



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

Request for Proposals

The Canadian Association of Schools of Nursing (CASN) has recently received funding from the Health Canada Health Care Policy Contribution Program, for the Development and Implementation of the Essential Components of Bridging Programs for Internationally Educated Nurses. The funding is for a two-year period ending March 31, 2012.

Background

The Pan-Canadian vision articulated by the Forum of Labour Market Ministers (2009) is an environment where internationally educated professionals are able to access required supports to bridge successfully into the workforce in a timely fashion. In 2005, the *Navigating to Become a Nurse Report* published by the Canadian Nurses' Association (CNA) provided a comprehensive overview of provincial and territorial policies, practices and procedures related to internationally educated nurses. It demonstrated that a significant nursing human resource issue exists in Canada as a result of barriers faced by immigrant nurses wishing to practice their profession in this country. Despite actual and predicted nursing shortages, some two thirds of internationally educated nurses fail to become licensed to practice here. Moreover, many of those who do, experience integration difficulties as a result of a complex of linguistic and cultural barriers. A major recommendation of this report is the following:

“Establish nationally standardized, flexible bridging programs to ensure IEN’s have the competencies required to meet Canadian nursing standards. The programs should integrate language and communication courses to meet the learning needs of IEN’s.” (p. 4)

The ultimate aim of the project is to facilitate the successful workforce integration of internationally educated nurses who have immigrated to Canada. Immigrants contribute significantly to the nation’s economic strength and to the high quality of life Canadians enjoy. Their workforce participation in occupational roles related to the professional preparation they bring with them is vital for Canada to achieve its economic potential. Given the international shortage and global competition for nurses, it is essential that internationally educated nurses have the opportunity to contribute to the Canadian

health care system by using their knowledge, skills, and previous professional experiences to the fullest.

The specific objectives of the project are the following:

- 1) Synthesize existing evidence on the characteristics of effective bridging programs through a systematic literature review
- 2) Conduct an environmental scan of bridging programs for internationally educated nurses in Canada
- 3) Engage key stakeholders in the development of a consensus based national framework of the core components of bridging programs for internationally educated nurses in each pathway
- 4) Design a consensus based framework of guiding principles and essential core components for bridging programs in each pathway
- 5) Foster the uptake and integration of core components in the bridging programs in each pathway
- 6) Disseminate the framework and develop a sustainability plan

Products from this initiative will include a systematic review of best bridging practices, an environmental scan of bridging programs for internationally educated nurses in Canada, a framework of guiding principles and essential core components, knowledge transfer tools, and a self assessment guide for programs to use to evaluate their program against the national framework.

Work Statement

CASN is seeking an Instructional Designer to develop a knowledge transfer strategy and tools to facilitate widespread dissemination of the framework. The knowledge transfer tools should be disseminated to all stakeholders involved in bridging programs for IENs (e.g. provincial regulatory bodies, settlement organizations, etc.). However, the main target audience are the institutions that have bridging programs, and those interested in developing these programs in the future. A self assessment guide, developed by the Instructional Designer will be distributed to these institutions electronically. The Instructional Designer will work in consultation with project officer and the Steering Committee who provide overall direction and guidance to the project.

Deliverables from the Instructional Designer include:

- A formal report of the framework of Guiding Principles and Essential Components
- Knowledge transfer strategy
- Knowledge transfer tools
- Self assessment guide to accompany the framework

Timeframe

The Instructional Designer will be responsible for submitting deliverables by the following dates (tentative):

1. Formal Report: August 22, 2011.
2. Knowledge Transfer Strategy: July 31, 2011
3. Knowledge Transfer Tools: September 22, 2011.
4. Self Assessment Guide: September 22, 2011.

Professional Requirements

Please provide the following information:

- Experience
- Education
- Peer reviewed publications and other scholarly activities relating to the project
- Demonstration of linkages with health professionals and employers.

Proposal Requirements

- Submissions should be in Times New Roman, Size 12 in MSWord, no longer than five pages in length.
- Contact information must be provided: Name, Occupational Title, Organization, and Business Email.
- A description of the workplan with milestones and timelines and a justified budget must be included.

Proposals will be reviewed and assessed according to the following criteria:

- Understanding of the project objectives;
- Demonstrated understanding of and experience in knowledge transfer techniques;
- Demonstrated writing capability;
- Comprehensiveness of proposal including work plan, timelines, budget and description of individual.

Intellectual Property

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agreements. Under these agreements, any public documentation must acknowledge the funding source as explicitly stated in the contract.

All publications that draw substantially on work that has been performed for CASN, will mention that the work was made possible with the support of the Canadian Association of Schools of Nursing; and at a reasonable time before publication, the authors shall provide to CASN a copy of that manuscript for approval, which approval shall not be unreasonably withheld.

*Approved by CASN Board of Directors
February 2005*

Submit Proposals to:

Education Projects
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