

ANNUAL REPORT 2013

RAPPORT ANNUEL 2013

CANADIAN ASSOCIATION OF SCHOOLS OF NURSING
ASSOCIATION CANADIENNE DES ÉCOLES DE SCIENCES INFIRMIÈRES

CASN
ACESI 

CASN'S MISSION

MISSION DE L'ACÉSI

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

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

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

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

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BENEFITS OF CASN MEMBERSHIP

Participation in Nursing Education Leadership:

- Program accreditation.
- Support and lobby for baccalaureate nursing education in Canada.
- Professional development and advancement through:
 - Participation on national committees focusing on nursing education issues;
 - Research and scholarship through the work of committees and task forces;
 - Opportunities to contribute to nursing education as an accreditation reviewer.
- Political action and policy development through CASN position statements, policies and other key initiatives.
- Faculty and curriculum development through the use of tools such as “substantive content” educational resource banks.
- Advancing research and scholarship in nursing education.
- Representation and information on global nursing education issues.
- Inclusion of your school’s nursing programs in the CASN education programs database.
- A link to your school’s nursing program on the CASN website.
- Educational Leadership Awards and awards for Research and Administration in Nursing Education.
- Discounts on CASN conference fees.
- Dissemination of announcements and information through the CASN monthly newsletter NewsUpdate and the CASN website.
- Fact Sheets that can assist you as a nurse educator and/or leader.

Opportunities for Networking:

- Access to national and international conferences co-sponsored by CASN.
- Representation on CASN national committees and task forces, and on external committees and working groups.
- CASN representation at regional and national conferences, symposia and meetings attended by other nurse educators, health professionals and decision-makers.
- Affiliation with the Canadian Nursing Students’ Association (CNSA).

CASN IS ACTING FOR YOU!

- Collaboration with the Canadian Nurses Association (CNA) on key initiatives such as the annual Student & Faculty Survey.
- Leadership in the Canadian Consortium for Nursing Research and Innovation.
- Linking nursing education and practice through national and provincial dialogue and action.
- Promotion of the Dr. Pat L. Griffin Fund of CASN for research in nursing education.
- Development of baccalaureate level educational competencies, such as in palliative/end-of-life care and community/public health.
- Addressing the challenges of providing clinical/practice education placements.
- Collaboration with national accrediting bodies of other health professions to promote interprofessional education.
- International collaboration with other organizations promoting nursing education and research through GANES.

AVANTAGES DE L'ADHÉSION À L'ACESI

Contribution au leadership en formation infirmière

- Agrément de programmes.
- Appui et lobbying en faveur d'une formation de premier cycle pour le personnel infirmier au Canada.
- Perfectionnement et avancement professionnels :
 - par la participation à des comités pancanadiens axés sur les questions d'intérêt en matière de formation infirmière;
 - par la recherche et l'avancement des connaissances grâce aux efforts de comités et de groupes de travail;
 - par la possibilité de contribuer à la formation en soins infirmiers à titre d'évaluatrice ou d'évaluateur aux fins de l'agrément.
- Action politique et élaboration de politiques par l'entremise d'énoncés de position, d'interventions et d'autres grandes initiatives de l'ACESI.
- Développements du corps professoral et des programmes grâce à l'utilisation d'outils tels que les bases de données de ressources éducatives.
- Améliorer la recherche et l'avancement des connaissances en sciences infirmières
- Représentation et information au sujet des questions d'intérêt mondial qui touchent la formation infirmière.
- Inclusion des programmes de sciences infirmières de votre école dans la base de données de l'ACESI.
- Publication d'un lien vers le programme de sciences infirmières de votre école sur le site Web de l'ACESI.
- Nombreux prix pour récompenser le leadership pédagogique ainsi que pour l'excellence en recherche infirmière et l'excellence en gestion universitaire.
- Rabais consentis sur les droits d'entrée aux conférences de l'ACÉSI.
- Diffusion d'annonces et d'information dans le bulletin mensuel *Mise à jour* de l'ACESI et sur le site Web de l'organisme.
- Accès à des fiches de renseignements utiles au personnel infirmier enseignant et aux chefs de file du domaine.

Réseautage

- Accès à des conférences coparrainées par l'ACESI au Canada et à l'étranger (p. ex., leadership dans l'enseignement des sciences infirmières, GANES).
- Représentation au sein de comités et de groupes de travail de l'ACESI ou d'autres organismes.
- Possibilité de représenter l'ACESI à l'occasion de conférences, de réunions et de colloques régionaux et nationaux auxquels assistent d'autres membres du personnel infirmier éducateur, des spécialistes de la santé et des décisionnaires.
- Affiliation de l'ACESI à l'Association des étudiant(e)s infirmier(ière)s du Canada (AEIC).

L'ACESI EST LÀ POUR VOUS!

- Collaboration avec l'Association des infirmières et infirmiers du Canada (AIIC) pour réaliser l'enquête auprès des étudiantes, des étudiants et du personnel enseignant ainsi que huit grands projets qui seront mis en oeuvre au cours des prochaines années (portail de l'AIIC, bases de données, travaux à l'étranger, planification et action stratégiques, etc.).
- Leadership au sein du consortium canadien de la recherche et de l'innovation en sciences infirmières.
- Resserrement des liens entre l'enseignement et la pratique des sciences infirmières grâce à divers débats et mesures à l'échelle canadienne ou provinciale.
- Promotion du Fonds Pat-L.-Griffin de l'ACESI, consacré à la recherche en formation infirmière.
- Collaboration avec d'autres organismes d'agrément nationaux afin de promouvoir la formation interprofessionnelle.
- Collaboration internationale avec d'autres organismes afin de promouvoir, à travers GANES, la gestion universitaire et la recherche.

PRESIDENT'S MESSAGE

Dear colleagues,

On behalf of the Board of Directors, I welcome you to the annual council meeting of the Canadian Association of Schools of Nursing in our 71st year of the organization, and thank you for your continued contributions to CASN and nursing education in Canada. In the seventy plus years of CASN, nursing education has changed dramatically as the practice environment, pedagogical approaches, technology, and the needs of clients change. CASN has advocated for excellence in nursing education, promoting high standards in schools of nursing, both nationally and internationally throughout its history and continues to do so. As noted in the ancient proverb, *May you live in interesting times!* Such is the case for nursing education in the 21st century in Canada.

The past year has seen CASN involved in a number of initiatives toward the goal of excellence in nursing education. CASN continues to participate in national level initiatives to set standards for aspects of nursing education practice particularly in areas of informatics, public health nursing practice, and palliative end-of-life care. Such projects allow for the exploration of aspects of nursing education, and development of educational standards and supporting position statements and documents that facilitate implementation in educational programs, both undergraduate and graduate. I would like to take this opportunity to thank all of the individuals who have given their time, skills, expertise and intellect to support CASN's many activities which contributed to the advancement of nursing education in Canada.

Excellence in nursing education is also enhanced by our accreditation standards, which have been revised to enhance their interpretation and application. In addition, CASN has continued to develop an international reputation in the area of accreditation. These changes are supported by a revision of the CASN position statement on Scholarship in Nursing, which supports scholarship in teaching, application, and integration as well as discovery. This position statement sets the stage for dissemination of knowledge and expertise in a variety of areas in nursing education, enhancing the abilities of nurse educators from universities and colleges to advance the knowledge of the discipline of nursing. Both of these initiatives, accreditation standards and scholarship in nursing, contribute to the excellence of the learning environment for our students.

The creation of our online journal, *Quality Advancement in Nursing Education / Avancées en formation infirmière*, announced in June 2013 and publishing the first edition in early

2014, is intended to create a venue for the dissemination of innovation in nurse educator practice and knowledge creation through research.

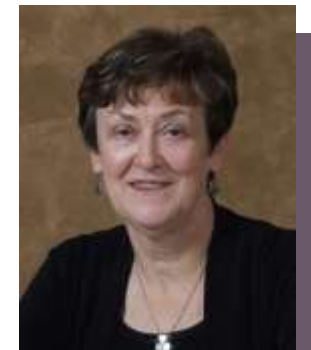
The Board of Directors of CASN have been engaged in strategic planning over the past year, and have developed a plan which will see CASN engaged as a force for the education of future nurses who will provide high quality innovative care, advocate for clients, and shape a strong sustainable healthcare system in Canada. In conjunction with Canadian Nurses Association, and in response to the National Experts Commission's recommendations concerning nursing education, an invitational forum was held at the end of October in Toronto to explore roles, expectations, educational outcomes, and partnerships for the development of nursing and nursing education, and the improvement of care for the people of Canada. These initiatives will undoubtedly lead to transformative changes in nursing education and nursing in Canada, thus contributing to effective healthcare of Canadians.

Our agenda for the next few years is full, our responsibilities enormous, and our challenges great. Nonetheless, our expectations for success are high. We rely heavily on Deans, Directors, and nurse educators across Canada for their insight, expertise, and knowledge in the development of nursing education in Canada, both in terms of their participation in CASN committee work and innovation in their local programs. We will work in collaboration with other professional associations for transformation of the healthcare system. The outcomes of our endeavours will benefit nursing students in our programs, prepare transformative nurses for the healthcare system, and aid in the quality of care for the people of Canada. The outcome is worth the effort as we work together.

Respectfully submitted,



President,
Canadian Association of Schools of Nursing



MESSAGE DE LA PRÉSIDENTE

Chères collègues,
Chers collègues,

Au nom du Conseil d'administration, je vous souhaite la bienvenue à la réunion annuelle de l'Association canadienne des écoles de sciences infirmières (ACESI) dans le cadre de notre 71^e anniversaire. Je tiens en outre à vous remercier de vos contributions continues à l'ACESI et à l'enseignement des sciences infirmières au Canada. Au cours des quelque soixante-dix ans d'existence de l'ACESI, l'enseignement des sciences infirmières a changé considérablement, tout comme le milieu de pratique, les approches pédagogiques, la technologie et les besoins des clients. Tout au long de son histoire, et encore aujourd'hui, l'ACESI plaide en faveur de l'excellence dans l'enseignement des sciences infirmières, favorisant des normes élevées dans les écoles de sciences infirmières à l'échelle nationale et internationale. Comme le dit l'ancien proverbe, *Puissiez-vous vivre à une époque intéressante!* Tel est le cas de l'enseignement des sciences infirmières au Canada au XXI^e siècle.

Au cours de la dernière année, l'ACESI a participé à de nombreuses initiatives visant l'excellence dans l'enseignement des sciences infirmières. D'ailleurs, elle continue de participer à des initiatives nationales en vue d'établir des normes sur des aspects de la pratique de l'enseignement des sciences infirmières, plus particulièrement dans les domaines de l'informatique, de la pratique infirmière en santé publique, ainsi que des soins palliatifs et de fin de vie. De tels projets permettent d'explorer des aspects de l'enseignement des sciences infirmières, ainsi que d'élaborer des normes pédagogiques et des énoncés et documents de position à l'appui qui facilitent la mise en œuvre de programmes d'études de premier cycle et de cycles supérieurs. Je saisis cette occasion pour remercier tous ceux et celles qui ont mis à profit leur temps, leurs compétences, leur expertise et leur intelligence pour appuyer les nombreuses activités de l'ACESI ayant contribué à l'avancement de l'enseignement des sciences infirmières au Canada.

L'excellence dans l'enseignement des sciences infirmières est également rehaussée par nos normes d'agrément, lesquelles ont fait l'objet d'une révision en vue d'en améliorer l'interprétation et l'application. De plus, l'ACESI a continué à se forger une réputation internationale dans le domaine de l'agrément. Ces changements sont appuyés par une révision de l'énoncé de position de l'ACESI sur l'avancement des connaissances en sciences infirmières, qui appuie l'avancement des connaissances dans l'enseignement, l'application, l'intégration et la découverte. Cet énoncé de position ouvre la voie à la diffusion de connaissances et d'expertise dans divers domaines de l'enseignement des sciences infirmières, renforçant les capacités des enseignantes et enseignants en sciences infirmières des universités et collèges pour favoriser l'avancement des connaissances dans le domaine des sciences infirmières. Ces deux initiatives, les normes d'agrément et l'avancement des connaissances en sciences infirmières, contribuent à l'excellence du milieu d'apprentissage de nos étudiantes et étudiants.

La création de notre revue en ligne intitulée *Quality Advancement in Nursing Education / Avancées en formation infirmière*, annoncée en juin 2013 et dont la première édition sera publiée au début de

2014, vise à créer une tribune pour diffuser l'innovation dans la pratique des enseignantes et des enseignants en sciences infirmières et la création de connaissances par l'entremise de la recherche.

Au cours de la dernière année, le Conseil d'administration de l'ACESI s'est consacré à des activités de planification stratégique. Il a élaboré un plan dans le cadre duquel on pourra voir l'ACESI participer en tant que force pour la formation des futurs infirmiers/futures infirmières qui fourniront des soins innovateurs et de grande qualité, qui défendront les intérêts des clients et qui façonneront un système de soins de santé solide et durable au Canada. En collaboration avec l'Association des infirmières et infirmiers du Canada, et en réponse aux recommandations de la Commission nationale d'experts concernant l'enseignement des sciences infirmières, un forum sur invitation a eu lieu en octobre à Toronto. Ce dernier visait à examiner les rôles, les attentes, les résultats d'apprentissage et les partenariats relativement au développement des soins infirmiers et de l'enseignement des sciences infirmières, et l'amélioration des soins pour la population canadienne. Ces initiatives entraîneront sans aucun doute des transformations profondes dans l'enseignement des sciences infirmières et dans les soins infirmiers au Canada, contribuant ainsi à des soins de santé efficaces pour les Canadiennes et Canadiens.

Notre programme pour les prochaines années est fort chargé, et nous avons d'énormes responsabilités et des défis considérables à relever. Néanmoins, nos attentes sont élevées sur le plan de la réussite. Nous comptons énormément sur l'avis, l'expertise et les connaissances des doyennes et doyens, des directrices et directeurs, ainsi que des enseignantes et enseignants en sciences infirmières d'un bout à l'autre du pays pour ce qui est du développement de l'enseignement des sciences infirmières au Canada, tant sur le plan de leur participation aux travaux des comités de l'ACESI que de l'innovation dans leurs programmes locaux. Nous travaillerons en collaboration avec d'autres associations professionnelles pour la transformation de notre système de santé. Les résultats de nos efforts profiteront aux étudiantes et étudiants de nos programmes, prépareront des infirmières et infirmiers transformateurs pour le système de santé et contribueront à la qualité des soins pour la population canadienne. Le résultat vaut la peine que nous concertions nos efforts.

Veuillez agréer, Chères collègues, Chers collègues, mes sentiments les meilleurs.



Présidente,
Association canadienne des écoles de sciences infirmières

EXECUTIVE DIRECTOR'S MESSAGE

Dear Colleagues,

Our responsibility at the CASN National Office is to implement the CASN's Strategic Plan. I am pleased to highlight some of the key activities of 2012-2013, the final year for the current plan. The four major priorities of the plan provide the operational direction to the association, they are: 1) advance and unifying CASN's voice for nursing education leadership, partnership and policy; 2) guide excellence in nursing education through accreditation; 3) strengthen the standards of excellence for nursing education through research and scholarship; and 4) optimize nursing education resources including student, faculty and fiscal.

Support of high quality nursing education is a key to advancing and unifying CASN's voice for nursing education, leadership, partnership and policy. In response to the changing health care needs and evolving health care system, three CASN Task forces - Baccalaureate, Masters, and Clinical Education - have been conducting environmental scans, extensive literature reviews, and consultations. This has resulted in an emerging framework of degree level expectations in five domains for new graduates. The task forces will be continuing this work in order to offer member schools a coherent framework of national education guidelines for the future.

At the more immediate level, CASN has been providing workshops to support educators prepare for the transition to the NCLEX-RN[®], workshops to enhance scholarship development, and workshops on clinical education. We have also introduced a certificate course by distance on clinical education and will be launching a certificate in nursing education early in 2014. CASN has also initiated six affiliate interest groups during the year; CASN Interest Group on Nurse Practitioner Education; CASN Interest Group on Palliative and End-of-Life Care Education; CASN Interest Group on Internationally Educated Nurse Education; CASN Interest Group on Clinical Instructor Education; CASN Interest Group on Simulation, and they have already begun to share information and advance nursing education in their respective fields.



A number of special projects to further CASN's goal of strengthening "standards of excellence for nursing education through research and scholarship" were carried out during the year. We are pleased to disseminate a document titled, *Educating Nurses to Address Socio-Cultural, Historical, and Contextual Determinants of Health* created in a joint project with the Aboriginal Nurses Association on the integration of Cultural Competence and Cultural Safety in Nursing Education in Canada. We are also pleased to launch a *Nursing Informatics Teaching Toolkit* developed in a project supported by Infoway Canada to foster the integration of informatics into curricula. Finally, we are excited to announce that CASN will be publishing the first issue of its new journal *Quality Advancement in Nursing Education / Avancées en formation infirmière*, supported by Certified Profile, in early 2014.

As part of the priority of governing excellence in nursing education through accreditation, the CASN Board has adopted a policy that the CASN accreditation program undergo a major review every seven years to ensure its currency. In line with this policy, the Accreditation Advisory Committee led the first such review of the accreditation program. A working group was struck, and a systematic process adopted involving multiple and extensive consultations. The process has resulted in recommendations from the CASN Board of Directors to update the framework of CASN accreditation standards.

CASN continued the work on the CASN/CNA Student Faculty survey which furthers the CASN strategic plan goal to "optimize nursing education resources including student, faculty and fiscal". The survey findings are posted on the CASN website.

Many highly engaged nurse educators from all areas of Canada have been committed to moving the strategic priorities forward and provided valuable time and a great deal of expertise in doing so. I would like to gratefully acknowledge and thank them for their invaluable contributions to CASN's mandate and mission over the year.

I look forward to working with all of you throughout the coming year.

Sincerely,

A handwritten signature in black ink that reads "Cynthia Baker". The signature is written in a cursive, flowing style.

Cynthia Baker

MESSAGE DE LA DIRECTRICE GÉNÉRALE

Chères collègues,
Chers collègues,

Comme il appartient au Secrétariat national de mettre en œuvre le plan stratégique de l'ACESI, c'est avec plaisir que je vous présente certaines des principales activités menées en ce sens durant l'année 2012-2013, la dernière année du plan stratégique actuel. Les quatre grandes priorités du plan stratégique qui encadrent les opérations de l'ACESI sont les suivantes : 1) promouvoir et unifier les arguments de l'ACESI en ce qui concerne le leadership, les partenariats et les politiques en formation infirmière; 2) orienter l'excellence en formation infirmière par le biais de l'agrément; 3) renforcer les normes d'excellence de la formation infirmière grâce à la recherche et à l'avancement des connaissances; 4) optimiser les ressources, tant humaines (la population étudiante et le corps professoral) que financières, de la formation infirmière.

Le soutien à consentir à une formation infirmière de grande qualité compte parmi les éléments clés pour promouvoir et unifier les arguments de l'ACESI en ce qui concerne le leadership, les partenariats et les politiques en formation infirmière. En réaction à l'évolution des besoins en soins de santé et du système de soins de santé, trois groupes de travail de l'ACESI - baccalauréat, maîtrise et formation clinique – ont effectué des analyses de l'environnement, des revues approfondies de la littérature, et des consultations. Il en a résulté un cadre naissant des attentes à l'égard des nouveaux diplômés selon le niveau d'études dans cinq domaines. Les groupes de travail poursuivront leurs travaux en vue de proposer ultimement aux écoles membres un cadre cohérent de lignes directrices nationales en matière de formation.

De façon plus immédiate, l'ACESI a présenté des ateliers destinés aux enseignants en vue de les aider à se préparer à la transition à l'examen NCLEX-RN®, de même que des ateliers pour améliorer l'avancement des connaissances et la formation clinique. Nous avons aussi mis sur pied un cours à distance menant à l'obtention d'un certificat d'enseignante clinique et nous lancerons un cours menant à l'obtention d'un certificat pour les infirmières enseignantes au début de 2014. L'ACESI a aussi constitué six groupes d'intérêt affiliés durant l'année : le Groupe d'intérêt de l'ACESI sur la formation des infirmières praticiennes; le Groupe d'intérêt de l'ACESI sur la formation en soins palliatifs et de fin de vie; le Groupe d'intérêt de l'ACESI sur la formation des infirmières formées à l'étranger; le Groupe d'intérêt de l'ACESI sur la formation des enseignants cliniques; et le Groupe d'intérêt de l'ACESI sur la simulation. Ces groupes ont déjà entrepris d'échanger de l'information et d'améliorer la formation infirmière dans leurs domaines respectifs.

Un certain nombre de projets spéciaux concernant l'objectif de l'ACESI de renforcer « les normes d'excellence de la formation infirmière grâce à la recherche et à l'avancement des connaissances » ont été menés à bien cette année. Nous sommes heureux de diffuser un document intitulé *Former les infirmières à aborder les déterminants socioculturels, historiques et contextuels de la santé chez les peuples autochtones* -

2013, le fruit d'un projet conjoint avec l'Association des infirmières et infirmiers autochtones du Canada portant sur l'intégration des compétences culturelles et de la sécurisation culturelle dans la formation infirmière au Canada. Nous sommes également heureux du lancement d'une *trousse d'outils d'enseignement en informatique infirmière* mise au point dans le cadre d'un projet appuyé par Inforoute santé du Canada en vue de favoriser l'intégration de l'informatique dans les programmes d'études. Enfin, c'est avec enthousiasme que l'ACESI vous annonce qu'elle publiera, au début de 2014, appuyé par Certified Profile, le premier numéro de sa nouvelle revue *Quality Advancement in Nursing Education / Avancées en formation infirmière*.

Au titre de la priorité d'orienter l'excellence en formation infirmière par le biais de l'agrément, le conseil d'administration de l'ACESI a adopté une politique selon laquelle le programme d'agrément de l'ACESI devra faire l'objet d'un examen approfondi aux sept ans afin d'en confirmer l'actualité. En conformité avec cette politique, le Comité consultatif sur l'agrément a piloté le premier examen du programme d'agrément. Un groupe de travail a été constitué et une démarche systématique a été adoptée prévoyant des consultations multiples et approfondies. Ce processus a engendré des recommandations du conseil d'administration de l'ACESI de mettre à jour le cadre des normes d'agrément de l'ACESI.

L'ACESI a poursuivi ses travaux sur l'enquête de l'ACESI et de l'AIIC sur les effectifs étudiants et professoraux en vue de contribuer à l'accomplissement de l'objectif stratégique de l'ACESI « d'optimiser les ressources, tant humaines (la population étudiante et le corps professoral) que financières, de la formation infirmière ». Les constatations de l'enquête sont affichées dans le site Web de l'ACESI.

Nombre d'enseignantes et enseignants en sciences infirmières très dévoués de toutes les régions du Canada se sont employés à favoriser l'accomplissement de nos priorités stratégiques. Ils y ont consacré énormément de temps précieux et de savoir-faire. Je tiens à leur témoigner toute ma gratitude et à les remercier pour leur contribution inestimable au mandat et à la mission de l'ACESI au cours de la dernière année.

Sachez que je me réjouis à l'idée de collaborer de nouveau avec vous durant l'année qui vient.

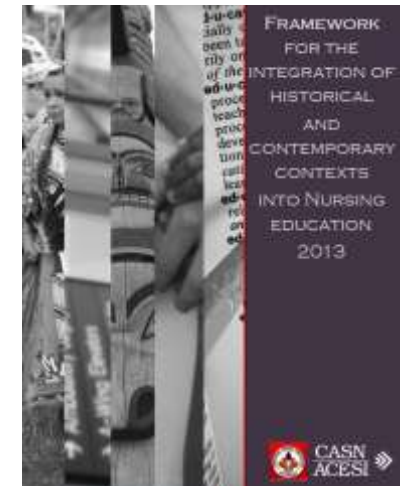
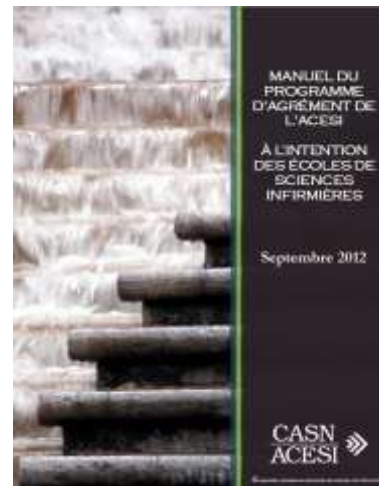
Veillez agréer, Chères collègues et Chers collègues, l'expression de mes sentiments les meilleurs.



Cynthia Baker

MILESTONE PUBLICATIONS

- *Educating Nurses to Address Socio-Cultural, Historical, and Contextual Determinants of Health*
- *CASN Position Statement - Scholarship in Nursing*
- *Nursing Informatics Teaching Toolkit: Supporting the Integration of the CASN Nursing Informatics Competencies into Nursing Curricula*
- *CASN ACCREDITATION PROGRAM STANDARDS*
- *CASN ACCREDITATION PROGRAM MANUAL FOR SCHOOLS OF NURSING*
- *Registered Nurses Education in Canada Statistics, 2011-2012*
- *Quality Advancement in Nursing Education / Avancées en formation infirmière.*



PUBLICATIONS PHARES

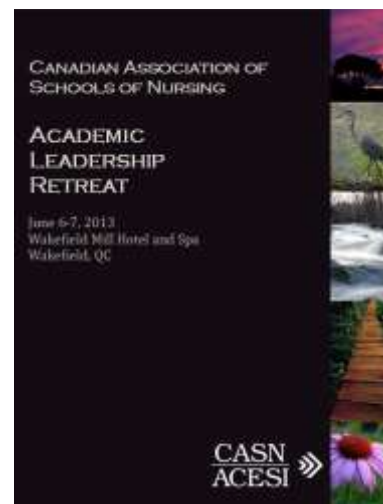
- *Former les infirmières à aborder les déterminants socioculturels, historiques et contextuels de la santé chez les peuples autochtones -*
- *Énoncé de politique de l'ACESI sur Avancement des connaissances en sciences infirmières*
- *NORMES DU PROGRAMME D'AGRÈMENT DE L'ACESI*
- *MANUEL DU PROGRAMME D'AGRÈMENT DE L'ACESI À L'INTENTION DES ÉCOLES DE SCIENCES INFIRMIÈRES*
- *Statistiques sur la formation d'infirmières et d'infirmiers au Canada 2011-2012*
- *Quality Advancement in Nursing Education / Avancées en formation infirmière.*

INNOVATIVE PROGRAMS

PROGRAMMES INOVATEURS

- Clinical Instructor Certificate Course
- Canadian Nurse Educator Interest Groups
 - Nurse Practitioner Education
 - Palliative and End-of-Life Care Education
 - Internationally Educated Nurse Education
 - Clinical Instructor
 - Simulation
- Academic Leadership Retreat
- CASN Nurse Educator Certificate Course
- Workshop on Scholarship

- Cours menant à l'obtention d'un certificat d'enseignante clinique
- Groupes d'intérêt canadien pour infirmières enseignantes
 - *La formation des infirmières praticiennes*
 - *La formation en soins palliatifs et fin-de-vie*
 - *La formation des infirmières formées à l'étranger*
 - *Enseignante clinique*
 - *Simulation*
- *Retraite sur le leadership pédagogique de l'ACESI*
- Cours menant à l'obtention d'un certificat pour les infirmières enseignantes



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STRATEGIC PLAN
JANUARY 2009 – JANUARY 2014
STATUS UPDATE
NOVEMBER 2013

PLAN STRATÉGIQUE
JANVIER 2009 - JANVIER 2014
MISE À JOUR
NOVEMBRE 2013

Outcomes	Outputs	Timeline	Status / Progress Report
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Strategic Priority A: Advance and unify CASN's voice for nursing education leadership, partnership and policy
Priorité A : Promouvoir le rôle de l'ACESI à titre de porte parole unique à l'égard du leadership, des partenariats et des politiques en enseignement des sciences infirmières

<p>Outcome #1 Stakeholders seek input from CASN when making decisions dealing with issues or policies impacting nursing education and research</p> <p>Résultat 1 Les parties intéressées qui s'occupent de questions d'intérêt relativement à l'enseignement et à la recherche en sciences infirmières ou de politiques connexes consultent l'ACESI avant de prendre des décisions</p>	<p>1.1 Explore, identify and influence decision making processes 1.1 Recenser et étudier les processus décisionnels et exercer sur eux une influence</p>	<p>Ongoing</p>	<p>CASN Board members and national office staff participated in numerous international and national meetings and projects in order to advocate for nursing education both nationally and internationally. Activities included in the list below represent just some of the actions carried out in order to ensure that this outcome is realized.</p> <p><u>International Activities</u></p> <ul style="list-style-type: none"> ▪ Provided the secretariat for GANES and participated actively in GANES including providing administrative support to GANES in organizing the GANES post conference workshop in Melbourne May 2013. ▪ Partnership with Cowater International in a CIDA funded project to develop nursing education national competencies and an accreditation program in Bangladesh. This included workshops in Bangladesh in March 2013, and hosting a study tour of Bangladeshi in April, 2013 ▪ Invitation accepted by the Executive Director to be a speaker at 5th International Nursing Conference in Kuwait Nov 27-29, 2012 (on accreditation). ▪ Provided guidance in Haiti regarding accreditation and implementation of the evaluation of Schools of Nursing to mprove quality of nursing education. Hosted a 5 day study tour of Haitian delegates on accreditation (Project financed by USAID) <p><u>National Projects</u></p> <ul style="list-style-type: none"> ▪ Project funded by Health Canada with multiple stakeholder participation (ongoing): <i>National Project to Transfer the Knowledge Required in order to Integrate Cultural Competence and Cultural Safety into Undergraduate Nursing Education Programs</i> (January 2012-March 2013) ▪ Project funded by Canada Health Infoway with multiple stakeholder participation (ongoing): <i>Generating Momentum to Prepare Nursing Graduates for the Electronic World of</i>
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		<p style="text-align: center;"><i>Healthcare Delivery.</i></p> <ul style="list-style-type: none"> ▪ Project funded by the Public Health Agency of Canada with multiple stakeholder participation (ongoing): <ul style="list-style-type: none"> <li style="text-align: center;"><i>Mobilising the Development and Implementation of Entry-to-Practice Discipline-Specific Public Health Nursing Competencies in Undergraduate Nursing Curricula.</i> <p><u>Partnerships with National Organizations</u></p> <ul style="list-style-type: none"> ▪ Partnered with CNA in the creation, dissemination and analysis of the annual Student and Faculty Survey. ▪ Executive Director an advisory member of the CNSA Board; CASN Corporate Services provides administrative support. ▪ Partnered with A.N.A.C., Assembly of First Nations (AFN) and Inuit Tapiriit Kanatami (ITK) on a knowledge translation project to promote the integration of concepts of, and related to cultural competence and cultural safety. ▪ Partnered with CNA, CNF, ACEN, and CANR to form the Nursing Research Consortium – CASN was the secretariat until September 2012. ▪ Partnered with the Canadian Patient Safety Institute to identify links in accreditation standards and patient safety competencies. ▪ Partnered with the Council of Nursing Educators of British Columbia to hold the CASN Nursing Research Conference in Vancouver in May, 2013. ▪ Established a national committee of nursing educators to plan a bi-annual conference on nursing education in Halifax in May 2014. ▪ Partnered with four health professional education Accreditation organizations in a CIHR funded planning grant regarding the assessment of IPE in accreditation standards and presented with partners at the international conference on international education in Vancouver in June, Collaborating Across Borders IV Conference. ▪ Partnered with CNA to host a national Nursing Education Summit in November 2013. <p>CASN actively participated in /was represented at the following stakeholder meetings/projects:</p> <ul style="list-style-type: none"> ▪ Nursing Reference Group (Canada Health Infoway) ▪ Health Canada Task Force on Internationally Educated Nurses ▪ Association of Accrediting Agencies of Canada
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			<p>(AAAC) meetings</p> <ul style="list-style-type: none"> ▪ Canada Health Infoway Clinical Peer Network Symposium ▪ Think Tank on the Effective Workforce Integration of Internationally Educated Nurses ▪ CIFI Advisory Committee ▪ IEN Educators Conference ▪ Advisory Task Force on Cultural Competence and Cultural Safety meetings ▪ CNSA Board of Directors Meeting and National Conference ▪ CFNU National Discussion on Continuing Care ▪ CCNE Teleconference ▪ PHAC Teleconferences ▪ Information and Communication Technology Council of Canada ▪ International Federation of Health Information Management Congress 2013 (collaborative presentation with Association of Faculties of Medicine, Association of Schools of Pharmacy, Infoway) ▪ CASN-Infoway National Stakeholder Forum ▪ 2013 NCLEX Conference by NCSBN ▪ Canadian Society of Association Executives Strategic Planning Workshop ▪ CHNC Leadership Competencies for Public Health Expert Advisory Committee ▪ CNA Nursing Leadership Forum ▪ Advisory Group for the Knowledge Translation: Cultural Competence and Cultural Safety Teaching Aid / Tool Project (Primary Health Care Division of Health Canada) ▪ WNRCSN conference ▪ CASN Infoway Task Force Meeting ▪ Nursing Leadership Forum ▪ 7th National Partners in Education & Integration of Internationally Educated Nurses' Conference ▪ ICN Australia ▪ Interprofessional Collaboration: Transformative Change from the Classroom to Practice ▪ Enhancing RN Scope of Practice – Autonomous Prescribing – Pan-Canadian Roundtable Discussion (hosted by CNA) ▪ Public Health Stakeholder Symposium ▪ National Nursing Education Summit ▪ CASN Academic Leadership Retreat hosted in June 2013.
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	<p>1.2 Participate in, and shape decisions affecting nursing education 1.2 Être partie aux décisions visant l'enseignement des sciences infirmières et aider à les mettre au point</p>	Ongoing	<ul style="list-style-type: none"> ▪ The CASN document: <i>Educating Nurses to Address Socio-cultural, Historical, and Contextual Determinants of Health among Aboriginal Peoples</i> 2013 was developed and widely distributed. ▪ The CASN Advocacy Committee wrote the new National Council of Registered Nurses requesting that a committee be formed between the two organizations so that educators can have input into the development of the new registration exam. ▪ Held workshop on Scholarship (Feb 2013 to promote the development and/or enhancement of scholarship. ▪ Held two workshops on transitioning to the 2015 NCLEX-RN Exam, one half day workshop in Newfoundland and one full day workshop in Vancouver to help schools of nursing be successful in preparing their students for the new exam. ▪ Documents containing information about the NCLEX were developed and posted on the CASN website: A comparison of the NCLEX and the CRNE, considerations for Canadian educators, and a listing of companies offering NCLEX preparation resources. ▪ CASN hosted a Clinical Instructor Workshop on March 1st, 2013 in Toronto, ON. ▪ A National Framework of Guiding Principles and Essential Components to Guide Nurse Practitioner Education in Canada has been developed and disseminated widely.
	<p>1.3 Ensure budget/resource to support the work with stakeholders 1.3 Obtenir le budget et les ressources nécessaires au travail avec les parties intéressées</p>	Ongoing	<ul style="list-style-type: none"> ▪ Two and a half year funding obtained for Infoway project <i>Generating Momentum to Prepare Nursing Graduates for the Electronic World of Health Care Delivery - Engaging Stakeholders, Building Capacity, Mobilizing Curriculum Development</i> (ongoing) is within budget and the proposed timeframe. ▪ Two year funding obtained from the Aboriginal Health Human Resource Initiative for a National Project to Transfer the Knowledge Required in order to Integrate Cultural Competence and Cultural Safety into Undergraduate Nursing Education Programs was completed March 31, 2013 within the budget and timeframe. ▪ Three years of funding received in 2012 from the Public Health Agency of Canada for a project titled <i>Mobilising the Development and Implementation of Entry-to-Practice Discipline-Specific Public Health Nursing Competencies in Undergraduate Nursing Curricula</i> ▪ CIDA funding supports work on the Health and Human Resources for Bangladesh Project (funded

			<p>by CIDA).</p> <ul style="list-style-type: none"> USAID funding supports work on the Haitian project related to accreditation and evaluation of schools of nursing.
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<p>Outcome #2 Schools and stakeholders access a bilingual, national repository of relevant and current information/data (clearinghouse)</p> <p>Résultat 2 Les écoles et les parties intéressées ont accès à un référentiel pancanadien bilingue d'information et de données récentes et pertinentes (centre de documentation)</p>	<p>2.1 Develop position/policy statements bilingually and disseminate to the internal and external stakeholders</p> <p>2.1 Préparer des énoncés de position et de politique dans les deux langues officielles et les diffuser aux parties intéressées aussi bien internes qu'externes</p>	Ongoing	<p>CASN has continued to work hard to increase the quantity and quality of bilingual documents, products, and communications. This has included hiring and training of new translators, additional training of bilingual staff to edit documents, employment of francophone editors, and the development and implementation of internal quality control processes for translation.</p> <p>Some example of bilingual documents include:</p> <ul style="list-style-type: none"> Report on the Nursing Education in Canada Statistics 2011-2012 Registered Nurse Workforce, Canadian Production: Potential New Supply Report published and disseminated (November 2013). Bilingual documents comparing the NCLEX and the CRNE and Considerations for Canadian Educators for the NCLEX in 2015 (November 2012). <i>Entry-to-Practice Nursing Informatics Competencies for Registered Nurses/ Compétences en informatique infirmière requises par les infirmières autorisées pour accéder à la pratique</i> Bilingual CASN Accreditation Program Standards document was created and distributed. <i>Educating Nurses to Address Socio-cultural, Historical, and Contextual Determinants of Health Among Aboriginal Peoples/ Former les infirmières à aborder les déterminants socioculturels, historiques et contextuels de la santé chez les peuples autochtones</i>
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	<p>2.2 Compile, maintain and disseminate relevant, accurate, current information, promising practices</p> <p>2.2 Recueillir, tenir à jour et diffuser de l'information pertinente, exacte et actuelle, notamment au sujet des pratiques prometteuses</p>	Ongoing	<p>CASN uses multiple methods to disseminate relevant and current information including its website, the newsletter, communications sent directly to member schools, forums, symposiums, conference presentations, and peer reviewed journals. Some examples include:</p> <ul style="list-style-type: none"> ▪ The CASN website has been redesigned to improve dissemination of CASN documents. ▪ Articles on CASN projects (or projects CASN has contributed to) have been submitted to peer review journals – e.g. and members of the CASN-Infoway Task Force submitted a manuscript for the International Journal of Nursing Education Scholarship (June 2012). ▪ Educating Nurses to Address Socio-cultural, Historical, and Contextual Determinants of Health among Aboriginal Peoples was posted on the CASN website and distributed to the CASN nursing member schools. ▪ CASN Conference was hosted in June 2013 in Vancouver, British Columbia, and more than 150 attendees had the opportunity to participate in the dynamic presentations and activities. ▪ Nursing Education in Canada Statistics 2010-2011 National Student and Faculty Survey published and disseminated to 135 Schools of Nursing (February 2012). ▪ Nursing Informatics Entry-to-Practice Competencies for Registered Nurses was disseminated to all member schools and posted on CASN website. ▪ Inventory of Nursing Informatics Teaching and Learning Resources was developed and is posted on CASN website and is being distributed widely. ▪ Information about the Nursing Informatics Entry-to-Practice Competencies and Resource Inventory was presented at the IFHIMA Conference 2013. ▪ Interest Groups have been started in a number of areas in nursing education (nurse practitioner education, internationally educated nurse education, clinical instruction, simulation, and palliative and end-of-life care) to help connect nurse educators with similar interests to share best practices and new, relevant, information. ▪ CASN Clinical Instructor Certificate Course was launched October 2013. Foundational course; themes include: roles and responsibilities of the clinical instructor, monitoring and evaluating students in clinical settings, developing good patient
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			<p>assignments, mentoring and coaching students, creating a positive learning environment for students, roles and responsibilities of the educational unit in clinical education, and issues, challenges, and strategies for clinical instructors.</p> <ul style="list-style-type: none"> ▪ CASN Nurse Educator Certificate Course is to be launched February 2014. Mission: To foster excellence in the academic nurse educator role, and provide recognition and merit for the specialized knowledge, expertise, and competencies of this role in Canada.
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<p>Outcome #3 Regions contribute to and use CASN resources to address issues and opportunities and influence decisions in their jurisdictions</p> <p>Résultat 3 Les régions contribuent aux ressources de l'ACESI et y recourent pour étudier des questions, profiter d'occasions et influencer sur les décisions relatives à leur territoire</p>	<p>3.1 Compile, maintain and disseminate relevant, accurate, current information, promising practices</p> <p>3.1 Recueillir, tenir à jour et diffuser de l'information pertinente, exacte et actuelle, notamment au sujet des pratiques prometteuses</p>	Ongoing	<ul style="list-style-type: none"> ▪ Publication with CNA of the Nursing Education in Canada Statistics 2010-2011 Registered Nurse Workforce, Canadian Production: Potential New Supply Report in February 2012. ▪ Publication with CNA of the Nursing Education in Canada Statistics 2010-2011 Registered Nurse Workforce, Canadian Production: Potential New Supply Report in September 2012. This document is a key resource for schools in regards to self-study and in terms of negotiating funding. ▪ Environmental scan of teaching and learning resources in the area of nursing informatics for the CASN-Infoway project. ▪ Best practices in Accreditation were shared with a delegation from Bangladesh in June 2013.
	<p>3.2 Provide clear, user-friendly communication mechanisms among regions, CASN, schools and individual faculty members</p> <p>3.2 Fournir des mécanismes clairs et conviviaux de communication entre les régions, l'ACESI, les écoles et les membres du personnel enseignant</p>	Ongoing	<p>Multiple strategies have been used to provide clear, user friendly communications among regions, schools, and faculty. Examples include the following activities:</p> <ul style="list-style-type: none"> ▪ CASN Website modifications. ▪ CASN provides online discussion forums for a variety of internal as well as external stakeholder groups. A new Discussion Forum was launched in September 2013 on a cleaner and better platform. ▪ A monthly CASN News Update is published, incorporating information from stakeholders and members. ▪ CASN website provides space for membership to post news updates, announcements and requests. CASN also provides media updates as well as information regarding advocacy activities, on the website. ▪ The National Office uses Skype, Go-To-Meetings and Go-To-Webinars (web-conferencing), and

			<p>teleconferencing to facilitate group meetings as well as individual communication. Exploration of possible options for including video communication during meetings, is underway.</p> <ul style="list-style-type: none"> ▪ Work has been carried out to enhance the visual quality of CASN document design, and layout. ▪ CASN Interest Groups. Members participate in dialogue via teleconference three times a year, and each group has a discussion forum platform to exchange information and ideas. Additionally, a bi-annual newsletter is published for each interest group to communicate relevant information and initiatives to CASN members and other relevant stakeholders. ▪ CASN Conference was hosted in June 2013 in Vancouver, British Columbia, and more than 150 attendees had the opportunity to participate in the dynamic presentations and activities.
	<p>3.3 Develop and provide bilingual tools for advocacy</p> <p>3.3 Concevoir et fournir des outils de plaidoyer bilingues</p>	Ongoing	<ul style="list-style-type: none"> ▪ All CASN led documents being disseminated are published in both English and French.
	<p>3.4 CASN encourages Regions to contribute to and use the national repository</p> <p>3.4 Inciter les régions à contribuer au référentiel pancanadien et à le consulter</p>	Ongoing	<ul style="list-style-type: none"> ▪ Executive Director meets with regional affiliate members annually by teleconference.
	<p>3.5 Revise the webpage and open a media section</p> <p>3.5 Refondre le site Web et y créer une section destinée aux médias</p>	Complete	<ul style="list-style-type: none"> ▪ CASN Website was redesigned (September 2012). The new design highlights the strategic priorities of the Association. ▪ A bimonthly review of the website has been implemented. ▪ The media section improvements continue. ▪ CASN initiatives and projects are updated on the website. ▪ The list of accredited schools of nursing was revised to reflect the CASN Accreditation Program Framework of a separate accreditation decision for the Educational Unit and for each Nursing Education Program. ▪ CASN has developed a Facebook page that is linked with the CASN website to increase visibility.

Outcomes	Outputs	Timeline	Status / Progress Report
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Strategic Priority B – Guide excellence in nursing education through accreditation
Priorité B : Gérer l'excellence dans l'enseignement des sciences infirmières grâce à l'agrément

<p>Outcome #1 Stakeholders recognize the CASN accreditation process as the approval mechanism for nursing education programs in Canada</p> <p>Résultat 1 Les parties intéressées reconnaissent dans le processus d'agrément de l'ACESI le mécanisme d'approbation des programmes canadiens d'enseignement des sciences infirmières</p>	<p>1.1 Identify key stakeholders and initiate conversations, eg., regulatory bodies, ACEN, CNA</p> <p>1.1 Reconnaître les principales parties intéressées afin d'engager des échanges (p. ex., organismes de réglementation, ACEN, AIIC)</p>	Medium	<ul style="list-style-type: none"> ▪ A renewed Memorandum of Understanding (MOU) was signed for the joint program approval / accreditation agreement with the College of Registered Nurses of Nova Scotia and its schools of nursing. ▪ A CNO Regulatory body representative observes CASN Accreditation Bureau meetings when Ontario Schools are assessed. ▪ A meeting with the Deans and Directors of the schools of nursing in Alberta was held to explore joint program approval and accreditation. ▪ RNABC and CASN compared the CASN Accreditation Program and process with the approval process of RNABC. ▪ Discussions were held with CNO in order to renew the MOU that addresses accreditation and approval of program in Ontario.
	<p>1.2 Provide a proposal/concept document that introduces the options, their importance, value-add and cost, so that it elicits a response</p> <p>1.2 Fournir une proposition ou un document conceptuel exposant les possibilités, leur importance respective, leur valeur ajoutée et les coûts qui leur sont associés de manière à susciter des réactions</p>	Medium	<ul style="list-style-type: none"> ▪ Incorporated into the CASN Accreditation Program document.

<p>Outcome #2 The accreditation process improves continuously</p> <p>Résultat 2 Le processus d'agrément s'améliore constamment</p>	<p>2.1 Continue to streamline processes (Task Force on Accreditation)</p> <p>2.1 Continuer de rationaliser les processus (Groupe de travail sur l'agrément)</p>	Ongoing	<ul style="list-style-type: none"> ▪ There has been a concerted and continuous effort to streamline and improve Accreditation processes at all levels. ▪ The Advisory Committee on Accreditation Policy (ACAP) met regularly to develop processes and procedures to improve the CASN Accreditation Program. A major review of the accreditation program was conducted in line with the policy this be carried out every seven years. A working group
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			<p>reporting to ACAP was struck to provide guidance to the process. A systematic approach was used involving multiple consultations with many stakeholders including representatives of nursing education and administration, policy, practice, regulators, and CASN Committees. The process has resulted in a revision of the Accreditation Standards that have been adopted by the Board of Directors and will be going to Council in November.</p> <ul style="list-style-type: none"> ▪ ACAP has held several focus groups to discuss the relationship of Educational Units and Educational Programs in Collaborative Partnerships with a view to proposing refined definitions to the CASN Accreditation Program framework, and to improving processes and procedures of reviews. ▪ CASN Accreditation Staff maintained a response rate to inquiries through e-mail and telephone of two business days, and administrative support to CAB to ensure that most decision letters were sent in less than one month following the CAB meeting. ▪ Orientation/training courses have been provided for a) new Reviewers & b) new CAB members and an Reviewer Handbook has been developed. ▪ Accreditation forms have been developed to provide better information to Schools and Reviewers. ▪ Guidelines have been developed to address requests/input from internal and external stakeholders/committees regarding nursing practice issues, research results and/or conceptual ideas. ▪ “Accreditation 101” program is being delivered regularly to provide information to schools of nursing regarding the accreditation process. ▪ The CASN Accreditation Program Manual for Schools of Nursing has been reviewed, edited, and revised with a view to increasing its clarity and updating it. It is being translated into French.
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	<p>2.2 Allocate resources to accreditation upgrading and renewal of computer support programs and systems</p> <p>2.2 Attribuer des ressources à la mise à niveau et au remplacement des logiciels et du matériel informatique utilisés pour le processus d'agrément</p>	Medium	<ul style="list-style-type: none"> ▪ Mostly on-line operation maintained. ▪ Confidential online discussion forum for CAB members maintained. ▪ Continued to standardize accreditation decision letters and to develop e-mail templates in English and French to ensure clarity and consistency. ▪ Orientation of new CAB members carried out using GoTo Meetings and teleconferencing. ▪ A streamlined, consistent and secure process continues to be utilized for filing, maintenance, and backup of accreditation documents.
	<p>2.3 Explore “promising practices”</p> <p>2.3 Examiner les pratiques prometteuses</p>	Ongoing	<ul style="list-style-type: none"> ▪ The Advisory Committee on Accreditation Policy (ACAP) continues to investigate and recommend promising practices for the continuous quality improvement of the CASN Accreditation Program. ▪ Staff attended and contributed to the on-line discussions offered through the Association of Accrediting Agencies of Canada (AAAC) membership and twice-yearly meetings.

<p>Outcome #3 All current Canadian eligible programs in nursing have access to accreditation</p> <p>Résultat 3 En sciences infirmières, tous les programmes canadiens actuels admissibles ont accès à l'agrément</p>	<p>3.1 Delineate enablers and barriers to achieve outcome #3</p> <p>3.1 Définir les agents de facilitation et les obstacles à l'atteinte du résultat 3</p>	Complete	Completed 2010.
	<p>3.2 Explore eligibility criteria for accreditation and look for opportunities to expand, including continuing education</p> <p>3.2 Étudier les critères d'admissibilité à l'agrément et chercher des occasions d'étendre leur application, y compris à la formation continue</p>	Medium	<ul style="list-style-type: none"> ▪ Consultations are carried out with schools interested in undergoing accreditation for the first time and the Accreditation 101 course has been provided to a number of such schools who have subsequently submitted an application for a review.
	<p>3.3 Convene a table of key stakeholders, regulatory bodies to discuss:</p> <ul style="list-style-type: none"> - a unified voice for the categories/groups of nursing education programs - a systemic view of nursing education - access to baccalaureate education 	Medium	<ul style="list-style-type: none"> ▪ Participated on a working group with AIPHE to integrate standards on IPE within the accreditation program. The standards are being discussed at various venues with recommendations from other groups. ▪ Held discussions with a RNABC working group.
	<p>3.3 Réunir un groupe formé de personnes</p>		

	intéressées et de représentantes et représentants des principaux organismes de réglementation afin de discuter des sujets suivants : <ul style="list-style-type: none"> • porte parole unique pour les catégories et groupes de programmes d'enseignement des sciences infirmières • perspective systémique de l'enseignement des sciences infirmières accès à la formation universitaire de premier cycle 		
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Outcome #4 Other non-baccalaureate nursing programs in Canada may access accreditation Résultat 4 Les programmes canadiens de sciences infirmières ne menant pas à un baccalauréat peuvent obtenir l'agrément	4.1 Delineate issues and processes 4.1 Définir les enjeux et les processus	Long	<ul style="list-style-type: none"> ▪ See 3.2 ▪ The Advisory Committee on Accreditation Policy drafted a policy which was subsequently approved by the Board of Directors and which enabled a Master's level entry-to-practice program to be accredited.
	4.2 Explore eligibility criteria for accreditation and look for opportunities to expand 4.2 Examiner les critères d'admissibilité à l'agrément et trouver des moyens de les étendre	Long	<ul style="list-style-type: none"> ▪ See 3.2

Outcome #5 Up to three international nursing programs have access to accreditation Résultat 5 Jusqu'à trois programmes de sciences infirmières donnés à l'étranger peuvent obtenir l'agrément	5.1 Build on existing work done to explore opportunities 5.1 Tirer profit du travail déjà accompli afin d'envisager les possibilités	Ongoing	<ul style="list-style-type: none"> ▪ University of Calgary-Qatar successfully completed an accreditation review. ▪ University of Queensland has successfully completed an accreditation review. ▪ A third international application for an accreditation review has been accepted and will be implemented pending travel advisory.
	5.2 Explore the development of a consultation service, provided by CASN, to get schools ready for an accreditation review 5.2 Examiner la possibilité de créer un service consultatif fourni par l'ACESI afin de préparer les écoles à leur examen d'agrément	Medium	National: <ul style="list-style-type: none"> ▪ The webinar session, "Accreditation 101" assists schools to prepare for Accreditation. The schools response to this has been positive. International: <ul style="list-style-type: none"> ▪ Consultation services to assist with the self-assessment preparations have been incorporated into the international accreditation review process.

	<p>5.3 Explore the fit of international accreditation with the Canadian Registered Nurse Exam (CRNE) and Canadian regulatory bodies</p> <p>5.3 Étudier comment l'agrément d'établissements à l'étranger pourrait cadrer avec l'Examen d'autorisation infirmière au Canada (EAIC) et les organismes de réglementation canadiens</p>	Suspended	With the move to the NCLEX, this is not being used.
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Outcomes	Outputs	Timeline	Status / Progress Report
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Priority C: Strengthen the standards of excellence for nursing education through research and scholarship
 Priorité C : Resserrer les normes d'excellence pour l'enseignement des sciences infirmières par l'entremise de la recherche et de l'avancement des connaissances

<p>Outcome #1 A National Chair in nursing education is funded and established by 2011</p> <p>Résultat 1 Une chaire de recherche en enseignement des sciences infirmières est créée et subventionnée au plus tard en 2011</p>	<p>1.1 Provide a framework for advocating for nursing education research.</p> <p>1.1 Fournir un cadre de travail afin de plaider en faveur de la recherche en enseignement des sciences infirmières</p>	Long	<ul style="list-style-type: none"> ▪ CASN launched invitations for submission to the Journal of Quality Advancement in Nursing Education / <i>Avancées en formation infirmière</i> in September 2013 for submissions. ▪ Executive Director as representative of CASN sits on the Advisory Committee of the following research groups: <ul style="list-style-type: none"> ○ CIFI (Centre d'innovation en formation infirmière) at the University of Montreal. ○ RNAO National Nursing Best Practice Smoking Cessation Initiative. ○ Enhancing internationally educated nurses' language competencies: Fair and effective systems change through York University. ▪ The third Pat Griffin Scholar has been selected and will present their work at CASN Council in 2013. The goal of this initiative is to support research in education, through inquiry, mentorship, and dissemination. ▪ CASN, as part of the Nursing Research Consortium, continues to participate in Research Canada.
	<p>1.2 Explore and investigate fund development – persons, practices, successes</p> <p>1.2 Chercher des moyens d'accroître les fonds affectés à la recherche – personnes, pratiques, réussites</p>	Ongoing	<ul style="list-style-type: none"> ▪ A Staff member is currently undergoing specialized training in fundraising practices and development.
	<p>1.3 Talk to those who have been most influential in attracting chairs regarding successes, best practices</p> <p>1.3 S'adresser aux personnes dont l'influence a contribué à l'établissement de chaires pour comprendre leurs facteurs de réussite et leurs pratiques exemplaires</p>	Complete	

	<p>1.4 Use GANES to identify research priorities to “frame” the research chair, e.g., international impact</p> <p>1.4 Recourir à la GANES pour formuler des priorités de recherche permettant de « circonscrire » la chaire (p. ex., retombées sur la scène internationale)</p>	Medium	<ul style="list-style-type: none"> As funding required for a Chair far exceeds the amount that has been collected such a discussion is still premature.
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<p>Outcome #2 Nursing education curriculum influences health system and practice re-design</p> <p>Résultat 2 Le programme d’enseignement en sciences infirmières influe sur la refonte du système et des pratiques de soins de santé</p>	<p>2.1 Follow up to the Nursing Education Summit</p> <p>2.1 Assurer le suivi du Sommet sur l’enseignement des sciences infirmières</p>	Complete	<ul style="list-style-type: none"> Completed August 2010. National Nursing Education Summit took place October 31st and November 1st in Toronto, Ontario. CASN is actively following-up on outcomes from the Summit through the on-going work of the CASN Standing Committees i.e. Education Committee, Sub-Committee on Baccalaureate Education, Task Force on Nursing Master’s Education.
	<p>2.2 Reinforce a process where nursing research informs curriculum and accreditation standards (curriculum is more visionary than responsive); where possible develop indicators, Develop a process for integration of competencies (safety, informatics, palliative care, public health) into Accreditation</p> <p>2.2 Mettre de l’avant un processus selon lequel les programmes d’enseignement et les normes d’agrément se fondent sur la recherche infirmière (le programme devient plus visionnaire que réactif) et, si possible, concevoir des indicateurs Élaborer un processus d’intégration des compétences (sécurité, informatique, soins palliatifs, santé publique) à l’agrément</p>	Ongoing	<ul style="list-style-type: none"> A process for assessing and integrating stakeholder input into CASN policies, position papers, and accreditation standards has been adopted and is being implemented. Thus, minor revisions to the key elements and interpretation of some accreditation standards resulted from stakeholder input on public health palliative and end-of-life care, and AIPHE. The Advisory Committee on Accreditation Policy (ACAP) has identified ways of integrating more interprofessional education content into the CASN Accreditation Standards, Descriptors, Key Elements, and Interpretations. This work has been integrated into the Accreditation Standards Review Project. Partnered with Canadian Patient Safety Institute to identify links in accreditation standards and patient safety competencies.

<p>Outcome #3 Key discoveries address important and emerging nursing practice and nursing education issues</p> <p>Résultat 3 Des découvertes majeures répondent à des questions prioritaires et nouvelles relativement à l'exercice de la profession infirmière et à l'enseignement des sciences infirmières</p>	<p>3.1 Transfer/disseminate existing work of the consortium (or related activities) that identifies research priorities</p>	Complete	<ul style="list-style-type: none"> The Consortium received funding to develop a framework of key indicators of current and future research capacity and methodology, and has carried this out.
	<p>3.1 Faire circuler et diffuser les travaux du regroupement (ou les activités connexes) qui déterminent des priorités de recherche</p>		
	<p>3.2 Use research priorities to establish framework for the research inventory clearinghouse</p> <p>3.2 Se fonder sur les priorités de recherche pour définir le cadre d'un centre de documentation chargé de l'inventaire des travaux de recherche</p>	Complete (consider updated mandate)	<ul style="list-style-type: none"> RESEARCH INVENTORY HAS BEEN INACTIVE SINCE THE DATA BASE FUNDING ENDED (APPROX. 7 YRS AGO).
	<p>3.3 Research and Scholarship Committee analyzes consortium priorities and identifies implications/actions for nursing education in academic settings (think tanks, bold strategies for building and sustaining research and scholarship capacity, mentorship training models, tools to navigate the research and scholarship maze)</p> <p>3.3 Faire analyser les priorités du regroupement par le Comité de la recherche et de l'avancement des connaissances afin de déterminer leurs retombées et les suivis à effectuer sur l'enseignement des sciences infirmières en milieu universitaire (laboratoires d'idées, stratégies audacieuses d'établissement et de maintien de la capacité de recherche, modèles de formation par le mentorat, outils de navigation dans le labyrinthe de la recherche)</p>	Ongoing	<ul style="list-style-type: none"> The CASN Research and Scholarship Committee establishes a working committee to undertake an update and revision of the CASN position on scholarship. The work has been completed and a revised document will be distributed at Council. The third annual CASN Dr. Pat L. Griffin Nursing Education Research Scholar selection process has been carried out. The goal of this initiative is to support research in education, through inquiry, mentorship, and dissemination.

	Outputs	Timeline	Status / Progress Report
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Priority D: Optimize nursing education resources including student, faculty and fiscal.
Priorité D : Optimiser les ressources étudiantes, enseignantes et financières pour l'enseignement des sciences infirmières

<p>Outcome #1 Schools use promising practices and planning tools to optimize faculty recruitment, retention and development</p> <p>Résultat 1 Les écoles emploient des pratiques et des outils de planification prometteurs afin d'optimiser le recrutement, le maintien en poste et le perfectionnement professionnel du personnel enseignant</p>	<p>1.1 Develop a framework to optimize faculty recruitment, retention and development</p> <p>1.1 Élaborer un cadre de travail afin d'optimiser le recrutement, le maintien en poste et le perfectionnement professionnel du personnel enseignant</p>	Medium	<ul style="list-style-type: none"> Analyses of the Student Faculty Survey Data have been conducted with resulting recommendations presented in the <i>"Registered Nurses Education in Canada Statistics, 2011-2012"</i>.
	<p>1.2 Collect what members have done to facilitate and optimize faculty recruitment, retention and development</p> <p>1.2 Recenser les initiatives prises par les membres pour faciliter et optimiser le recrutement, le maintien en poste et le perfectionnement professionnel du personnel enseignant</p>	Complete	<ul style="list-style-type: none"> The Student and Faculty Survey tracks not only the number of faculty retirement and attrition for other reasons but also asks that the schools identify what retention and recruitment issues they have. This data have been included in the final report for the past three years.
	<p>1.3 Develop a list of promising strategies to optimize faculty recruitment, retention and development</p> <p>1.3 Dresser une liste de stratégies prometteuses pour optimiser le recrutement, le maintien en poste et le perfectionnement professionnel du personnel enseignant</p>	Medium	<ul style="list-style-type: none"> Pending
	<p>1.4 Apply Health Human Resource modeling practices and research to build faculty capacity</p> <p>1.4 Mettre en application les pratiques et les conclusions de recherche du modèle de ressources humaines en santé afin de renforcer les capacités du personnel enseignant</p>	Long	<ul style="list-style-type: none"> Analysis of National Survey Data carried out with recommendations.

<p>Outcome #2 Schools use CASN tools for addressing student retention</p> <p>Résultat 2 Les écoles utilisent les outils de l'ACESI afin de préserver leur effectif étudiant</p>	<p>2.1 Develop a tool/framework for Schools of Nursing to use individually to analyze retention/attrition issues</p> <p>2.1 Concevoir un outil ou un cadre de travail que chaque école de sciences infirmières peut utiliser pour analyser sa situation à l'égard de la préservation ou de la déperdition de son effectif scolaire</p>	Complete (Phase 2 being discussed)	<ul style="list-style-type: none"> ▪ This tool was developed (2007). ▪ A discussion with CNA regarding the feasibility of measuring attrition was examined.
	<p>2.2 Provide a framework to analyze nursing retention issues in the larger post-secondary education context</p> <p>2.2 Fournir un cadre de travail afin d'analyser les questions de préservation des effectifs en sciences infirmières dans le contexte plus vaste de l'éducation postsecondaire</p>	Long	<ul style="list-style-type: none"> ▪ PENDING

<p>Outcome #3 Schools contribute to and access CASN's repository of promising practices and funding strategies</p> <p>Résultat 3 Les écoles alimentent et consultent le référentiel de l'ACESI sur les pratiques prometteuses et les stratégies de financement</p>	<p>3.1 CASN articulates the cost of nursing education in fiscal terms</p> <p>3.1 Exposer le coût de la formation infirmière dans une perspective financière</p>	Completed	<ul style="list-style-type: none"> ▪ Complete
	<p>3.2 Identify the resources needed to move forward the Canadian Nursing Education agenda</p> <p>3.2 Déterminer les ressources nécessaires pour faire progresser le dossier de l'enseignement des sciences infirmières au Canada</p>	Completed	<ul style="list-style-type: none"> ▪ Completed White Paper.
	<p>3.3 Secure funding to explore education resources allocation</p> <p>3.3 Obtenir du financement afin d'examiner la répartition des ressources en éducation</p>	Completed	<ul style="list-style-type: none"> ▪ Completed White Paper. ▪ Letter of Intent submitted to the Technology Evaluation in the Elderly Network, Kingston, Ontario (\$600, 000 over two years) for a national project that focuses on determining competencies needed for new Registered Nursing Graduates providing community and home-based care to the seriously ill and frail elderly and their family caregivers.

	<p>3.4 Determine the cost of educating a baccalaureate prepared registered nurse</p> <p>3.4 Établir ce que coûte la formation d'une infirmière autorisée bachelière</p>	Long	<ul style="list-style-type: none"> ▪ See 3.1
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Glossary
ACEN = Academy of Canadian Executive Nurses
CARNA = College & Association of Registered Nurses of Alberta
CASN = Canadian Association of Schools of Nursing
CNA = Canadian Nurses Association
NANB = Nurses Association of New Brunswick
NEPAB = Nurses Education Program Approval Board
SRNA = Saskatchewan Registered Nurses' Association
WHO = World Health Organization
WRCASN = Western Region CASN

Timelines	
Medium	6-18 months
Long	18-36 months
Complete	
Ongoing	Output is part of the ongoing mandate of CASN

ARCASN PRESIDENT'S REPORT 2012 - 2013

It is my pleasure to present the ARCASN President's Report for 2012-2013. I would like to acknowledge the support from the members of our executive committee, our school representatives and our general membership. Since our new committee started in the fall we have had some changes in membership due to PhD studies, a maternity leave and most sadly one was due to the sudden passing of our secretary, Sandee Hicks-Moore.

By way of introduction :

The Executive members are:

President: Audrey Walsh, CBU

President Elect: Cyndee MacPhee, CBU

Treasurer: Glenda Cuning, Western Region School of Nursing;

Secretary: Suzanne Harrison, Université de Moncton

President Research Committee: Creina Twomey, MUN

President Education Committee: Janis Peters, St. Francis Xavier University

School Reps are:

Gladys Schofield, Center for Nursing Studies

Janet MacIntyre, University of Prince Edward Island

Suzanne Harrison, Université de Moncton

Brenda Sabo, Dalhousie University

Alice Gaudine, Memorial University of Newfoundland

Kathryn Weaver, University of New Brunswick, Fredericton

Alexia Barnable, Western Region School of Nursing

Nancy Logue, University of New Brunswick - St. John

Donna MacDougall, St. FX

The purpose of ARCASN is to provide an organized body to promote the advancement of nursing research and education in Atlantic Canadian schools of nursing and to cooperate with the other regions in meeting the objectives of the Canadian Associations of Schools of Nursing (CASN). ARCASN includes the four Atlantic Provinces: Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland and Labrador.

ARCASN Activities

ARCASN's executive met three times as an executive committee and once during our 2013 AGM. On September 28, 2012 we took part in a full day face-to-face meeting at Dalhousie University in Halifax. On February 21, 2013 our executive met via teleconference and on June 2, 2013 we met for a third time at the Western Regional School of Nursing, Corner Brook, Newfoundland. Our 2013 AGM was on June 3, 2013.

Our 2013 Nursing Research Conference entitled *Nursing Education: Casting Your Mind Forward* was held at the Western Regional School of Nursing, Corner Brook, Newfoundland and Labrador on June 2-4, 2013. The keynote speaker was Dr. Erna Snelgrove-Clarke, Assistant Professor with Dalhousie University School of Nursing and Faculty of Medicine, Department of Obstetrics and Gynecology. The conference was well attended and enjoyed by all. Special thanks to Alexia Barnable and Glenda Cuning, ARCASN conference co-chairs, and their team for an excellent job.

Following the ARCASN conference, CASN presented a half-day NCLEX-RN workshop at the Western Regional School of Nursing, Corner Brook, NL. This provided eastern region nursing educators to learn

more about the NCLEX-RN exam, how it compared to the current CRNE, and strategies for preparing undergraduate students for the first writing in 2015

As ARCASN's President, I attended the CASN Annual Council Meeting in Ottawa (November, 2012). On behalf of ARCASN membership, I prepared a letter of congratulations to acknowledge and celebrate CASN 70th anniversary.

ARCASN's executive continues to pursue the activities outlined in our strategic plan. We continue to meet our mission and reflect the changing needs in our region.

To celebrate excellence in nursing education and nursing research, ARCASN was pleased to acknowledge the following 2013 award recipients.

Education Innovation Awards:

1) Lisa Garland Baird (UPEI) Funds will support and facilitate the development of educational expertise in the area of qualitative research and mixed method research design.

2) JoAnne MacDonald, Diane Duff, & Michelle MacNeil (StFXU) Funds will help evaluate the use of iPad as a nursing lab resource tool for learning and evaluating level 2 nursing skills.

Research Awards:

1) Linda Yetman & Rose McCloskey (University of New Brunswick)

Title of research project: The impact of a clinical practice experience on student nurses' knowledge and attitudes towards older adults

2) Marion Alex & Joanne Whitty-Rogers (St FX University); & Nadene Schwartzentruber Brunk (Midwives for Haiti, Virginia USA & Hinche Haiti)

Title of research project: Experiences of pregnancy complications:Voices from Rural Haiti

2013 ARCASN Business

- Members present at our AGM voted to increase our membership fee. This increase will go towards a much needed update to our ARCASN website and to ensure we can continue to fund our two yearly education and research grants. The increased fees will also help with web maintenance and other general expenditures. This is our first increase in membership fees in 10 years.
- The executive committee updated our inclusion criteria for honorary and life membership with ARCASN
- We continue to share information among members and schools regarding our planning and progress in preparing our students for the first writing of the NCLEX-RN exam in 2015.

Respectfully submitted,

Audrey Walsh

QRCASN PRESIDENT'S REPORT 2012-2013

1. RENCONTRES DES INSTANCES DE GOUVERNE :

En 2012-2013, l'Assemblée générale annuelle s'est tenue le 29 octobre 2012. Les membres du Conseil d'administration de l'ACESI-RQ se sont rencontrés deux fois, soit le 29 octobre 2012, dans le cadre du Congrès annuel de l'Ordre des infirmières et infirmiers du Québec (OIIQ) à Montréal et le 18 juin en conférence téléphonique. Les membres du comité exécutif devaient se réunir le 14 mars mais des circonstances exceptionnelles ont fait que la réunion a été annulée à la dernière minute. Les membres se sont donc réunis, en conférence téléphonique, une seule fois le 14 mai 2013.

Membre du comité exécutif 2012-2013

- Johanne Goudreau, Université de Montréal, présidente
- Sylvie Cardinal, Université du Québec en Abitibi, vice-présidente
- Linda Lepage, Université Laval, secrétaire
- Françoise Filion, Université McGill, trésorière
- Luc Mathieu, conseiller

2. RAPPORT ANNUEL 2012-2013

En 2012-2013, les travaux de l'ACÉSI-RQ se sont poursuivis autour des activités suivantes :

- Un suivi de l'avancement du dossier des bourses pour la formation de la relève du corps professoral des universités québécoises a été effectué par le Forum des doyennes et directrices auprès de la Table en sciences infirmières de la CREPUQ qui est mandatée pour assurer le renouvellement du programme de bourses avec le MELS.
- Ce forum a aussi poursuivi ses représentations à la Table sectorielle nationale en sciences infirmières des RUIS relativement au déploiement des programmes IPS. Il a également travaillé avec la Table de la CREPUQ sur le financement des programmes en science infirmières, l'évolution du corps professoral ainsi que sur la capacité d'accueil, les ressources et le financement de la formation de la relève au baccalauréat.
- La diffusion des résultats du projet de recherche visant à évaluer la nature intégrée du programme de la formation infirmière intégrée (FI DEC-BAC), entre autres, lors d'une conférence à laquelle les membres

ont pu participer à l'Université de Montréal ou en visioconférence, en date du 28 août 2013. À cette occasion, les résultats d'une thèse de doctorat sur « L'expérience de la transition et de l'adaptation des étudiantes infirmières en contexte de formation intégrée » a également été présentée. L'enregistrement de ces 2 conférences est maintenant accessible sur le web.

- L'identification du Forum sur la FII a été modifiée pour celle de Forum sur les études de 11er cycle afin de laisser place à une prise en compte dans ses travaux de la formation initiale au baccalauréat comme de celle de la formation infirmière intégrée DEC-BAC. Cette orientation est étroitement reliée au projet de l'OIIQ d'exiger le baccalauréat comme porte d'entrée dans la profession dès 2014.
- Un cheminement académique menant à l'obtention d'un baccalauréat, spécifique à l'accueil des infirmières diplômées en France avant l'accord franco-québécois sur la mobilité de la main-d'œuvre en 2012, a été implanté dans plusieurs des universités.
- Le Forum sur la pratique infirmière avancée a été particulièrement actif dans l'organisation et la tenue d'un colloque d'une journée, qui s'est tenu à Québec le 9 mai dans le cadre du 81^e congrès de l'ACFAS, sur le thème : ***Rôle des infirmières de pratique avancée dans le système de santé québécois.*** Ce colloque a accueilli près de 80 personnes, professeures ou infirmières en pratique avancée. L'évaluation a été plus que satisfaisante et une suite est planifiée pour le printemps 2014. Les conférences ont été enregistrées et seront disponibles sur le web bientôt pour tous les membres de l'ACESI-RQ qui n'ont pu y participer.
- La mise en place d'un Forum sur la recherche au sein de l'ACESI-RQ dont le mandat est de : Promouvoir la recherche en sciences infirmières au Québec; Exercer un pouvoir d'influence politique sur les décideurs, en collaboration avec les doyennes et directrices; Soutenir l'utilisation des résultats des recherches en sciences infirmières dans la prise de décision au sein des établissements et organismes en santé; Rendre visible la recherche infirmière; Promouvoir le rôle social de la recherche infirmière.

Johanne Goudreau

COUPN-CAATS REPORT 2012-2013

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 nursing education 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 remain committed to working together in partnership to strengthen nursing education.

Actions Taken

- COUPN and CAATs meet at least twice per year to discuss and pursue actions surrounding our common issues. This has included:
 - Participation on a work group on clinical education with the Joint Provincial Nursing Committee, a committee of key Ontario nursing stakeholder organizations and the Ministry of Health and Long-Term Care (MOHLTC). The work group has developed two surveys on clinical education—one for schools and one for agencies. The surveys should identify: in what particular learning areas schools are experiencing shortages, the nature of the shortages, the size of the shortages, innovations that schools and agencies have developed to address the shortages, where agencies might have capacity for growth in clinical placement offerings, and what needs to be done on a policy level to address the shortages;
 - Ongoing participation on CASN’s Task Force on Clinical Education, which will develop a document on indicators of quality clinical placements;
 - Working with other stakeholders to develop a business case for curriculum development around Seniors, which will be submitted to MOHLTC. The business case has been solicited by MOHLTC in association with their new Seniors Strategy;
 - A meeting in January with the College of Nurses of Ontario (CNO) and National Council of State Boards of Nursing (NCSBN) to hear more about the development of the NCLEX, how Canadian nurses will be involved in the development of the new, pan-North American version of NCLEX, and how a French version of the exam will be developed;

- Ongoing participation on a “Tri-Partite Committee” consisting of representation from the Ministry of Training, Colleges and Universities (MTCU), MOHLTC, Colleges Ontario, and the Council of Ontario Universities, to examine whether colleges and a greater number of universities should offer stand-alone nursing degrees. A survey was developed and filled out by all collaborative nursing programs to provide a comprehensive picture of the nature of current collaborations. Consultants have been hired to analyze the results of the survey. The consultants will also, this fall, interview various partnership leaders to determine what the implications might be if partners separated and started their own stand-alone degree programs. The consultants will report on the results of their work in January of 2014. This report will help inform the government’s decision about whether to move forward with stand-alone degree programs for colleges and a greater number of universities.
- The sixth annual COUPN Awards were held in Toronto in April, to celebrate excellence in nursing education and scholarship. Eight awards were distributed.
- In July, 2013, the Council of Ontario Universities published a position paper on clinical education, with recommendations for government on how to address the clinical education crisis in Ontario. The paper has a particular focus on nursing and rehabilitation sciences, and COUPN was a major contributor to this paper. The paper is entitled, “Integrating Clinical Education into Ontario’s Changing Health Care System” <http://www.cou.on.ca/publications/reports/pdfs/integrating-clinical-education-into-the-changing-h>

COUPN CAATS Executive Committee 2012-13

CAATs Executive Members
Sandra DeLuca, Fanshawe College (CAATS Co-Chair)
Ellen Bull, Centennial College
Marilyn King, Sault College
Maria May, Seneca College

COUPN Executive Members
Catherine Tompkins, McMaster University (COUPN Co-Chair)
Jennifer Medves, Queen’s University
Linda Patrick, University of Windsor
Karen Poole, Lakehead University

WESTERN NORTH-WESTERN REGION REPORT 2012-2013

Background

Western North-western Region CASN (WNRCSN) is a regional organization of individual members of CASN-affiliated schools of nursing in western provinces and the western region of the Northwest Territories. Membership is comprised of Deans, Directors, Faculty members, graduate students, and affiliated faculty of CASN-member schools. Each school of nursing elects/selects a Member-at-Large who becomes the communication person for WNRCSN.

Actions Taken

Annual General Meeting

WNRCSN has an annual Nurse Educators Conference that includes an annual general meeting in February. The 2013 conference was hosted by University of Alberta Collaborative Nursing Program in Edmonton, Alberta. The conference theme was “Education for Leadership: Imagining the Possibilities”. Attendance at the conference was outstanding with delegates coming from all of the western provinces and territories as well as Atlantic Canada.

The AGM was extremely well attended. This year the executive provided members with an opportunity to ‘catch up’ on the developments pertaining to the NCLEX-RN exam. Dr. Pat Bradley joined us at the meeting via videoconference. Members’ questions and concerns were shared during this interactive session. Other business attended to during the AGM dealt with online registration, registration fees, and the website.

Annual awards

Awards were presented as follows:

- *Graduate Student Research Award:* Brenda Enns, Athabasca University
- *Education Research Award:* Drs. Monique Sedgwick, Lance Grigg, & Olu Awosoga, University of Lethbridge
- *Education Innovation Award:* Not awarded

Focus of this past year

With the changes in legislation in regard to reporting and book keeping requirements for non-profit organizations, the executive’s focus was to ensure our financial transactions and reports were accurate and transparent. A substantial amount of work was required to secure professional accounting services and to streamline accounting and reporting procedures.

Next Steps

We are continuing to develop our communication network among the member schools in WNRCSN and encouraging debate on nursing education issues in Canada. In particular we will continue to provide members with the opportunity to discuss the issues and challenges associated with the transition to the NCLEX-RN exam.

Since this is a transition year for the presidency and secretary-treasurer position, we will also need to be mindful of securing volunteers for executive and MAL positions.

Executive Committee 2013 - 2014

Donna Petri, Thompson Rivers University – Past-President
Monique Sedgwick, University of Lethbridge, President
Katherine Haight, University of Lethbridge, Secretary-Treasurer
Nicole Harder, University of Manitoba, Vice-President
Kristine Metcalfe, Red River College
Beverly Williams, University of Alberta
Pertice Moffitt, Aurora College
Nicole Brown, Selkirk College
Chris Barlow, Nursing Education Program of Saskatchewan

CNSA REPORT 2012-2013

The Canadian Nursing Students' Association (CNSA) is the national voice of Canadian nursing students. While continuing to grow, CNSA, along with the 2013-2014 Board of Directors, is expanding the voice of nursing students through continued advocacy and stakeholder relations.

President

Carly Whitmore, Trent University

Vice President

Lise Schultz, University of Saskatchewan

Director of Communications

Sonja MacDonald, Dalhousie University

Director of Bilingualism & Translation

Arielle Detraz, Dalhousie University

Director of Career & Leadership Development

Matthieu Payette, McMaster University

Director of International Health

Jeremy Roy-Leger, Université de Moncton

Director of Membership Services

Luke Redmond, Memorial University

National Conference Director

Sandy Gum, Langara College

Atlantic Regional Director

Kaleigh Newton, Memorial University

Quebec Regional Director

Rajet Anand, McGill University

Ontario Regional Director

Nicholas Alves, Ryerson University

Prairie Regional Director

Kendra Wilson, University of Saskatchewan

West Regional Director

Kathy Fradette, Red Deer College

Past President

Maggie Danko, BScN, RN

Administrative Officer

Andrea Pinsent-Martineau

CASN Representative

Dr. Cynthia Baker

CNSA is looking forward to yet another busy year. Following the successful overhaul of our governing bylaws we are moving forward with positional and committee work. Items such as advocacy efforts surrounding the entry-to-practice NCLEX examination, encouraging research opportunities, meeting and acting on approved resolutions and position statements, and National Nursing Students' Week are just a few of the exciting opportunities for our membership this year.

At last year's National Assembly, our membership spoke loud and clear about the topics and issues that they are passionate about. Resolutions and position statements on the LGBTTIQQ2SA community, Jordan's Principle, end of life care, NCLEX awareness, and peer mentoring are some of the topics that we as an association are working toward promoting and fulfilling.

One of the main goals in past years was our rebranding campaign. At the 2013 National Assembly a new logo was unveiled and our association is currently revamping past documents, templates, and our website to reflect these changes in order to maintain our professional image.

This year's regional conferences will be held in each of the four respective regions throughout Canada. University of Saskatchewan, Sault College, [Université Laval](#), and Cape Breton University will play host to conferences throughout the fall months. National Conference will be hosted by Langara College in Vancouver, BC this year from January 22-26, 2014. This year's theme is "Envision. Create. Innovate." We are excited to announce that this year's conference will host a student research symposium, a preconference NCLEX information session, as well as many fantastic speakers, panels, and presentations that are sure to delight our membership.

BOARD OF DIRECTORS 2012-2013

CONSEIL D'ADMINISTRATION 2012-2013

President	Linda Ferguson University of Saskatchewan	Présidente
President-Elect	Kirsten Woodend Trent University	Présidente-désignée
Past President	Clémence Dallaire Université Laval	Président sortant
Treasurer	Stephen Bishop Camosun College	Trésorière
Directors - Western Schools	Janine Lennox Langara College Denise Bowen Aurora College Beverly Williams University of Alberta	Administratrices - Région de l'ouest
Directors - Ontario Schools	Sandra DeLuca Fanshawe College Linda Patrick Faculty of Nursing Sioban Nelson University of Toronto	Administratrices Région de l'Ontario
Directors - Quebec Schools	Johanne Goudreau Université de Montréal Jacinthe Pepin Université de Montréal	Administratrices Région du Québec
Directors - Atlantic Schools	Evelyn Kennedy Cape Breton University Judith McFetridge-Durdle Memorial University of Newfoundland	Administratrices Région de l'atlantique
Public Representative	TBC	Représentante du public
Student Representative	Lise Schultz Vice-President, Canadian Nursing Students Association (CNSA)	Représentant des étudiant(e)s
Accreditation Bureau Chair	Molly Westland Fleming College	Représentante du Bureau d'Agrément

COMMITTEE MEMBERS 2012-2013

Audit Committee / Comité d'audit

Linda Ferguson, University of Saskatchewan (Chair)
Stephen Bishop, Camosun College
Kirsten Woodend, Trent University
Denise Bowen, Aurora College
Beverley Williams, University of Alberta
Executive Director (Ex-officio)
CASN Staff liaison

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

Dianne Tapp, University of Calgary (Western Region), Chair
Colleen McKey, McMaster University (Ontario Region)
Chantal Saint-Pierre, Université de Québec en Outaouais (Québec Region)
Anne Kearney, Memorial University (Atlantic Region)
Sally Naphan, Nunavut Arctic College (Chief Electoral Officer)
CASN Executive Director (Ex-officio)
CASN Staff liaison

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

Clémence Dallaire, Université de Laval (Chair)
Linda Ferguson, University of Saskatchewan
Anita Molzahn, University of Alberta
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