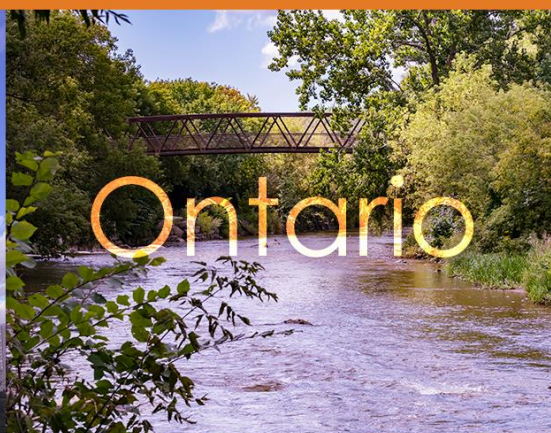




Mississauga



Ontario



Canada

ABSTRACTS FLYER

Deadline to send abstracts: Monday, January 12, 2026
11:59 p.m. Pacific Standard Time

Theme: Rising to Responsibility - Educating the Nurses
for the Future

Presented by the
Canadian Association of Schools of Nursing (CASN)

You are invited to send an abstract for the Canadian Nursing Education Conference. Abstracts are welcome from nursing educators, researchers, and students. This is an opportunity to share your research, innovations, and best practices and network with colleagues from across the country and internationally.

Conference details are available at: <https://www.casn.ca/2024/11/the-casn-biennial-canadian-nursing-education-conference-2026/>.

This conference is an academic forum for nurse educators to advance scholarship in areas that promote social justice, redress harm, and promote health for all. We recognize our collective responsibility to transform nursing education — to prepare ourselves and nursing students for a practice context that is complex and ever-evolving. It is about action and accountability on an individual and institutional level in ways that promote human flourishing. To achieve this, we must critically reflect on Indigenous ways of knowing, equity, diversity, inclusion, accessibility (EDIA), planetary health, technology and artificial intelligence (AI) and the implications for nursing education, practice, research, and policy.

The theme for this year's conference is: **Rising to Responsibility: Educating the Nurses for the Future.**

Subthemes for this year's conference are:

1) Addressing the TRC Calls to Action, Indigenization and Unlearning Colonialism - Accountability and Answerability.

This sub-theme centers on the urgent and ongoing responsibility of nursing education to respond meaningfully to the Truth and Reconciliation Commission (TRC) Calls to Action. It emphasizes the need for deep, systemic change through the processes of Indigenization, decolonization, and the unlearning of colonial practices within curricula, pedagogy, and institutional culture. Vital to this work is the principle of accountability not only to Indigenous communities, but also to students, educators, and the broader healthcare system. This sub-theme invites critical reflection on how nursing programs can move beyond symbolic gestures to implement tangible, measurable actions that honour Indigenous knowledge ways of knowing, support Indigenous learners, and foster cultural safety. It also explores how nursing educators enact their commitments, ensuring that reconciliation is not a passive ideal but an active, lived practice.

2) Social Justice, Anti-racism and Anti-oppression: from Intention to Praxis.

This sub-theme challenges nursing education to move beyond aspirational statements and toward meaningful, sustained action in advancing social justice, anti-racism, and anti-oppression. It calls for a critical examination of how these principles are operationalized in curricula, institutional policies, faculty development, and student support systems. The focus is on transforming good intentions into praxis such as intentional, reflective, and justice-oriented practices that dismantle systemic barriers and foster inclusive learning environments. This sub-theme invites dialogue on strategies for embedding social justice, anti-racism, and anti-oppressive frameworks into all aspects of nursing education, ensuring that future nurses are equipped to provide culturally safe, equitable care and to advocate for social justice within and beyond the healthcare system.

3) **Preparing Nurses to be Change Makers: Integrating Advocacy, Policy Reform and Political Engagement System Change in Nursing Education.**

This sub-theme explores how nursing education can promote system change by equipping nurses with the knowledge, skills, and confidence to lead transformative efforts in health care and beyond. It emphasizes the integration of advocacy, policy reform, and political engagement into curricula to prepare nurses as proactive change makers. By fostering critical thinking, civic responsibility, and leadership, this approach empowers nurses to challenge inequities, influence policy, and drive meaningful improvements in health systems and social structures.

4) **Accessible Nursing Education: Supporting Neurodiverse/Non-Typical Learners.** Accessible nursing education is essential for cultivating a diverse and resilient healthcare workforce. This sub-theme focuses on strategies to better support neurodiverse/non-typical learners through intentional and equitable educational practices. It highlights the critical role of educators in creating accessible, supportive learning environments for both in class and clinical experiences that recognize and accommodate diverse needs. By fostering inclusive teaching models and building strong support networks, nursing programs can empower neurodiverse/non-typical students to thrive, ultimately contributing to a more representative and responsive healthcare system.

5) **Accessible Nursing Education: Supporting Rural/Remote Learners.**

Accessible nursing education is essential for building health human resources capacity in rural/remote communities. This sub-theme focuses on strategies to better support learners from rural/remote communities through intentional and equitable educational practices. It highlights the critical role of educators in exploring innovative pedagogical approaches to deliver nursing programs without jeopardizing quality of education. By fostering accessible and supportive 'de-centralized' learning environments, nursing programs enable students to thrive regardless of geographic location, remain in their communities, and ultimately contribute to a more representative and responsive healthcare system.

6) **Preparing Future Nurses to Build Resilient Communities: Addressing Planetary Health, Climate Change, and Disaster and Emergency Response.**

As the impacts of climate change and environmental degradation intensify, nurses are increasingly called upon to play a pivotal role in promoting planetary health and supporting community resilience. This sub-theme explores how nursing education can prepare future nurses to understand and respond to the complex interconnections between human health, ecological systems, and global crises. It emphasizes the integration of climate science, environmental justice, and disaster preparedness into nursing curricula, equipping students with the knowledge and skills to lead in emergency response, advocate for sustainable practices, and support vulnerable populations during environmental and public health emergencies.

7) **Innovations in Nursing Education Leadership and Administration in times of Uncertainty and Change.**

In a period marked by rapid change, global crises, and evolving healthcare demands, transformative leadership in nursing education has never been more critical. This sub-theme explores how nurse educators and administrators can lead with vision, adaptability, and resilience to foster learning environments that thrive amid uncertainty. It emphasizes the importance of innovative pedagogies, inclusive decision-making, and responsive leadership

strategies that support both faculty and students through disruption and transition. By cultivating leadership that is reflective, equity-driven, and future-focused, nursing education can not only withstand challenges but also emerge stronger, shaping a generation of nurses prepared to lead with courage and compassion in a complex world.

8) Emerging Innovations, Technologies and Artificial Intelligence (AI) in Nursing Education.

The rapid evolution of technology is reshaping the landscape of nursing education, offering unprecedented opportunities to enhance teaching, learning, and clinical practice as well as significant challenges. This sub-theme explores the integration of emerging innovations, including simulation, virtual and augmented reality, digital learning platforms, and artificial intelligence (AI) into nursing curricula. It highlights how these tools can support personalized learning, improve clinical decision-making, and expand access to education. At the same time, it invites critical reflection on the ethical, pedagogical, and practical implications of technology use in nursing education. By embracing innovation while maintaining a human-centered approach, nursing education can prepare future nurses to thrive in a digitally advanced and data-driven healthcare environment.

9) Upholding and Centering Community Health and Public Health in Nursing Education and Practice.

Community and public health are foundational to achieving health equity and improving population outcomes. This sub-theme emphasizes the critical role of nursing education in preparing nurses to lead and advocate within community and public health settings. It explores how nursing curricula centers the social determinants of health, health promotion, disease prevention, and culturally responsive care while equipping nursing students to counter misinformation and mistrust of the public health system. By integrating community-based learning, interprofessional collaboration, and public health frameworks, nursing programs can empower students to address complex health challenges at the population level.

10) Other: Abstract does not fit any of the listed sub-themes yet meets the overall theme.

This option provides space for innovative, interdisciplinary, or alternative abstracts that align with the overarching theme but do not clearly fit within a sub-theme. We welcome emerging ideas, approaches, and unique perspectives that contribute to the advancement of nursing education.

Conference program will include:

- Keynote presentations on both days: offered in English and French
- Oral presentations (in person)
- Poster presentations (in person or e-poster)
- Panel/symposia presentations (in person)
- Student thesis in progress or project presentations with moderated discussion (in person)
- Work in progress presentations with moderated discussion (in person)
- Affinity group sessions (in person): these sessions provide an opportunity to network and dialogue with fellow conference participants about a specific topic of interest.

PRESENTATION FORMATS

Oral presentations (in person)	<ul style="list-style-type: none"> • Presentation length: 15 minutes, including Q&A. Presenters will need to time their presentation to include time for Q&A.
In person poster presentations	<ul style="list-style-type: none"> • Posters will be presented during a scheduled poster session. • Poster must fit within the provided poster board space (i.e., cannot exceed 8 feet width x 4 feet height).
E-poster presentations (virtual)	<ul style="list-style-type: none"> • E-posters will be available to view on the conference platform on demand. Presenters do not have to be available on a certain day/time to answer questions. • File format: PDF • Presenters have the option of providing a pre-recorded presentation with their e-poster (5 minutes maximum length).
Panel/symposium presentations (in person)	<ul style="list-style-type: none"> • Designed to allow a team of presenters (three or more individuals) to bring a variety of perspectives to a single education topic, initiative, or experience that might not otherwise be possible within a single oral presentation session. • Presentation length: 60 minutes total, including Q&A. Presenters will need to time their presentation to include time for Q&A.
Students with thesis in progress or project (in person)	<ul style="list-style-type: none"> • Presentation length: 10 minutes – in short format, using 5-8 slides. • When all presentations are completed, there will be a moderated discussion with audience and presenters. This will allow for discussion on stuck points, shared progress, dialogue about decision points, engagement in conversation about other learnings and suggestions.
Work in progress (in person)	<ul style="list-style-type: none"> • Presentation length: 10 minutes – in a short format, using 5-8 slides. • When all presentations are completed, there will be a moderated discussion with audience and presenters. This will allow for discussion on stuck points, shared progress, dialogue about decision points, engagement in conversation about other learnings and suggestions.
Affinity group session (in person)	<ul style="list-style-type: none"> • Session length: 60 minutes • These sessions provide an opportunity to network and dialogue with conference participants about a shared topic of interest.

CASN will accept abstracts that include the following content where applicable to your abstract:

- **Research:** Completed research.
- **On-going projects:** Abstract related to innovative projects, evaluation of programs and projects, instructions techniques, best practices or experience.
- **Panels/symposia:** Abstract describing a collection of presentations on a shared theme, to be presented by a group or team (**three or more individuals**).
- **Students:** Thesis in progress or project.
- **Projects in progress**

ABSTRACT GUIDELINES

- Abstracts must be sent to CASN using the online abstract system:
<https://events.decorporate.ca/2026CNEC/abstract/login.php>
- Abstracts may be in English or French.
- Abstracts must be a maximum of **400 words**. This word count does **not** include titles, headings, and references. Do not include author names in the description.
- Include the following information where applicable to your abstract:
 - **Research abstracts:** Background/context; purpose/aim; methods/ways of doing; summary
 - **Work-in-progress or proposals abstracts:** Background/context; purpose/aim; methods/ways of doing; summary
 - **Project, evaluation, or issues abstracts:** Background/context; purpose/aim; methods/activities/ways of doing; results; evaluation/outcomes; application to nursing education
 - **Panel/symposium abstracts:** Learning objective(s); topic for discussion; background/context; aim/purpose; application to nursing education
 - **Students with thesis in progress or project abstracts:** May include thesis/project research ideas, research in progress, or completed research work

DEADLINE

The deadline to send abstracts is **Monday January 12, 2026, by 11:59 p.m. Pacific Standard Time.**

TO SEND AN ABSTRACT TO CASN

To send an abstract, please use this link: <https://events.decorporate.ca/2026CNEC/abstract/login.php>

You will need to set up an account if you had not already done so for a previous CASN conference. If you have forgotten or lost your password, follow the instructions provided.

Individuals may send more than one abstract. If so, please note that there may be a limit on the number of abstracts accepted from one individual, depending on the number of abstracts received and availability of presentation slots. Also, an abstract may be accepted for a presentation format other than the one originally requested.

CONFERENCE REGISTRATION AND FEES

All presenters with accepted abstracts must register and pay full conference fees by **Thursday, March 12, 2026, by 11:59 Pacific Standard Time (PST), to reserve their place in the program.**

ABSTRACT REVIEW CRITERIA

Abstracts (with the exception of Affinity group session abstracts) will be double blind peer-reviewed based on the following criteria:

- **Originality:** Novelty of ideas, methods, program, or evaluation approach; brings a different perspective by virtue of setting, discipline, and/or application of a solution
- **Relevance/significance:** Importance to nursing education; contributes new knowledge, brings forward lessons learned
- **Findings/results:** Demonstrates outcomes of an initiative completed or in progress
- **Objectives:** Realistic, potential interest to attendees
- **Clarity:** Well written, understandable, following required submission format
- **Overall impression:** Good synthesis of initiative, demonstrates alignment of purpose, approach, findings, and implications
- **Relevance to and alignment with conference main theme and chosen subtheme**

Affinity group session abstracts will be double blind peer-reviewed based on the following criteria:

- **Originality:** Novelty of idea
- **Relevance/significance:** Importance to nursing education
- **Objectives:** Potential interest to attendees
- **Clarity:** Well written, understandable
- **Overall impression**

CONFERENCE WEBSITE AND CONTACT INFORMATION

For more information, please visit the conference website at: <https://www.casn.ca/2024/11/the-casn-biennial-canadian-nursing-education-conference-2026/>

Questions regarding the abstracts flyer: Contact Jordan Potter, Events and Operations Assistant: jpotter@casn.ca

Questions regarding the conference: Contact Roxanne Nizio, Events and Projects Coordinator: rnizio@casn.ca