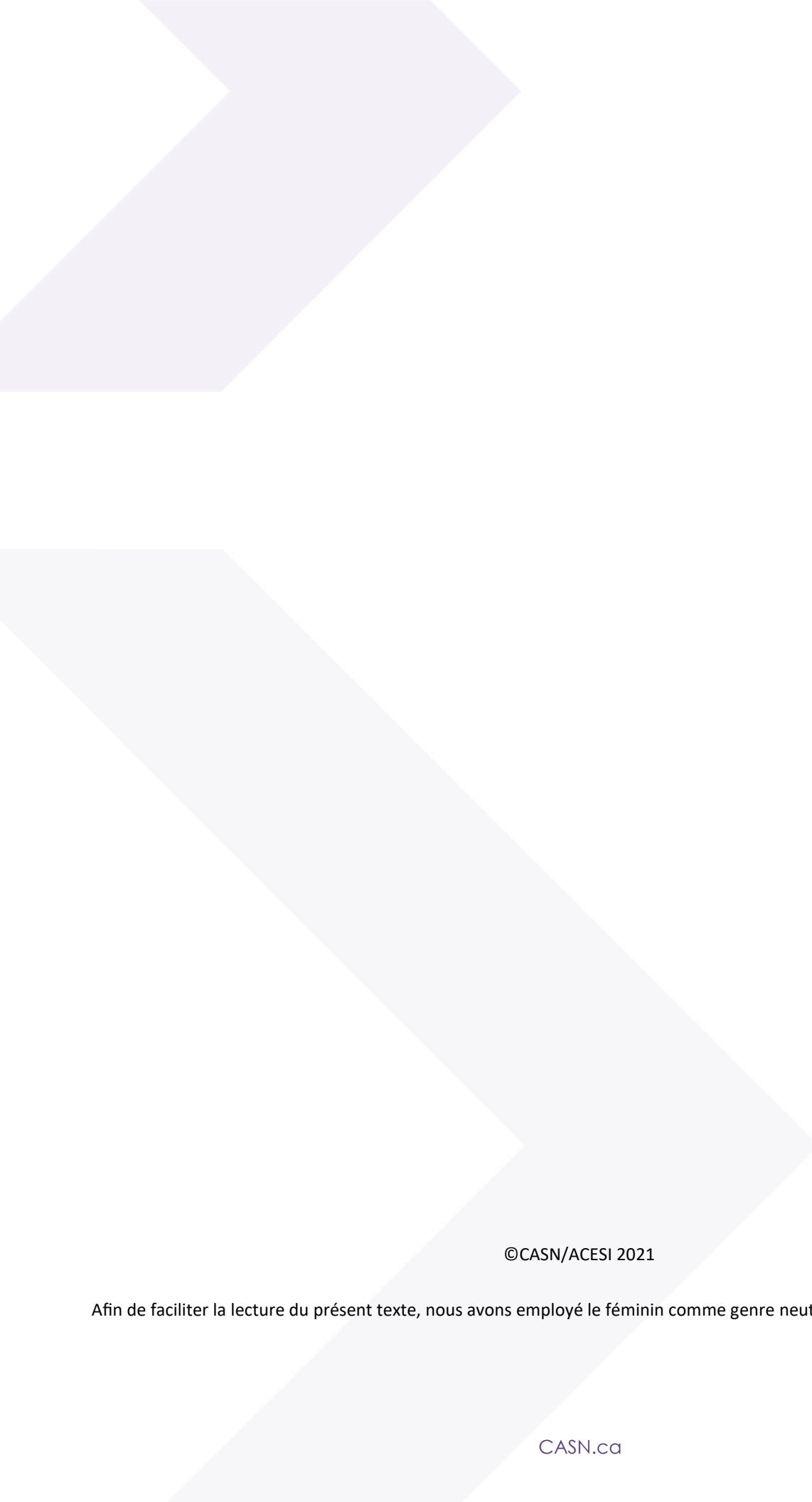
# Annual Report Rapport annuel

Canadian Association  
of Schools of Nursing

Association canadienne des  
écoles de sciences infirmières

CASN  
ACESI





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Afin de faciliter la lecture du présent texte, nous avons employé le féminin comme genre neutre pour désigner tous les genres.

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# WELCOME TO CASN

The 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. Since 1942, CASN's mission has been to lead nursing education and scholarship in the interest of healthier Canadians.

# BIENVENUE À L'ACESI

L'Association canadienne des écoles de sciences infirmières (ACESI) est la voix nationale de la formation infirmière, la recherche et l'avancement des connaissances et représente les programmes de sciences infirmières au premier cycle et aux cycles supérieurs au Canada. Depuis 1942, l'ACESI a pour mission de promouvoir la formation infirmière et l'avancement des connaissances pour une meilleure santé des Canadiennes et des Canadiens.

## Who we are

- A voluntary, bilingual organization
- Represents universities and colleges that offer part, or all, of an undergraduate or graduate degree in nursing in Canada
- The official accrediting agency for baccalaureate programs of nursing in Canada
- A member of the Association of Accrediting Agencies of Canada (AAAC)
- A member of the Canadian Consortium for Research and the Network for the Advancement of Health Services Research
- Associated with Universities Canada (formerly Association of Universities and Colleges of Canada)
- A member of national and international networks for discussion of issues in higher education and nursing

## What we do

- Speak for Canadian nursing education and scholarship
- Establish and promote national standards of excellence for nursing education
- Promote the advancement of nursing knowledge
- Facilitate the integration of theory, research, and nursing practice
- Contribute to public policy
- Provide a national forum for issues in nursing education and research

## Qui nous sommes

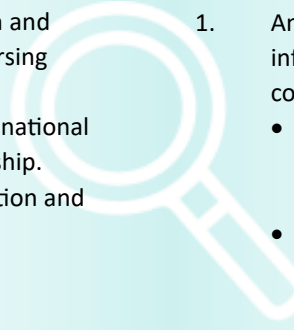
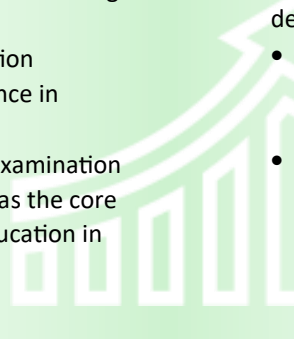
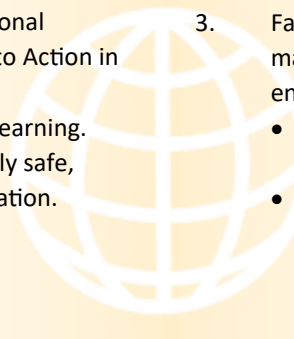

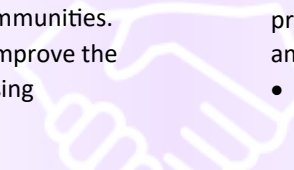
- Un organisme bénévole, bilingue
- Représente les universités et collèges qui offrent des programmes de sciences infirmières au premier cycle et aux cycles supérieurs au Canada
- L'organisme d'agrément officiel pour les programmes de baccalauréat en sciences infirmières au Canada
- Membre de l'Association des agences d'agrément du Canada (AAAC)
- Membre du Consortium canadien pour la recherche et du Réseau pour l'avancement de la recherche dans le domaine des services de santé
- Associée à l'organisme Universités Canada (anciennement l'Association des universités et collèges du Canada)
- Membre de réseaux nationaux et internationaux pour discuter de questions liées à l'enseignement supérieur et aux sciences infirmières

## Ce que nous faisons

- Porte-parole de la formation infirmière et de l'avancement des connaissances infirmières au Canada
- Fixer des normes d'excellence nationales pour la formation infirmière et en faire la promotion
- Contribuer à l'avancement du savoir infirmier
- Faciliter l'intégration de la théorie, de la recherche et de la pratique infirmière
- Contribuer à la politique publique
- Offrir une tribune nationale pour discuter des enjeux liés à la formation infirmière et la recherche dans le domaine des sciences infirmières

## Strategic Goals

## Objectifs stratégiques

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

    - Advance the recognition of CASN as the national voice for nursing education and scholarship.
    - Enhance the exchange of nursing education and scholarship information and knowledge.
  2. Lead excellence in accreditation and evaluation of nursing education programs.

    - Build recognition of the CASN accreditation program as the gold standard of excellence in nursing education.
    - Implement and promote the Canadian Examination for Baccalaureate Nursing (CEBN) exam as the core evaluation for baccalaureate nursing education in Canada.
  3. Advance leading practices, equity, and the national response to the Truth and Reconciliation Calls to Action in nursing education and scholarship.

    - Facilitate evidence-based teaching and learning.
    - Utilize an equity lens to support culturally safe, responsive, and accessible nursing education.
  4. Foster environments that inspire nurses to pursue master's and PhDs in nursing and careers in academic nursing.

    - CASN will support schools to implement structures that make master's and PhD programs attractive and accessible.
  5. Collaborate with strategic partners to advance nursing education and improve health outcomes of communities.

    - Work with key partners to continue to improve the quality and increase the visibility of nursing education.
1. Amplifier la voix nationale de la formation en sciences infirmières et accroître la reconnaissance de ses contributions aux soins de santé.

    - Faire davantage reconnaître l'ACESI en tant que voix nationale de la formation et de l'avancement des connaissances en sciences infirmières.
    - Améliorer l'échange d'informations et de connaissances sur la formation en sciences infirmières et l'avancement des connaissances.
  2. Faire avancer l'excellence dans l'agrément et l'évaluation des programmes de formation en sciences infirmières.

    - Établir la reconnaissance du programme d'agrément de l'ACESI comme norme d'excellence en matière de formation en sciences infirmières.
    - Mettre en oeuvre et promouvoir l'Examen canadien du baccalauréat en sciences infirmières (ECBSI) en tant qu'évaluation de base pour la formation de premier cycle en sciences infirmières au Canada.
  3. Faire progresser les pratiques de pointe et l'équité en matière de formation et d'avancement des connaissances en sciences infirmières.

    - Faciliter, l'enseignement et l'apprentissage fondés sur des données probantes.
    - Utiliser une perspective d'équité pour soutenir une formation en sciences infirmières culturellement sûre, réactive et accessible.
  4. Favoriser les environnements qui inspirent les infirmières à poursuivre des études à la maîtrise et au doctorat et à faire carrière en enseignement des sciences infirmières.

    - L'ACESI aidera les écoles à mettre en place des structures qui rendent attrayants et accessibles les programmes de maîtrise et de doctorat en sciences infirmières.
  5. Collaborer avec des partenaires stratégiques pour faire progresser la formation en sciences infirmières et améliorer les résultats pour la santé des communautés.

    - Collaborer avec des partenaires clés pour continuer à améliorer la qualité et accroître la visibilité de la formation en sciences infirmières.

## CASN Snapshot

**91**

**Member Schools in 2020-21**

**Accreditations at summer 2021**

**BScN Programs**

**Domestic**

**86**

units with accredited programs

**106**

programs

**International**

**3**

units with accredited programs

**4**

programs

**NP Programs**

**4**

units

**4**

programs

**IEN Programs**

**4**

programs

**60**

**Nurse education resources created to date**

**9**

Frameworks

**6**

Competencies

**7**

E-resources

**6**

Guidelines

**16**

QANE-AFI Journal issues

**96,000**

QANE-AFI article downloads

**Education in 2020-2021**

**13**

Nurse educator courses delivered

**81**

CNEI certification graduates

**325+**

CNEI course graduates

**25**

Webinars hosted

## Aperçu de l'ACESI

**91**

**écoles membres en 2020-21**

**Agréments octroyés jusqu'à l'été 2021**

**programmes Inf. aut.**

**National**

**86**

unités avec programmes agréés

**106**

programmes

**International**

**3**

unités avec programmes agréés

**4**

programmes

**programmes IP**

**4**

unités

**4**

programmes

**programmes IFE**

**4**

programmes

**60**

**ressources en formation infirmière créées jusqu'à présent**

**9**

cadres

**6**

compétences

**7**

ressources électroniques

**6**

lignes directrices

**16**

numéros de la revue QANE-AFI

**96,000**

QANE-AFI téléchargements d'articles

**Éducation en 2020-2021**

**13**

cours pour infirmières enseignantes offerts

**81**

diplômées des programmes de l'ICIE menant à une certification

**325+**

diplômées des cours de l'ICIE

**25**

webinaires offerts

# President's Message



Welcome to the CASN 2021 Virtual Council Meeting.

Over the past year, Canadians continued to face a multitude of challenges as we coped with a second and third wave of the coronavirus (COVID-19) pandemic, and schools of nursing were far from immune to the difficulties and the disruptions brought about. I cannot adequately express the immense pride and appreciation I feel when I consider the monumental effort, unrelenting dedication, and strength displayed by the nursing education community this past year, in ensuring that the next generation of nurses receive the education they will need to join the nursing workforce as competent, caring, and compassionate health care professionals. We at CASN are strongly committed to supporting you as we continue to navigate the pandemic and hopefully, into a post-pandemic reality.

In May, compounding the exhaustion so many Canadians were experiencing because of the third wave, was the shock and immense sadness felt across the country over the discovery of hundreds of unmarked graves at the sites of former residential schools. CASN joined fellow health organizations at the June National Dialogue on Anti-Indigenous Racism (June 28 and 29, 2021) where we reaffirmed with a [Statement of Commitment to Anti-Indigenous Racism](#) to advance leading practices, equity, and the national response to the TRC Calls to Action in nursing education and scholarship.

As we start to see light at the end of the tunnel, and some semblance of normalcy on the horizon, it is just in time to briefly catch our breath before welcoming a new cohort of nursing students and beginning a journey in what may well be an entirely new and different educational landscape. While nursing educators work to deliver a new school year, balancing virtual and in-person education that is both equitable and inclusive, CASN's commitment to serving our membership is unrelenting. We will remain vigilant and ready to support schools of nursing on the journey ahead.

Thank you to the CASN Board for your balanced guidance and unwavering support throughout this challenging year; to CASN Executive Director, Dr. Cynthia Baker for your steadfast leadership and vision; and to the dedicated and professional CASN staff who consistently go above and beyond in their execution of CASN's important and impactful works. I'm proud to be able to work with you, and I have the utmost confidence that together we will meet, head on, the challenges of this new year with grace and resolve.

- Linda Patrick, RN, BScN, MA, MSc, PhD  
CASN President





# Message de la Présidente

Bienvenue à la réunion virtuelle du Conseil de l'ACESI 2021.

Au cours de la dernière année, les Canadiens ont été confrontés à une multitude de défis alors qu'une deuxième et une troisième vague de pandémie de COVID-19 nous assaillaient, et les écoles de sciences infirmières n'ont pas été épargnées par les difficultés et les perturbations provoquées. Les mots me manquent pour exprimer mon immense fierté et mon appréciation lorsque je considère l'effort monumental, le dévouement inlassable et la force déployés par la communauté de la formation en sciences infirmières au cours de la dernière année pour veiller à ce que la prochaine génération d'infirmières reçoive la formation dont elle aura besoin pour se joindre aux effectifs infirmiers en tant que professionnelles de la santé compétentes, attentionnées et compatissantes. L'ACESI est fermement déterminée à vous soutenir au cœur de cette pandémie et, espérons-le, dans une réalité post-pandémique.

En mai, le choc et l'immense tristesse ressentis dans tout le pays à la suite de la découverte de centaines de tombes anonymes sur les sites d'anciens pensionnats autochtones se sont ajoutés à l'épuisement observé chez de nombreux Canadiens en lien avec la troisième vague de la pandémie. L'ACESI s'est jointe à d'autres organisations de la santé lors du dialogue national de juin sur le racisme envers les Autochtones (28 et 29 juin 2021) au cours duquel nous avons réaffirmé avec une [Déclaration d'engagement envers le racisme anti-autochtone](#) notre désir de faire progresser les pratiques de pointe, l'équité et la réponse nationale aux appels à l'action de la CVR dans le domaine de la formation et de l'avancement des connaissances en sciences infirmières.

La lumière au bout du tunnel et un semblant de normalité à l'horizon arrivent à temps pour nous permettre de souffler brièvement avant d'accueillir une nouvelle cohorte d'étudiantes en sciences infirmières et de commencer un cheminement dans ce qui pourrait bien être un paysage éducatif entièrement différent. Alors que les enseignantes en sciences infirmières s'efforcent de préparer une nouvelle année scolaire en équilibrant une formation virtuelle avec une formation en présentiel et s'assurant qu'elles soient à la fois équitables et inclusives, l'engagement de l'ACESI à servir ses membres est inlassable. Nous resterons vigilants et prêts à soutenir les écoles de sciences infirmières dans leur cheminement.

Merci au conseil d'administration de l'ACESI pour ses conseils équilibrés et son soutien indéfectible tout au long de cette année difficile ; à la directrice générale de l'ACESI, la D<sup>re</sup> Cynthia Baker, pour son leadership et sa vision inébranlables ; et au personnel dévoué et professionnel de l'ACESI, qui se surpasse constamment dans l'exécution des travaux importants et percutants de l'association. Je suis fière de pouvoir travailler avec vous, et je suis convaincue qu'ensemble, nous relèverons de front, avec grâce et détermination, les défis que cette nouvelle année nous apportera.

- Linda Patrick, IA, B.Sc.Inf., A Méd, M. Sc., Ph. D.  
Présidente de l'ACESI





# Executive Director's Message

It is my pleasure to present CASN's 2020-2021 Annual Report, acknowledging the phenomenal work of our board members, member schools, and CASN staff, which helped lead nursing education through the many challenges that presented throughout the year.

We made strides in support of our strategic plan this year, particularly in amplifying the national voice of nursing education and scholarship. Following the completion of two multi-year, federally funded projects, CASN launched the *Nursing and Climate Driven Vector-Borne Disease E-Resource*, followed by the *Opioid Use and Opioid Use Disorder Education Resource*. These free, online teaching tools represent thousands of hours of effort, and the combined voice, knowledge, and experience of hundreds of experts from across the nation. Refined into comprehensive interactive systems, these e-resources are designed to help health professionals navigate two complex national issues that plaque the lives of many Canadians.

CASN continued to serve as a vehicle for sharing information and resources for nurse educators during the COVID-19 pandemic. We released the *Essential COVID-19 Skills for Graduating and New Nurses* virtual simulation games. Through our *Notes on Nursing Scholarship Newsletter*, we provided reflections of nurse educators on the impact of the pandemic. Our *Virtual Simulation in Nursing Education Survey Report* included effects of COVID-19 on virtual simulation, and our *Lunch and Learn Series* of webinars had the overarching theme of nursing education during COVID-19. CASN remains strongly committed to supporting nurse educators as we enter the next chapter in the pandemic.

Enhancing nursing education and knowledge was a prevalent theme throughout 2020-2021. Despite the ongoing pandemic, by late 2020, the nursing education community had clearly developed multiple strategies to adapt to a challenging reality - as they do when faced with any challenge - enabling CASN staff to ramp-up virtual educational networking efforts.

We hosted thirteen online courses for nurse educators and held several virtual events, including a *Virtual Nursing Doctoral Education Forum*, a *National Virtual Simulation Forum*, and our biannual *Canadian Nursing Education Conference*. Each event created opportunities for health care experts to gather and exchange best practices, lessons learned, and current practice information.

We continued to update, refine, and streamline CASN accreditation programs this year, and, in line with pandemic precautions, we successfully pivoted to virtual reviews. Added to this suite of initiatives is the launch of the international *ProNurse Project* addressing gender equality issues in Bangladesh, in which CASN will be providing technical assistance to the Bangladesh government to implement a national accreditation program for schools of nursing.

In each of the resources we produce and initiatives we promote, CASN is committed to supporting diversity, equity, and inclusion in nursing education and in health care. This year, we reaffirmed our commitment to anti-Indigenous racism, anti-Black racism, and culturally safe, responsive, and accessible nursing education.

I am grateful to the many dedicated nursing faculty and administrators across Canada who have contributed their valuable time and significant expertise to CASN initiatives over the past year. I would also like to thank the CASN national office team for the outstanding effort put forward throughout the year. I am confident that the nursing education community will continue to foster high quality nursing education in the interest of healthier Canadians, despite the significant challenges of the ongoing pandemic.

- Cynthia Baker, RN, PhD  
CASN Executive Director



## Message de la Directrice générale

J'ai le plaisir de présenter le Rapport annuel 2020-2021 de l'ACESI, reconnaissant le travail phénoménal des membres de notre conseil d'administration, des écoles membres et du personnel de l'ACESI, qui ont aidé à diriger la formation en sciences infirmières à travers les nombreux défis qui se sont présentés tout au long de l'année.

Nous avons progressé à l'appui de notre plan stratégique cette année, en particulier en amplifiant la voix nationale de la formation et de l'avancement des connaissances en sciences infirmières. Dans le cadre de deux projets exécutés sur une période de plusieurs années et financés par le gouvernement fédéral, l'ACESI a publié les ressources électroniques intitulées *Les soins infirmiers et les maladies à transmission vectorielle liées à la variabilité climatique* et *Ressource électronique sur l'utilisation d'opioïdes et les troubles liés à l'utilisation d'opioïdes*. Ces outils d'enseignement en ligne gratuits représentent des milliers d'heures d'efforts et la voix, les connaissances et l'expérience combinées de centaines d'experts de partout au pays. Raffinées en systèmes interactifs complets, ces ressources électroniques sont conçues pour aider les professionnels de la santé à naviguer dans deux problèmes nationaux complexes qui marquent la vie de nombreux Canadiens.

L'ACESI a continué de servir de véhicule pour partager des renseignements et des ressources pour les infirmières enseignantes pendant la pandémie de COVID-19. Nous avons également dévoilé les jeux de simulation virtuelle *Compétences essentielles liées à la COVID-19 pour les infirmières diplômées et les nouvelles infirmières*. Par l'entremise de notre bulletin, *Réflexions sur l'avancement des connaissances en sciences infirmières*, nous avons partagé les perspectives d'infirmières enseignantes sur les impacts de la pandémie. Notre *Rapport du sondage sur la simulation virtuelle en formation infirmière* comprenait des renseignements au sujet des effets de la COVID-19 sur la simulation virtuelle, et les webinaires offerts lors de nos dîners-conférences discutaient de la formation en sciences infirmières dans le cadre de la pandémie. L'ACESI demeure fermement engagée à soutenir les infirmières enseignantes alors que nous entrons dans le prochain chapitre de la pandémie.

L'amélioration de la formation et des connaissances en sciences infirmières a été un thème dominant tout au long de 2020-2021. Malgré la pandémie en cours, à la fin de 2020, la communauté de

la formation en sciences infirmières avait clairement développé plusieurs stratégies pour s'adapter à une réalité difficile (comme elle le fait face à n'importe quel défi), permettant au personnel de l'ACESI d'intensifier les efforts de réseautage éducatif virtuel. Nous avons offert 13 cours en ligne aux infirmières enseignantes, et organisé divers événements virtuels, comme le *Forum virtuel sur la formation infirmière doctorale*, le *Forum national sur la simulation virtuelle* et la *Conférence biennale sur l'enseignement des sciences infirmières au Canada*. Chaque événement a créé des occasions pour les experts en soins de santé de se rassembler et d'échanger des pratiques exemplaires, des leçons apprises et des renseignements sur les pratiques actuelles.

Nous avons continué de mettre à jour, d'affiner et de rationaliser les programmes d'agrément de l'ACESI cette année et, conformément aux précautions en cas de pandémie, nous avons réussi à mettre sur pied les évaluations virtuelles. À cette série d'initiatives s'ajoute le lancement du projet international ProNurse portant sur les questions d'égalité des genres au Bangladesh. Dans le cadre de ce projet, l'ACESI fournira une assistance technique au gouvernement du Bangladesh pour mettre en œuvre un programme national d'agrément pour les écoles d'infirmières.

Dans chacune des ressources qu'elle produit et des initiatives qu'elle promeut, l'ACESI s'engage à soutenir la diversité, l'équité et l'inclusion dans la formation en sciences infirmières et dans les soins de santé. Cette année, nous avons réaffirmé notre engagement envers le racisme anti-autochtone, le racisme anti-Noir et une formation en sciences infirmières culturellement sûre, sensible et accessible.

Je suis reconnaissante aux nombreux membres du corps professoral et administratrices dévouées en sciences infirmières à travers le Canada qui ont consacré leur temps précieux et leur expertise considérable aux initiatives de l'ACESI au cours de la dernière année. Je tiens également à remercier l'équipe du bureau national de l'ACESI pour les efforts remarquables déployés. Je suis persuadée que la communauté de la formation en sciences infirmières continuera de favoriser une formation de haute qualité dans l'intérêt de Canadiens en meilleure santé, malgré les défis importants de la pandémie en cours.

- Cynthia Baker, IA, Ph. D.  
Directrice générale de l'ACESI



**Strategic Highlights  
from 2020-2021**

**Points saillants du  
plan stratégique  
de 2020-2021**

# Amplifying the National Voice for Nursing Education and Scholarship

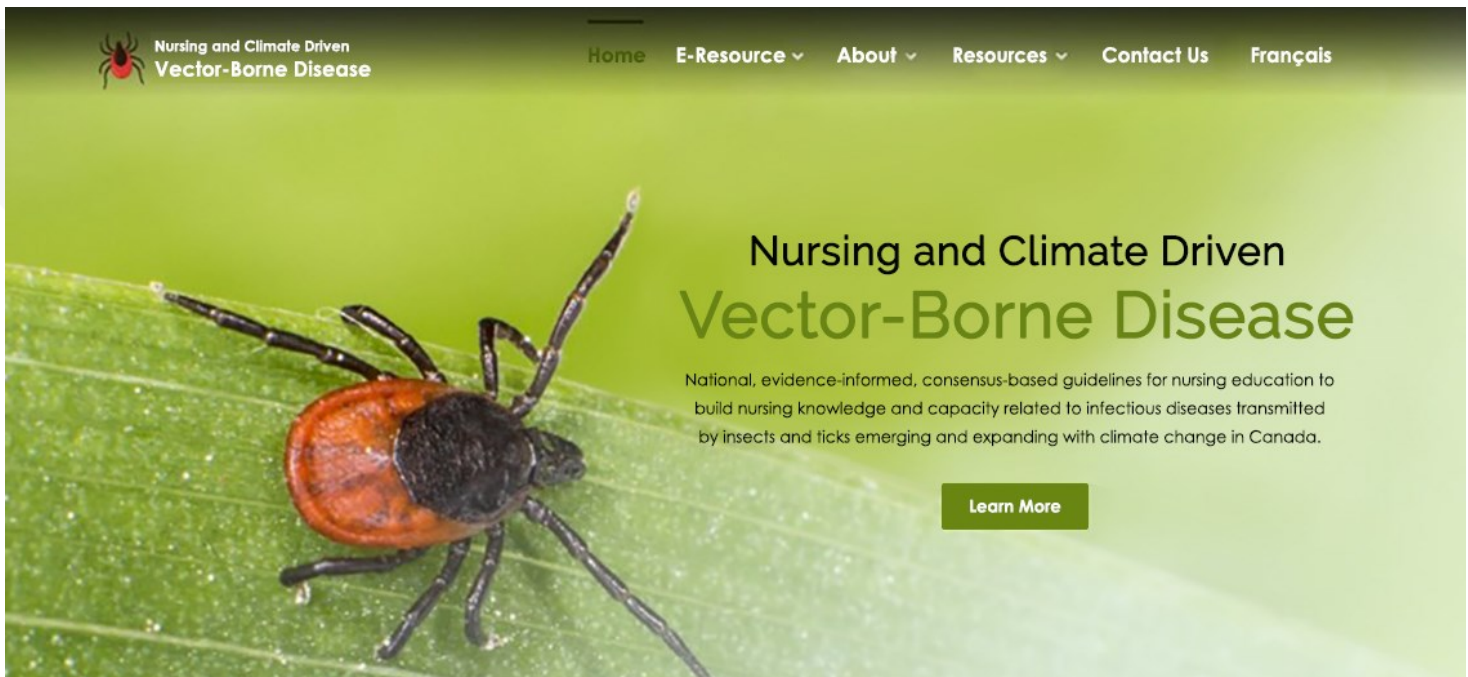


## Completed Projects

This was truly a wrap-up year for CASN as we were able to successfully complete several multi-year national projects, funded by federal organizations, to develop education guidelines and education resources related to relevant public health issues.

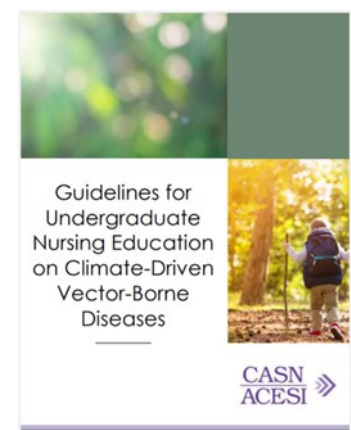
These projects contribute to nursing education and the overall health of Canadians as well as an increased awareness of CASN's role as the national voice for nursing education in Canada.

## Nursing and Climate-Driven Vector-Borne Diseases



In August 2021, CASN completed the development and launch of the [Nursing and Climate Driven Vector-Borne Disease E-Resource](#) representing the culmination of a three-year project started in August 2018, funded by Public Health Agency of Canada's Infectious Disease and Climate Change Program.

- This free, bilingual, online electronic education resource provides educational resources and information on the [Guidelines for Undergraduate Nursing Education on Climate-Driven Vector-Borne Diseases](#), developed by CASN in March 2020. It is accessible to educators, students, and practicing health professionals to facilitate and foster the integration of the health effects of climate change and vector-borne diseases in schools of nursing across Canada.
- Since the launch, the e-resource and guidelines have received high levels of engagement (19.7%) by over **9,600 users**, predominantly nurse educators, and they have been made accessible to an active worldwide audience of over **124,000**.





## Opioid Use and Opioid Use Disorder

In September 2021, CASN completed the development and launch of the [Opioid Use and Opioid Use Disorder Education Resource](#), representing the culmination of a two-year project started in March 2019, funded by Health Canada's Substance Use and Addictions Program (SUAP).



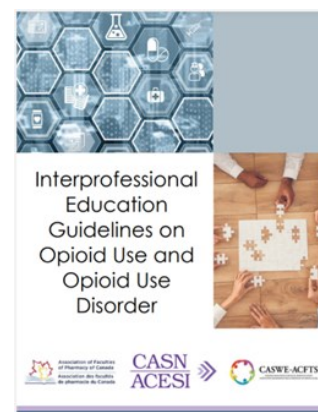
### What?

8 modules, 65 topics about opioids

- **Module 1: Epidemiology of Opioid Use** – Demonstrate an understanding of the clinical and recreational use of opioids in Canada, and the impact of their use on the health and wellbeing of people in Canada.
- **Module 2: Continuum of Care and Available Resources** – Recognize the importance of a continuum of care and know the available resources for people using opioids and opioid use disorder
- **Module 3: Screening, Assessment, Intervention, and Structured Follow-Up** – Demonstrate culturally safe/appropriate screening, assessment, intervention, structured follow-up, and support skills related to opioid use and opioid use disorder.



- The bilingual, online, electronic education resource was founded on the [Interprofessional Education Guidelines on Opioid Use and Opioid Use Disorder](#), developed by CASN in June 2020 in partnership with the Canadian Association for Social Work Education (CASWE) and the Association of Faculties of Pharmacy of Canada (AFPC), for health care educators, students and health care professionals who wish to learn about opioid use and opioid use disorder or teach this content area.
- Since the launch, the e-resource has been accessed by over **7,900 users**. CASN held **three free webinars** focusing on key aspects of opioid use and opioid use disorder. The webinars received high levels of participation with over **90 attendees** at each event.



## Ongoing Projects



CASN's ongoing projects to develop education guidelines and educational resources , include a McMaster University led project titled [Developing Community Health Nursing Competencies through Serious Games](#). The resulting e-resource will include virtual simulations that will take nursing students through three scenarios focused on community assessment, health promotion approaches, and program planning and evaluation.

- Project partners include nursing faculty at McMaster University, University of Ottawa, Queen's University, and the Canadian Alliance of Nurse Educators using Simulation (CAN-Sim).
- The English games are expected to be launched in December 2021. The French games are expected to be released by January 2022.

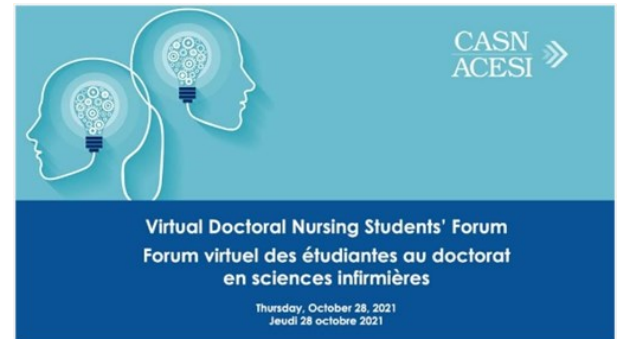
# Enhancing Nursing Education and Scholarship Knowledge Exchange



## Networking & Engaging

This year, CASN hosted several virtual workshops, forums, conferences, and scholarly networking opportunities. Several initiatives focussed on inspiring nurses to pursue master's and PhDs in nursing and careers in academic nursing.

- In October 2021, CASN held the [Virtual Doctoral Nursing Students' Forum](#). The theme of the national conference was **A Voice to Lead: Support and Strategies to Develop Your Future Profession as a PhD Prepared Nurse**. Topics included:
  - Obtaining Tri-Council funding/post-doctoral funding
  - Tips on building a program of research
  - Job opportunities, roles, and connections for nursing doctoral students
- In August 2021, CASN piloted a **Francophone CEBN/ECBSI Exam**.
- In June 2021, the Executive Director presented at the Sino-Canada International Academy for Health Sciences conference, International Program for Excellence in Health Studies, on the [Canadian Nurse Educator Institute \(CNEI\)](#)'s [Nurse Educator Certification Program](#).
- CASN hosted a [National Virtual Simulation Forum](#) in June 2021. The theme of this national conference was [Virtual Simulation in Nursing Education: Lessons Learned, Practical Guidance and Looking Past the Pandemic](#), and the event included a day of expert presentations, collaborative dialogue, and sharing of ideas about virtual simulation.
- We held our first biannual [Canadian Virtual Education Conference](#) in May 2021. The theme of this international conference was **Responding to the Complexity of Nursing Education and Practice**. Nearly 300 abstracts were submitted, and over 520 attendees from around the world participated in the event
- In March 2021, CASN launched our first Virtual Nursing Doctoral Education Forum. The theme of the forum was **Robust Doctoral Education: Planning for the Future**. The presentations and dialogues focused on trends and future directions for doctoral education in Canada.





## Learning & Educating

In 2020-2021, through the [Canadian Nurse Educator Institute \(CNEI\)](#) and [Nurse Educator Interest Groups](#), CASN contributed to the strength and growth of Canadian nurse educators through high-calibre professional development opportunities.

- **CNEI 2020-2021 Certification Programs** included:

- Clinical Instructor Certification Program
- Nurse Educator Certification Program
- Simulation Certification Program

- **CNEI 2020-2021 course offerings** included:

- Building Practice Competencies Virtually Among Baccalaureate Nursing Students
- Building Communicable Disease Prevention, Control and Emergency Preparedness into Curricula
- Building and Balancing: Creating a Robust Program of Nursing Research
- A Universal Course Designed for Learning Success
- Implementing Interprofessional Education: Best-evidence, Strategies and Experiences
- Keeping Up with Care: Evidence Based Practice in a Virtual World



- **CASN Nurse Educator Interest Groups** were active in 2020-2021, contributing to nursing education in their particular area of interest. They included: Simulation; Digital Health; Clinical Instructor; Mental Health; Community Health; Palliative and End-of-Life Care; Nurse Practitioner; and Leadership, Management, and Policy.

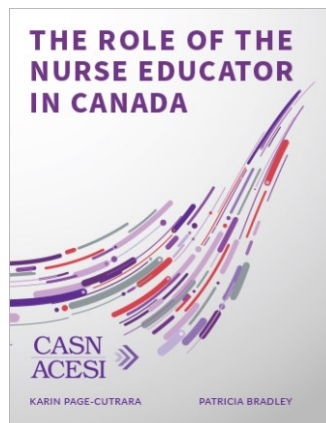
- In 2021, CASN delivered the CNEI [Nurse Educator Modules](#) in Mandarin to Chinese nurse educators.



## Publishing & Printing

In September 2021, CASN published a paperback version of [The Role of the Nurse Educator in Canada](#) textbook, which is available for purchase through Amazon. Editors are Dr. Karin Page-Cuttrara and Dr. Patricia Bradley.

- First released for purchase in [pdf format](#) in September 2020, this resource can now be purchased in [paperback on Amazon](#) and reflects the CASN competencies for undergraduate and graduate academic nurse educators. Over **170 copies** of the textbook have been purchased to date.
- The textbook is required for the CNEI [Canadian Nurse Educator Certification Program](#) and offers nurse educators a comprehensive text on the academic nurse educator role.

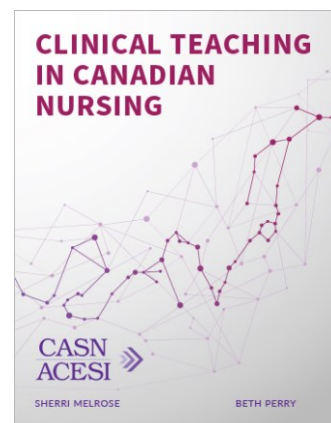


In October 2021, CASN published **Issue 7.2** of the [Quality Advancement in Nursing Education - Avancées en formation infirmière \(QANE-AFI\) Journal](#). To date, there have been over **96,000 downloads** of QANE-AFI articles.

- The aim of this journal is to provide a forum to discuss questions and issues related specifically to quality advancement in nursing education. The mandate of the journal is to promote excellence in nursing pedagogy through research, theoretical, and policy papers.
- The first special edition, on the [history of nursing education](#), with co-editors Dr. Sioban Nelson and Dr. Pauline Paul, was published in September 2020. Articles from this issue have been downloaded more than **3,300** times.



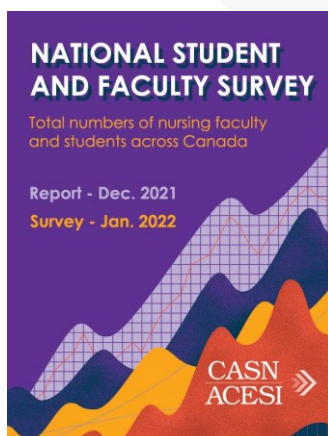
- CASN is developing a textbook entitled ***Clinical Teaching in Canadian Nursing***. The co-editors are Dr. Sherri Melrose and Dr. Beth Perry. It is expected to be published by February 2022 and will serve as a comprehensive text geared to clinical instructors, including those who are enrolled in the [Clinical Instructor Certification Course](#) offered by CNEI.
- CASN is also developing a textbook entitled ***Simulation in Canadian Nursing Education***. Started in July 2021, the text will provide a comprehensive guide for both new and experienced academic educators using simulation in Canadian schools of nursing. The publication will become the required text for the CNEI [Simulation Certification Program](#). The program includes four modules: Theory and Design; Facilitation; Interprofessional Education; and Evaluation and Scholarship.



## Surveying & Assessing

To maintain our national repository of information related to nursing education and scholarship, CASN collects, analyzes, and reports on data and information about the nursing education environment across Canada.

- In the Spring of 2021, CASN published the [Virtual Simulation in Nursing Education Survey Report](#) summarizing the results of a survey conducted in the Fall of 2020.
  - The survey gathered information on the types of virtual simulations in use, how they are being used, and the effects of COVID-19 on virtual simulation. It also collected data on the benefits and challenges nurse educators were experiencing.
- In August 2021, the Executive Director issued a CASN **Letter of Support for the Canadian Academy of Health Sciences' (CAHS) Health Human Resources Assessment** planned for this year to report on Canada's capacity to staff its health care system and deliver on the health care needs of Canadians following the COVID-19 pandemic.



## National Student and Faculty Survey

In early 2021, CASN in partnership with the Canadian Indigenous Nurses Association, with funding from Indigenous Services Canada, began developing a strategy to collect annual data on the number of Indigenous nursing students admitted to and graduating from nursing programs as well as the number of Indigenous faculty teaching in schools of nursing. The goal of gathering longitudinal data is related to the Truth and Reconciliation Commission Call to Action 23, which calls for an increase in the number of Indigenous health care professionals. New questions will be integrated into the *National Student and Faculty Survey*, which will be sent to schools of nursing in January 2022.

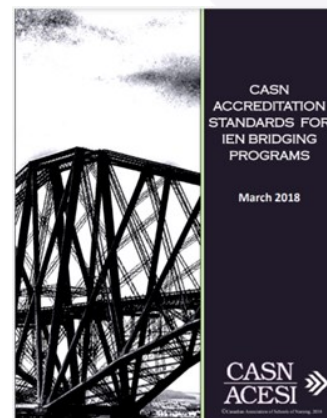


# Leading Nursing Education Excellence Through Accreditation



CASN's accreditation program is the **gold standard of excellence in nursing education** because it is built on decades of experience, and is regularly reviewed by nurse educators, experts in the field of accreditation, and other stakeholders. It is updated and refined based on national and international best practices on the evaluation of higher education.

- Starting in Spring 2020, following recommended COVID-19 pandemic travel and safety precautions, [CASN Accreditation](#) pivoted to virtual reviews. Twelve national and one international review were successfully completed virtually. A comprehensive evaluation of the virtual reviews has been conducted and has informed the format for future reviews conducted virtually.
- The [Nurse Practitioner Accreditation Program \("NP Program"\)](#) was further developed in 2021 by the Advisory Committee in light of an evaluation of the pilot reviews. CASN will be launching the updated NP program in 2022.
- This year, a campaign is being developed to generate awareness of the [Accreditation Program for IEN Bridging Programs \("IEN Program"\)](#) at schools across Canada. The IEN Program was launched in 2018 following a pilot with three schools, and it is guided by the [Accreditation Standards for IEN Bridging Programs](#). In 2020, the Advisory Board of the Program conducted a review of the standards considering contextual changes related to IENs in Canada.
- In December 2020, we published a new framework and CASN Accreditation manual for schools of nursing that contained revised BScN standards.



# Advancing Leading Practices, Knowledge, and Equity in Nursing Practice



Multiple mechanisms were employed by CASN to advance and disseminate knowledge to support equitable, culturally safe, responsive, and accessible nursing education through the challenges of the past year, including gender related issues in Bangladesh, the continued battle with the COVID-19 pandemic, and the national response to the Truth and Reconciliation Calls to Action.

## Combating gender inequality



- CASN has joined a new initiative called the [ProNurse Project](#), which aims to improve the quality of gender-responsive education and enhance the professional status of nurses in Bangladesh. Outputs include implementing an accreditation program for nursing education programs in that country.
- This five-year project (2021-26), funded by Global Affairs Canada, will be led by Cowater International and delivered in association with the University of Montreal, and CASN.



## Combating COVID-19

Since March 2019, CASN's goal has been to mobilize its resources and offer CASN members a vehicle for sharing information and resources related to COVID-19.

- This year, CASN developed, and launched the [Essential COVID-19 Skills for Graduating and New Nurses](#), in partnership with the Canadian Alliance of Nurse Educators Using Simulation (CAN-Sim). This project, funded by Health Canada, delivers five freely accessible **virtual simulation games (VSGs)**. The English VSGs were released in December 2020, and the French versions were released in March 2021.

 Copyright CAN-Sim 2020	<b>Geriatric Fluid &amp; Electrolyte Imbalance</b> Assessment and Prioritized Care of the patient with suspected COVID-19	 Copyright CAN-Sim 2020	<b>Respiratory Deterioration</b> Assessment and Prioritized Care of the patient diagnosed with COVID-19
 Copyright CAN-Sim 2020	<b>Multiple Organ Dysfunction (MODS)</b> Assessment and Prioritized Care of the patient diagnosed with COVID-19	 Copyright CAN-Sim 2020	<b>Running A Code</b> Assessment and Prioritized Care of the patient diagnosed with SARS-CoV-2 COVID-19

**CAN Sim**  
Canadian Alliance of Nurse Educators Using Simulation

**CASN ACESI**

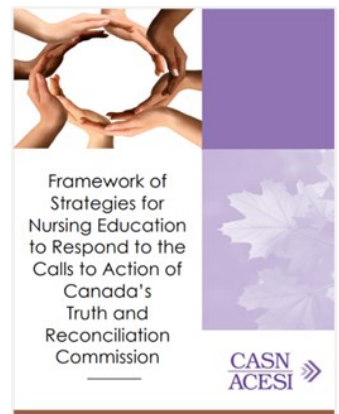
- The **5th edition** of the [Notes on Nursing Scholarship Newsletter](#), which CASN released in February 2021, focused on **Learnings from COVID-19** and provided reflections from nurse educators across Canada on the impact of the pandemic on nursing education. The newsletter was viewed over **380 times** over the past year.
- Throughout the year, the CASN [Lunch and Learn Series](#), organized by the [Research and Scholarship Committee](#), explored various methodologies utilized by established and successful nurse researchers. The series had an overarching theme of **Nursing Education During COVID-19** and included six sessions between September and March.



## Combating Racism

In 2020-2021, in line with the report of the Truth and Reconciliation Commission (TRC), CASN continued to respond to the TRC Calls to Action by promoting equity, human rights, cultural humility, and anti-racism, and by supporting culturally safe, responsive, and accessible nursing education.

- In June 2021, the Executive Director presented at the June National Dialogue on Anti-Indigenous Racism, reaffirming with a [Statement of Commitment to Anti-Indigenous Racism](#) to advance leading practices, equity, and the national response to the TRC Calls to Action in nursing education and scholarship.
- As already noted, in 2021, CASN partnered with the **Canadian Indigenous Nurses Association (CINA)** to develop an annual **Indigenous Nursing Student and Faculty Survey**. The survey will collect longitudinal evidence that will allow the recruitment and retention of Indigenous nursing students and faculty to be assessed and monitored across the country.
- This project builds on previous CASN and CINA initiatives, including the [Framework of Strategies for Nursing Education to Respond to the Calls to Action of Canada's Truth and Reconciliation Commission](#), published in October 2020.





# **Affiliate Member Reports**

**Rapports des  
membres affiliés**



# ARCASN REPORT 2020-2021

**Executive:** Suzanne Harrison (President, UdeM), Shelley Cobbett (President-Elect, Dalhousie), Tracey Rickards (Treasurer, UNBF), Peggy Hancock (Secretary, WRSON).

**School representatives:** Renee Crossman (MUNSON), Patrice Drake (UPEI), Dawn Pittman (WRSON), Rose McCloskey (UNB Saint John), Shauna Houk (Dal), Marie-Noelle Paulin (U de M), Tracy Lillington (CBU), Marion Alex (StFX).

**Committee chairs:** Kate Weaver (Chair, Research Committee; UNB) and Renee Gordon (Chair, Education Committee).

Three teleconference meetings were held- the Fall meeting (October 22, 2020), the Winter meeting (February 23, 2021), and the Spring meeting (June 10, 2021).

The ARCASN annual conference and AGM were held virtually in June 2021. The theme of the conference, organized by Dalhousie's Faculty of Nursing was "Educating in Turbulent Times: Innovation, Simulation & Technology Be the Change!" (June 10<sup>th</sup> to 11<sup>th</sup> 2021). The keynote speaker was Nicole Harder.

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

- Ways of facilitating the annual ARCASN member registration process.
- Ways of increasing our presence via social media (Facebook and Twitter).

- Two lifetime members added: Nancy Logue, retired professor from UNBSJ, and Gladys Schofield, retired professor from the Center for Nursing Studies.
- Sharing common challenges during the COVID-19 pandemic (impact on teaching in a classroom, laboratory and clinical settings).
- ARCASN logo contest held, \$500 prize for winning logo. Karine Légère from UdeM. Logo reflects diversity.
- Because of the pandemic and financial issues, ARCASN board decided it was prudent that the Research and Education Committees award only one of two grants (\$2000) each, not give a \$500 award for dissemination this year.

## Priorities for 2021-2021

- Shelley Cobbett is the new ARCASN President, Patrice Drake the new President-Elect, and Lisa Doucet the new Secretary. Tracey Rickards remains on as Treasurer. The new executive will guide other board members through the process of document revisions (constitution, by-laws, strategic plan).
- Project to begin on documenting the history of ARCASN.

Sincerely submitted,

**Suzanne Harrison, Ph.D.**

ARCASN President 2020-2021

# QRCASN Report 2020-2021

## RENCONTRES DES INSTANCES DE GOUVERNE :

En 2020-2021, l'Assemblée générale annuelle s'est tenue le 6 novembre 2020 simultanément avec la rencontre du Conseil d'administration par ZOOM. Les membres du Conseil d'administration de l'ACESI-RQ se sont rencontrés deux fois, soit le 8 décembre 2020 par ZOOM et le 18 mai 2021 par ZOOM également. Précisons qu'une rencontre spéciale d'échanges et de discussion avec M. Luc Mathieu, président de l'OIIQ, s'est tenue exceptionnellement en vue des États généraux sur la profession infirmière en mai 2021.

Les membres du comité exécutif ont tenu une rencontre le 15 septembre, le 5 octobre, le 16 novembre, le 23 mars 2021, le 12 mai 2021.

### Membres du comité exécutif 2020-2021

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

### 2. RAPPORT ANNUEL 2020-2021

En 2020-2021, 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<sup>er</sup> cycle
  - Forum de 2<sup>e</sup> 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)
- États généraux de la profession infirmière (OIIQ) notamment la rédaction et le dépôt d'un mémoire auprès de l'OIIQ (voir pièce jointe) et présentation du mémoire aux audiences publiques en mai par Mme Johanne Goudreau
- Révision des règlements généraux de l'ACESI-RQ et adoption
- Bilan sur la mise en place du programme DEC-BAC à distance de l'Université McGill

Les échanges qui en ont découlé ont favorisé un partage des informations et des préoccupations. Des enjeux concernant le 1<sup>e</sup> cycle et le 2<sup>e</sup> cycle y ont donc été discutés de même que des avenues à envisager pour le futur.

- Le Forum du 1<sup>er</sup> cycle, présidé par Johanne Goudreau, n'a pas tenu de réunions au cours de l'année compte du contexte de la pandémie qui a nécessité plusieurs remaniements et ajustements dans les cours et les stages pour l'ensemble des universités. Les discussions doivent reprendre dans la prochaine année pour poursuivre les échanges débutés sur des profils attendus en santé communautaire et en soins critiques à la fin de nos programmes respectifs.

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

# COUPN/CAATS (Ontario) Report 2020-2021

## 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.
- Engaging in consultations with the Ministry of Health to address pandemic-related staffing shortages, particularly in acute care, and supporting the roll-out of information regarding student externship opportunities.
- Participating in provincial consultations on acceleration of staffing supply in long-term care, including working groups on supporting clinical education in long-term care, and laddering and bridging.

COUPN members have:

- Supported the transition of faculty and students to online/virtual/simulated teaching and learning.
- Collaborated to develop and disseminate COVID-19 related education and information including information on vaccinations and public health guidelines.

- Advocated on behalf of programs and students to maximize support for academic and clinical education that was disrupted by the pandemic.
- Collaborated with the Ministry of Colleges and Universities to quickly expand enrolment in university baccalaureate nursing programs for the 2021 intake.
- Engaged with sector partners to address current and emerging nurse shortages in particular practice areas such as critical care and OR nursing.
- Continued to monitor initiatives to streamline nurse practitioner regulation across Canada.
- Held a retreat for Deans and Directors of university schools of nursing on the subject of anti-Black racism in nursing.
- Awarded the Annual COUPN Awards in April, to celebrate excellence in nursing education and scholarship.

CAATs members have:

- Supported the implementation of the Personal Support Worker-Accelerated program across all 24 colleges in response to the urgent need for PSWs in communities throughout the province.
- Collaborated with the Ministry of Colleges and Universities to quickly expand enrolment in nursing diploma and degree programs for the Fall 2021 and Winter 2022 intakes.
- Supported the transition of faculty and students to online/virtual/simulated teaching and learning.
- Advocated on behalf of programs and students to maximize support for academic and clinical education that was disrupted by the pandemic.
- Advised students of their eligibility to participate in provincial health workforce initiatives including the nursing externship program and the Community Commitment Program for Nurses (CCPN).

## COUPN-CAATs Executive Committee 2020-21

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 2020-2021

## 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.

Concerns related to the Covid 19 pandemic continued and the conference planning committees, in consultation with the Executive, reluctantly also cancelled both the 2021 and 2022 conferences.

## Annual Awards

*Graduate Student Research Award \$2500*

*Facilitating Reflection-in-Action During High-Fidelity Simulation.*

**Jessica Mulli**, MN student, University of Calgary.

Supervisor: Lorelli Nowell PhD.

*Nursing Education Research Award \$5000*

*Clinical Pedagogy in Family and Community Health Nursing Clinical Courses.*

**Lorraine Thirsk**, PhD, **Venise Bryan**, PhD, **Georgia Dewart**, PhD, **Lynn Corcoran**, PhD, Athabasca University.

## Focus of the Past Year

One focus during the past year was to create and maintain our new website (<https://wnrcasn.ca/>).

A second focus was the implementation a financial review of WNRCSN funds by an accounting firm.

A third focus was to keep the lines of communication open among members of WNRCSN.

## Next Steps

WNRCSN currently faces a significant challenge in that **membership is declining**. This decline is linked to the cancellation of the annual conferences during the past three years. Members receive a reduced conference fee and conferences are generally well attended.

The decline is also linked to a significant turnover of MAL's. Several MALs who 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.

Submitted July 12, 2021 by **Sherri Melrose PhD, RN**

Athabasca University, Athabasca, Alberta, Canada



# CNSA Report 2020-2021

## Update on CNSA activities from August 2020-August 2021

CNSA's last report from January 2020-August 2020 ended on updating CASN on our Strategic Plan that was to be released in January 2021. The CNSA Board of Directors (BOD) opted to extend our Strategic Planning period to January 2022 and released a 2021 Strategic Direction that was more in line with our current values and where we hoped to move forward in 2021. Some highlights from our Strategic Direction included adding some key objectives such as:

- A. Outcome #3: Promote anti-racism resources
- A. Outcome #4: Provide resources highlighting Indigenous knowledge and traditional medicines
- B. Outcome #5: Advocate for nursing curriculum changes that incorporate anti-racism education
- B. Outcome #6: Advocate for nursing curriculum to highlight the importance of Indigenous culture and history
- B. Outcome #7: Hold partnerships accountable to take action in dismantling systemic racism within their organizations
- B. Outcome #8: Advocate for nursing curriculum changes to incorporate 2SLGBTQ+ education

We are currently working on a Strategic Plan which will incorporate our values of dismantling colonial and racist structures within our organization, and uplifting the voices of our students across Canada.

In January 2021, we successfully hosted our first virtual National Conference, hosted by MacEwan University CNSA Chapter, titled "Devaluing Fear by Conquering Crisis: A Focus on Crisis Intervention". At this conference, we also successfully voted in a new board structure focused on identity-based positions, rather than interest-based, in an effort to break down barriers facing nursing students applying for positions and increase representation for advocacy at the national level. Some highlights included creating the following positions: Black Caucus, Indigenous Caucus, People of Colour Caucus, 2SLGBTQ+ Caucus, Diversability Caucus, Men's Caucus, and Francophone Caucus. Students also voted to pass the following Resolution/Position statements: Inclusive Education on Providing Safe and Competent Care to Transgender Patients; Advocating for the Elimination of Weight Bias in Health Care; and Commitment to All Members' Safety.

On March 1st, the new Board of Directors (BOD) transitioned into their new positions, including a few board members returning for their second/third years on the board.

We held our annual May BOD virtually, where we discussed increasing mental health supports for nursing students across Canada, providing the BOD with Cultural Safety through San'yas Training for the second year in a row, and continued the conversation on how best to support our students during the pandemic.

As president, I (Emma Hill), was invited to join union leaders from across the country to speak with Health Minister Hadju about the issues impacting students throughout COVID-19 and our major concerns for students during post-pandemic planning, which focused on supporting nursing students and new graduate nurses through the mass exodus of nurses that is being predicted post pandemic, support for francophone students with NCLEX and prep materials, increasing recruitment and retention of nursing students, and ensuring that nursing students will have the proper education amidst post-pandemic rebuilding and the stress on the health care sector.

We had many BOD attend the CFNU Convention, the Canadian Labor Congress Meeting as well as the CNA AGM where we voted in favor of CNA's governance changes and voted in one of our board members Parisa Jamali to be the student representative on the CNA BOD.

Through the past year CNSA has been fiercely advocating for curriculum changes to include teaching students about the determinants of health impacting BIPOC patients, and how best to use our role as nurses in advocating for the abolishment of systemic racism preventing these patients from accessing health care. As the bodies of Indigenous children are being recovered from Residential "schools" across Canada, our commitment to providing mental health support to our Indigenous students has been unwavering, as well as raising our voices and advocating for truth and reconciliation.

If you have any further questions, please do not hesitate to contact me at [president@cnsa.ca](mailto:president@cnsa.ca).

Gilakas'la,



**Emma Hill** (she/her/elle)  
President | Présidente

Canadian Nursing Students' Association (CNSA) | Association des  
étudiant(e)s infirmier(ère)s du Canada (AEIC)  
[www.cnsa.ca](http://www.cnsa.ca) | [www.aeic.ca](http://www.aeic.ca)



## **CASN Nurse Educator Interest Group Reports**

**Rapports des groupes  
d'intérêts pour  
infirmières enseignantes  
de l'ACESI**

# Clinical Instructor Interest Group Report 2020-2021

The CASN Clinical Instructor (CI) Interest Group focused on sharing approaches to clinical instruction to support nursing students' clinical learning in the context of the COVID-19 pandemic in 2020/21. Members shared strategies for adaptations to in-person clinical instruction and approaches to student wellness and safety. We also shared and discussed our experiences with using virtual clinical learning activities, approaches for replacing clinical practice hours, and strategies to support in-person simulation/lab activities while following provincial public health guidelines. Some challenges related to clinical instruction discussed by the group included:

- Approaches for struggling/failing students given the decrease in clinical hours;
- Negotiations with governing bodies about clinical hours and replacement with simulation/virtual practice;
- Managing student groups in the context of COVID and clinical unit challenges;
- Student stress and resilience strategies; and
- Clinical instructor orientation, support, and mentorship approaches.

The CASN CI Interest Group shared a resource developed by Renee Gordon and Alisha Keough (University of New Brunswick) to showcase an approach to clinical teaching conferences in the context of COVID-19 in the CASN January 2021 newsletter:

<https://files.constantcontact.com/a6f734da001/37d1e1c6-9895-4df4-bd50-c2f8ac973808.pdf>

Several members of the CASN CI interest group attended the CASN Canadian Nursing Virtual Education Conference in May and participated in the interest group networking session with other interest group members.

**Melanie Willson** RN MPH CCNE (Chair)

**Mary Ann Fegan** RN, MN (Secretary)

# Community Health Interest Group Report 2020-2021

The mandate of the CASN Community Health Educators Interest Group (CHEIG) group is to provide a forum for networking, exchange, and evidence-informed promotion of community health nursing education as well as a mechanism for individual membership in CASN, and to support CASN to achieve its strategic priority of promoting education and scholarship.

The membership expanded significantly this past year to 31 members. The group met four times with administrative support from CASN, and one additional meeting was held in May to finalize the survey.

The main goal identified by the group for this past year was the development of a survey entitled “Mapping of Community/Population Health Nursing Education in Canada”.

The CASN Community Health Educators Interest Group has identified the COVID-related loss of community clinical opportunities and placements as of profound concern. The erosion of community/population health content in curricula across Canadian schools of nursing has been ongoing. The purpose of this survey is to gather information about theory and clinical teaching of community/population health nursing in

Canadian schools of nursing. The CHEIG intends to map different models of delivery of community/population health theory content and clinical approaches to identify how it is being taught across Canada. This information will present a comprehensive picture of different approaches, areas of commonality, novel approaches, potential gaps, and suggestions for improvement. The findings of the survey will be shared with all participants and sent to all CASN schools of nursing.

**Françoise Fillion** RN, MScN

Assistant Professor / Professeur adjoint

Co-Chair GAIHN McGill/ Co-directrice RISMA McGill

Ingram School of Nursing / École des sciences infirmières Ingram

**Dr. Andrea Chircop**, PhD, RN

Associate Professor

School of Nursing

Dalhousie University



# Digital Health Interest Group Report 2020-2021

The Digital Health (DH) Interest Group had a very active year. The main undertakings of the group included but are not limited to:

- Having posted in the CASN News Update monthly newsletter to promote the group and draw educators' attention to the available resources that can be used to build their capacity to teach nursing informatics. These resources are available on the CASN website:
  - <https://www.casn.ca/education/digital-healthnursing-informatics-casn-infoway-nurses-training-project/>
  - <https://digitalhealth.casn.ca/>
- Having hosted two webinars in December 2020 and April 2021, both of which are freely available on CASN's YouTube channel:
  - *Recommendations for Educating Future Nurse Scientists to Lead Effective Digital Health Interventions*
  - *How Can Nurse Educators Contribute to Shaping the Future of Digital Health in Canada?*
- In progress– serious game development

**Jodi Found** RN, BScN, MN (Chair)

**Barbara Davies** RN, BScN, MHI (Secretary)

# Leadership, Management, and Policy in Education

## Interest Group Report 2020-2021

The Leadership, Management and Policy (LMP) Interest Group was developed in December 2020 to support the interests of nurse educators teaching in these areas in CASN schools of nursing. Membership includes nurse educators from across the country, including British Columbia, Alberta, Manitoba, Ontario, Quebec, New Brunswick, Nova Scotia, and Newfoundland.

Interest group members share pedagogical approaches being used across the country around course delivery in this area, and plan to develop a repository of creative approaches/strategies for teaching leadership and management. Future work includes plans to identify competencies at all education levels (undergraduate/graduate) and to conduct a needs assessment survey of the important competencies of nurse leaders in practice.

**Linda McGillis Hall**, RN, PhD, FCAHS, FCAN, FCNEI, FAAN

# Mental Health Interest Group Report 2020-2021

## Background

The CASN Canadian Nurse Educator Interest Groups were created to help CASN achieve its strategic priority of promoting education and scholarship. The interest groups provide a forum for the national exchange of ideas and information; serve to build research and scholarship capacity; and support quality promotion of a specific area of nursing education. The focus of the CASN Mental Health Nurse Educator Interest Group (also known as the Mental Health Interest Group) specifically is to bring together educators and scholars across Canada who have expertise in mental health education and research. Currently 17 members from across Canadian universities and colleges of nursing are represented in the CASN Nurse Educator Mental Health Interest Group.

## Group Activities

Dr. Nancy Clark took over chairing group meetings from Dr. Kristen Jones. During 2020/2021, three Mental Health Interest Group meetings were held (Sept 23/2020; November 10/2020; and February 24/2021). An extra small group meeting was held to plan for a nurse education webinar in the spring of 2021.

**September 2020:** The Mental Health Interest Group began with discussion of Dr. Charlotte Ross' work on **"Substance Use Among Nurses"** and highlighted the webinar, which was presented by Dr. Charlotte Ross, and facilitated by Dr. Cheryl Pollard, to the Canadian Federation of Mental Health Nurses Education Group. A lot of the focus from the interest group was focused on mental health and wellbeing of nurses and allied health care providers in the context of COVID-19, as well as mental health education generally.

**November 2020:** The interest group continued to discuss impacts of COVID-19 on student and instructor education. In addition, there was discussion of CASN working with the Canadian Alliance of Nurse Educators for Simulation (CAN-Sim) over the past several months to develop some virtual simulation games related to COVID-19. One game was proposed in response to the rise of mental illness, and particularly the rising number of suicides that have occurred in the pandemic. Found here is the first game that CASN worked with CAN-Sim on at the start of the pandemic: <http://www.can-sim.ca/games/courses/covid-19-assessment-and-ppe/>

Dr. Nancy Clark as well as other members of the CASN group participated in development of the suicide assessment and intervention virtual simulation game. Other Competencies-interprofessional series of online modules on opioid use and opioid disorders.

A link to the guidelines can be found here: <https://www.casn.ca/2020/07/interprofessional-education-guidelines-on-opioid-use-and-opioid-use-disorder/>

During this month, Dr. Kristen Jones' new book was also announced: *Health Care Ethics Through the Lens of Moral Distress* <https://www.springer.com/us/book/9783030561550>

**May 2020:** With meetings in September and November, the central theme remained *doing something to support mental health and wellbeing of nurses, educators and students*. A smaller planning group was developed and lead by Dr. Nancy Clark and Dr. Charlotte Ross to highlight work done at a community college in BC. Dr. Charlotte Ross met with Nancy and students at Douglas College to develop a webinar.

On May 12, 2021, CASN's student webinar presentation was presented. The *Experiences of a BSN Peer Mentorship Program in enhancing students' mental health during the COVID-19 pandemic: A panel discussion* webinar was presented by the CASN Mental Health Interest Group. The webinar can be found on the CASN YouTube channel: <https://www.youtube.com/watch?v=FtclPcVxxbQ&list=PLbL0o2SLgLFYF15WVRv35mV8kM40-W1&index=18>

## Lessons learned

CASN's accreditation standards and key elements do not address the level of specificity required for understanding standardized mental health curriculum for undergraduate students across Canada.

More planning and development should include a focus on supporting nursing educators and students in mental health.

## Future Plans:

- There is a plan to include CASN accreditation members to see if there is availability to come to a CASN Mental Health Interest Group meeting to discuss mental health as part of standard curriculum across nursing schools in Canada.
- A continued webinar on the peer support model may be used to address how to develop peer mentorship across Canadian schools of nursing.
- Dr. Nancy Clark has agreed to serve another year as chair for the CASN Mental Health Interest Group.

**Nancy Clark RN PhD**

# Nurse Practitioner Education Interest Group Report 2020-2021

The Nurse Practitioner (NP) Faculty Interest Group had a very active year with most of our work focusing on sharing innovative and evidence-based approaches to continuing education access for NP students across the country. Similar to other faculties, the importance of nurse practitioner education was brought to the forefront during the COVID-19 pandemic. The Nurse Practitioner Faculty Interest Group had several focused discussions and idea exchanges concerning the facilitation of continued placements and final practicums during the COVID-19 pandemic, including the integration of virtual simulation into graduate and undergraduate programs. The group provided a voice to the CCRNR Education Committee regarding the implementation of consistent and leading practices for the regulation of NPs, including a single entry -to-practice exam. On October 6, 2021, CASN was asked to organize a CCRNR NP Faculty Town Hall meeting to get a national perspective on proposed changes to bring to the CCRNR Education Committee.

Several NPs from across the country attended and voiced concern over the siloed approach that the CCRNR was taking towards making changes to NP practice. The NP Faculty Group also conducted a survey of its members about virtual/telephone visit placements during the changing context of the COVID-19 pandemic. Throughout the year, group members presented projects that they were working on to provide opportunities for collaboration and the sharing of resources with other group members.

We welcome and encourage anyone who is interested to reach out if there are questions in which we could provide guidance.

**Dr. Tammy O'Rourke BS/MS, NP, PhD**



# Palliative and End-of-Life Care Interest Group Report 2020-2021

The importance of nursing education for compassionate competence in palliative and end-of-life care (PEOLC) was reinforced as we lived through the COVID-19 pandemic. Members of our group reviewed and provided feedback to the new *Canadian Interdisciplinary Palliative Care Competencies Framework* that will provide direction for health professional education, training, and service standards. We are developing resources to support nurse educators' adoption and integration of PEOLC competencies; this includes sharing up-to-date terminology and information needed to support learning a contemporary palliative approach to care. Significant issues that nurse educators must incorporate in PEOLC learning were highlighted in our quarterly meetings. These included supporting patients living with non-cancer diagnoses; trauma-informed education practices; and applying equity, diversity, and inclusion principles to PEOLC learning.

A continuing challenge for which we invite discussion, is how to incorporate meaningful promotion of nurse educator and student mental health and wellness as they are fundamental to PEOLC learning and practice. It is known that grief, loss, and workplace stressors influence engagement in PEOLC-related education and practice. We welcome and encourage any interest group who may be addressing any PEOLC-related issues, to reach out to our group if there are questions or issues in which we could provide guidance.

**Patricia H. Strachan** RN PhD  
Associate Professor  
McMaster University

# Simulation Interest Group Report 2020-2021

This past year has stretched educators beyond their imagination, as they pivoted in the face of the pandemic. Focusing on quality education and strengthening the RN workforce, simulation-based experiences assumed a pre-emptive role. Specifically, virtual simulation experiences dominated as campuses closed across the country and nursing students were withdrawn from clinical experiences. This propelled the use of a variety of software platforms to replace or augment clinical experiences. At the same time, educators were at various levels of comfort with the technology.

To provide support to one another, the CASN Simulation Interest Group met three times over the past year to share stories, challenges, and suggestions during the pandemic. It was comforting to know that others across the country shared the same challenges while brainstorming strategies to support student progression. The CASN Simulation Interest Group was a venue to share resources, such as the five virtual simulation games related to COVID-19, in partnership with CAN-Sim and CNA,

released in both English and French. Other open access resources were freely shared at each of our meetings. Members willingly shared documents, scenarios, evaluation templates, and more so that simulation-based education could be implemented in a cohesive and impactful manner.

Without doubt, our simulation interest group members were outstanding in curricular integration (let's hope we see their research published!) to maintain quality undergraduate education. Special thanks to Dr. Baker and CASN for providing this much needed forum to share stories from across the country during the pandemic, and especially to Sabiha Khazal and Kristine Crosby for all the administrative support.

**Leslie Graham** RN MN PhD (c) CNCC CHSE CCSNE



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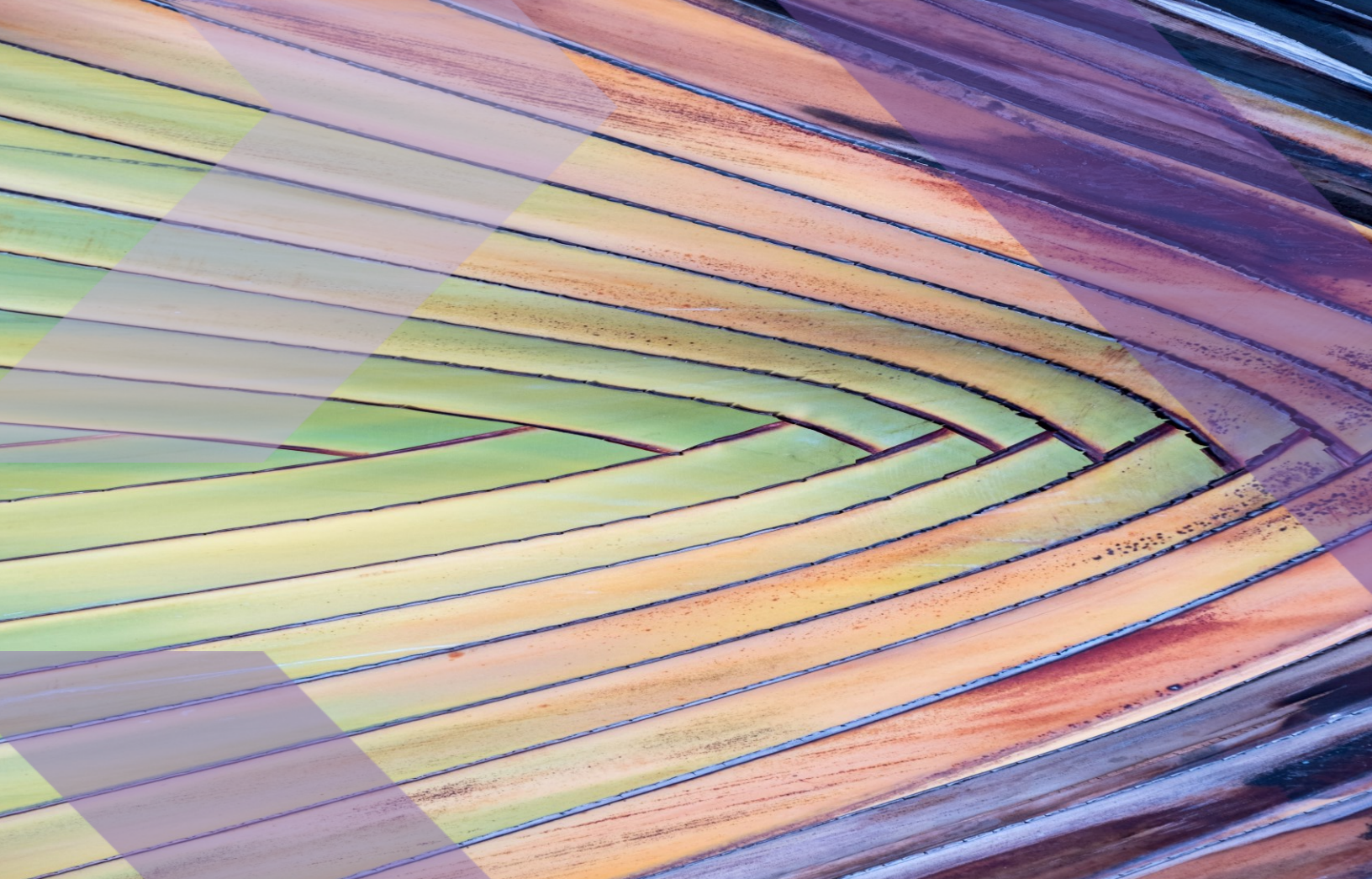
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