



ANNUAL REPORT 2010  
RAPPORT ANNUEL 2010

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.**

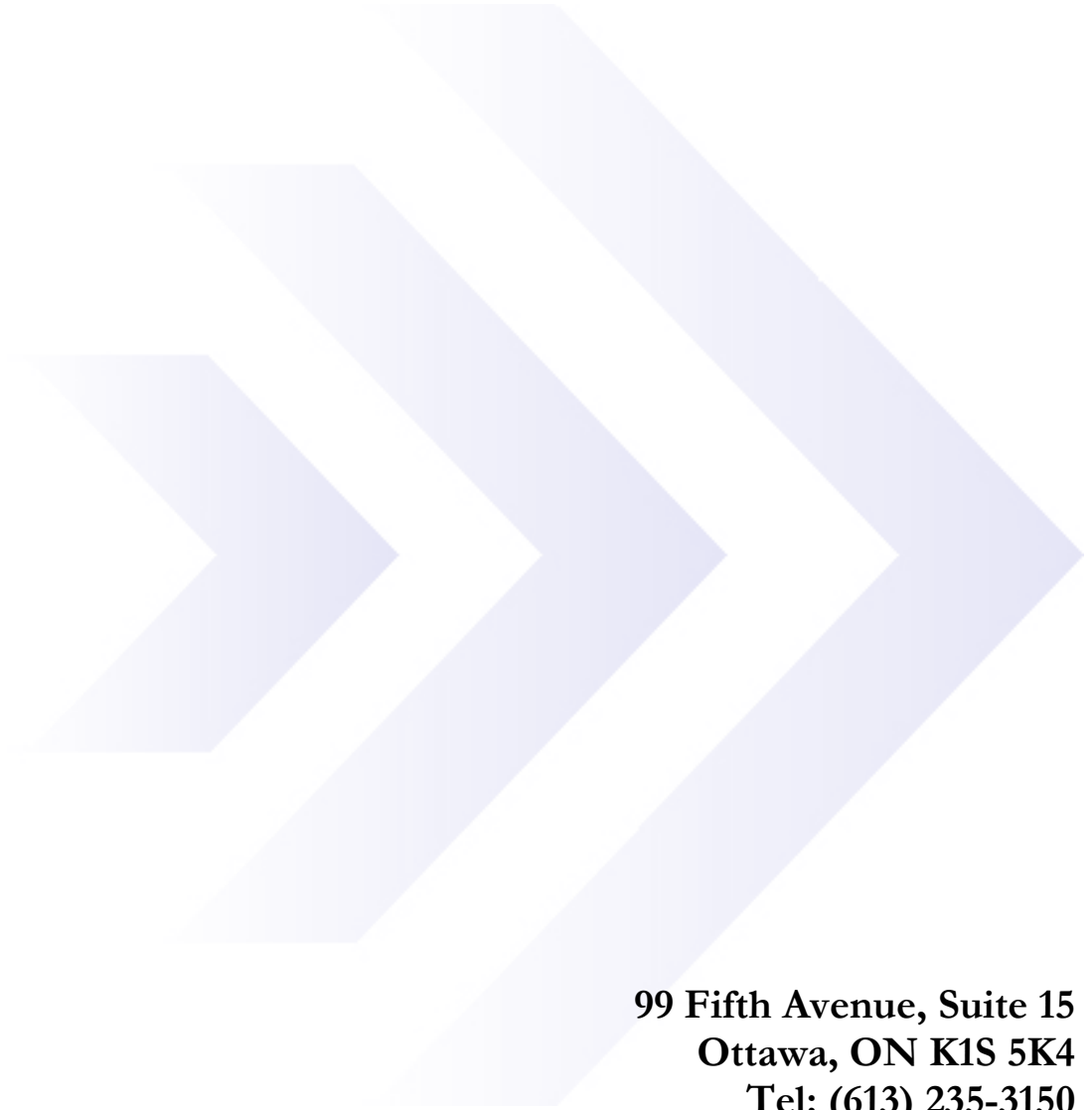
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**L'ACESI (Association canadienne des écoles de sciences infirmières) est le porte-parole national pour l'enseignement et la recherche en sciences infirmières et représente le baccalauréat et les études graduées des programmes de sciences infirmières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

It's hard to believe that this is my last President's Report! Again, I must stress the welcome support I have experienced from many of the Council members throughout this journey – it is wonderful to have nurses supporting nurses.

Dr. Cynthia Baker, from her vantage point of one year as the Executive Director, has shared with you the progress on the various components of the strategic plan. We are now almost at the half way point, and ideally situated to view where we are and where we have come from. Last year, you demonstrated support for the White Paper document while giving us some additional changes to be made. Thanks to this support and feedback, the White Paper was released in May. At the time of the Education Summit, participants encouraged the CASN office to be more cognizant of “getting it right” rather than adhering to a strict and quick timeline. What I believe none of us anticipated was the vast change in the nursing landscape on a provincial, national and global basis. We will need to remain vigilant and assertive as we move through ambiguous times.

Last year you noticed a change in the format of the Council meetings, based on comments from the members. While working to keep you informed of the various activities and projects of the organization, we focused on soliciting your input on some ideas for the future, with significant time dedicated to large group discussion and networking. Based on the verbal and written comments from many of you, the change was welcomed. You will notice that we have maintained much of the same format for this Council Meeting. We have also worked hard to be more proactive and reactive to our members' needs. There is an increased focus on research in our activities – members of the executive committee were present at two events designed to highlight nursing research, a specially scheduled meeting with the Canadian Academy of Health Sciences Fellows to discuss Nursing research in Canada and a Research Caucus with Members of Parliament and Senators to advocate for nursing research funding.

Last year at the Graduate Forum there was significant discussion related to a proposed revision of the CASN Position Statement on Doctoral Education. Participants were not certain that the proposed focus was appropriate for the organization and the current point in nursing history. CASN gave careful consideration to these concerns, and in response committed to hosting a Doctoral Forum. Originally planned for representatives of schools already offering doctoral education, we again listened when other schools indicated a strong desire to be included. Accordingly, in May 2010, a one day Doctoral Forum was held in Toronto, attended by representatives from all fifteen universities with doctoral programs in nursing as well as representatives from 13 other schools of nursing. The goals of the Forum were:

- i. Examine current modalities in Canadian Doctoral Nursing programs

- ii. Exchange promising and effective practices in Doctoral education
- iii. Discuss current issues in Doctoral programs for nurses
- iv. Establish a network to foster ongoing communication among Doctoral educators in nursing
- v. Provide a venue for CASN members to give input on the CASN Position Statement on Doctoral Education.

In preparation for the Forum, an Environmental Scan was completed. Preliminary results were shared at the Forum, forming the basis for some of the lively discussion. Several schools presented their successes and challenges with doctoral education. Feedback to the committee charged with revising the position statement were agreed upon, and the final proposed statement was presented at the Graduate Forum and Council meetings on November 15.

At the last Council meeting, the chair of the Governance Task Force, Kathryn Munn, presented an organizational overview of CASN. Over the course of this year, we commissioned an operational review. Recommendations were made that will position CASN to move forward to serve our members better and enhance our mandate to speak for nursing education in Canada. Over the next twelve months, we will work to review our bylaws based on feedback from operational review, and implement changes as appropriate. As you may recall that the last major revision of the bylaws was in 2002. Members will have the opportunity to be kept informed about operational changes and respond to proposed changes to the bylaws and committee structure.

The two years I have been President have been busy and engaging. There have been changes in staff as well as the usual changes to the Board. Dr. Cynthia Baker has just passed her one year anniversary as Executive Director. Our relationship with GANES continues, and we hope to celebrate new members at the meetings and conference in December. We have had highly beneficial opportunities to work with partners within and outside of CASN through work on projects such as the White paper. I have personally appreciated the passion, dedication, skills, intelligence and humor that each person on the Board or staff has brought to the past two years. I salute Clémence Dallaire as she begins her role as President and I look forward to a continuing, albeit less strenuous, role with CASN.





## MESSAGE DE LA PRÉSIDENTE

Il est difficile de croire que je suis déjà arrivée à faire mon dernier rapport de présidente. Encore une fois je dois insister sur le soutien cordial que j'ai reçu des membres du conseil au cours de mon mandat - c'est vraiment merveilleux de voir comment les infirmières soutiennent les infirmières. Le Dr. Cynthia Baker, dans sa position de directrice générale, fonction qu'elle occupe depuis 1 an, a partagé avec vous l'évolution de différentes composantes du plan stratégique. Nous sommes presque arrivées à mi-chemin dans le plan et nous sommes idéalement situées pour faire le point sur tout ce que nous avons accompli jusqu'ici. L'année dernière, vous avez exprimé votre soutien au document du Livre blanc tout en nous proposant des modifications supplémentaires à y apporter. Grâce à votre soutien et à vos commentaires, le Livre blanc a été publié au mois de mai. Lors du Sommet sur l'éducation, les participants ont encouragé le bureau de l'ACÉSI à prendre sérieusement en compte la nécessité de « faire les choses comme il faut » au lieu de s'en tenir strictement aux échéanciers. Cependant, à mon avis, personne n'a prévu l'envergure des modifications qui ont changé le paysage des soins infirmiers aux niveaux provincial, national et mondial. Nous devons continuer à faire preuve de prudence tout en réclamant nos droits pendant ces temps ambigus.

L'année dernière, vous avez constaté les modifications dans le format des réunions du Conseil qui ont été apportées à la suite des commentaires reçus des membres. Nous avons cherché avant tout à vous tenir au courant de diverses activités et projets de l'organisation; mais, en même temps, nous avons encouragé vos commentaires et vos idées au sujet de l'avenir, en accordant beaucoup d'importance aux discussions et au réseautage à grande échelle. Nous avons investi beaucoup d'efforts pour adopter une approche proactive au lieu d'une approche réactive aux besoins de nos membres. Nous avons accordé une importance grandissante aux activités de recherches - les membres du comité exécutif seront présents aux deux événements que nous avons organisés pour mettre en lumière la recherche en sciences infirmières, surtout la réunion que nous avons fixée avec les membres de l'Académie canadienne des sciences de la santé afin de discuter des recherches en sciences infirmières au Canada et la possibilité de créer un caucus de recherche avec les députés et les sénateurs du Parlement afin de promouvoir le financement des recherches en sciences infirmières.

L'année dernière, lors du Forum sur les études supérieures, il y a eu beaucoup de discussions sur la révision proposée de la nouvelle proposition de l'ACÉSI sur l'éducation doctorale de troisième cycle. Les participants n'étaient pas tous du même avis quant à la pertinence de l'organisation et de l'approche préconisée à ce moment précis dans l'histoire des soins infirmiers. L'ACÉSI a écouté toutes ces préoccupations attentivement et en réponse s'est engagée à organiser un Forum d'études de troisième cycle. Ce Forum a été construit à l'origine uniquement pour les écoles qui offrent déjà un programme de formation de troisième cycle mais après avoir écouté toutes les écoles membres, nous avons constaté le très grand désir les autres écoles aussi. En conséquence, en mai 2010, un Forum sur l'éducation de troisième cycle d'une journée a été organisé à Toronto et les représentantes des quinze universités offrant un programme doctoral ont assisté au Forum ainsi que 13 représentantes d'autres écoles de soins infirmiers. Le Forum s'est fixé les objectifs suivants :

- vi. Examiner les modalités actuelles dans des programmes d'étude de troisième cycle en sciences infirmières au Canada
- vii. Échanger les pratiques exemplaires et efficaces en éducation doctorale

- viii. Discuter des enjeux actuels touchant les programmes d'étude de troisième cycle
- ix. Établir un réseau afin d'assurer la communication régulière entre les éducateurs qui offrent des programmes de troisième cycle en sciences infirmières
- x. Définir un mécanisme par lequel les membres de l'ACÉSI peuvent apporter leurs commentaires sur la position de l'ACÉSI sur l'éducation doctorale.

En préparation au Forum, une Analyse de l'environnement a été réalisée et complétée. Les résultats préliminaires ont été annoncés au Forum et ont donné lieu à de vifs échanges entre les participants. Plusieurs écoles ont fait des présentations sur les réussites et les défis associés à leur programme d'éducation de troisième cycle. Les commentaires par le comité de révision de la position ont été résumés et la proposition finale de la déclaration a été présentée au Forum sur les études supérieures et aux réunions du Conseil le 15 novembre.

À la dernière réunion du Conseil, la présidente du groupe de travail - gouvernance, Kathryn Munn, a présenté une révision organisationnelle de l'ACÉSI. Au cours de l'année en cours, nous avons donné un mandat de révision opérationnelle. Les recommandations qui ont été déposées aideront l'ACÉSI à mieux servir ses membres et à renforcer notre mandat comme porte-parole de l'éducation en sciences infirmières au Canada. Au cours des prochains 12 mois, nous avons l'intention de réviser nos règlements selon les commentaires qui seront déposés après la révision opérationnelle et nous allons mettre en application les changements appropriés. Comme vous vous souvenez sans doute, la dernière révision majeure de nos règlements remonte à 2002. Les membres auront l'occasion de suivre les changements opérationnelles et de répondre à toute proposition de changement concernant les règlements ou la structure des comités.

Les deux années de mon mandat comme présidente ont été très occupées et très demandantes. Il y a eu les changements au niveau personnel et la rotation usuelle des membres du conseil d'administration. Le Dr. Cynthia Baker vient de terminer sa première année comme directrice générale. Nous poursuivrons notre relation avec GANES et nous espérons accueillir de nouveaux membres lors des réunions au congrès de décembre. Nous avons profité de toutes les opportunités pour travailler avec nos partenaires à l'intérieur et à l'extérieur de l'ACÉSI grâce à notre travail sur des projets comme le Livre blanc. J'ai été personnellement très impressionnée par la passion, le dévouement, la compétence, l'intelligence et l'esprit caractéristique de tous les membres du Conseil et du personnel. Je salue Clémence Dallaire à l'occasion de son entrée en fonction comme nouvelle présidente et je compte continuer mes relations avec l'ACÉSI, même si c'est une relations qui sera beaucoup moins exigeante.

*Cynthia A. Baker*



## EXECUTIVE DIRECTOR'S MESSAGE

Dear Colleagues,

2009-2010 has been a year filled with opportunity and change for CASN. We have been involved in a wide gamut of projects to advance the CASN mission of promoting nursing education research, and scholarship. To this end, the CASN National Office staff has been strongly committed to moving the CASN Strategic Plan 2009-2014 forward and have been engaged in implementing actions identified in the plan to attain the desired outcomes.

The four main priorities of the current Strategic Plan are the following:

- Advance and unify CASN's voice for nursing education leadership, partnership and policy
- Govern excellence in nursing education through accreditation
- Strengthen the standards of excellence for nursing education through research and scholarship
- Optimize nursing education resources including student, faculty and fiscal

Of the many projects undertaken in the past year, the dissemination of the White Paper in Nursing Education, *The Case for Healthier Canadians: Nursing Workforce Education for the 21<sup>st</sup> Century* is one of the most important in terms of advancing and unifying "CASN's voice for nursing education leadership, partnership and policy". This document, as well as a companion handout, have been disseminated to over 200 stakeholders across the country, and to Federal policy and decision makers. Since its release, the White Paper has garnered media attention and a response from the Minister of Health and Welfare, Honorable Leona Aglukkaq, it has generated a great deal of discussion about the importance of nursing education and research; and it has been used by CASN members to advance institutional and local advocacy initiatives in support of nursing education and scholarship.

In order to ensure that CASN "governs excellence in nursing education through accreditation", we have implemented the *CASN Advisory Ad Hoc Committee on Accreditation* to continue situating the CASN Accreditation Program as a leader in the field of accreditation of professional education both nationally as well as internationally. We are also excited to be participating in our first international accreditation review.

The work CASN members have been doing in creating a national vision of Doctoral nursing education was advanced by the Inaugural Doctoral Forum which we hosted in May 2010. This event has greatly contributed to two of the priorities of the strategic plan "optimizing nursing education resources including student, faculty and fiscal" as well as Strengthening "the standards of excellence for nursing education through research and scholarship".

The Doctoral Forum facilitated dialogue on Doctoral Education among Canadian schools of nursing from all regions of Canada. Over 70 individuals participated in this inaugural event. A report on the results of the Environmental Scan conducted in conjunction with the Doctoral Forum was presented at the Graduate Studies Forum.

The Nursing Scholarship activities listed below were undertaken to further the CASN goal of strengthening "the standards of excellence for nursing education through research and scholarship", as well as the goal of advancing and unifying "CASN's voice for nursing education leadership, partnership and policy".

- Participation in Canadian Nursing Research Consortium activities to seek renewal of Nursing Research Funding and taking on the role of Secretariat for the Canadian Consortium for Nursing Research and Innovation
- Submission of a brief advocating for nursing research funding to the Finance Committee as the Secretariat for the Canadian Consortium for Nursing Research and Innovation
- Initiation of a meeting with the Canadian Academy of Health Sciences Fellows in late September of 2010 to develop strategies for leaders in nursing research to inform advocacy initiatives for nursing research.

Our work on the CASN/CNA. Student Faculty survey furthers the CASN strategic plan goal to "optimize nursing education resources including student, faculty and fiscal" and the goal to "advance and unify CASN's voice for nursing education leadership, partnership and policy". This year the survey continued to include the CASN initiated expansion of faculty data. Not surprisingly, the survey findings continue to illustrate the need for faculty development to meet a projected shortfall.

It was again an honour to act as the secretariat for the Global Alliance for Nursing Education and Scholarship (GANES) and to support initiatives undertaken by the alliance. CASN played a strong role in establishing this alliance and will continue working and learning with our partners from around the world to address and solve nursing education and scholarship issues that are both global and resonate with our national scene.

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

Sincerely,



Cynthia Baker



## MESSAGE DE LA DIRECTRICE GÉNÉRALE

Chères collègues,

2009-2010 a été une année de changements et de nouvelles possibilités pour l'ACESI. Nous avons participé à tout un éventail de projets relevant de la mission de l'ACESI, soit de promouvoir la recherche et l'avancement des connaissances dans l'enseignement infirmier. Par conséquent, l'équipe du Bureau national de l'ACESI travaille activement pour faire avancer le plan stratégique de 2009-2014 et mettre en œuvre les actions du plan dans le but d'atteindre les objectifs fixés.

Voici les quatre priorités du plan stratégique :

- Unifier et faire entendre la voix de l'ACESI pour promouvoir les politiques, le partenariat et le leadership dans l'enseignement infirmier.
- Favoriser l'excellence dans la formation infirmière par le biais de l'accréditation.
- Renforcer les normes d'excellence dans la formation infirmière par le biais de l'avancement des connaissances.
- Optimiser les ressources de la formation infirmière, notamment les étudiant(e)s, le corps professoral et les ressources financières.

Parmi les nombreux projets entrepris l'année dernière, le « Plaidoyer pour des Canadiens en meilleure santé : Formation en sciences infirmières pour le XXI<sup>e</sup> siècle » a été publié. Il s'agit d'un livre blanc très important pour la formation infirmière, dans la mesure où le document se fait le porte-parole de l'ACESI et promeut le partenariat et le leadership dans l'enseignement infirmier. Le document et la brochure qui l'accompagne ont été diffusés à plus de 200 intervenants au Canada, ainsi qu'à des décideurs au gouvernement fédéral. Depuis sa publication, le livre blanc a fait l'objet d'une couverture médiatique et l'honorable ministre de la Santé et des Services sociaux, Leona Aglukkaq, a émis un communiqué au sujet du document, qui a fait l'objet d'un grand débat sur l'importance de la recherche et de la formation infirmière. Le livre blanc permet aux membres de l'ACESI de mettre en œuvre des initiatives, au plan local et au sein des établissements, pour promouvoir l'avancement des connaissances et la formation infirmière.

L'ACESI a établi le *Comité consultatif ad hoc de l'agrément* pour « assurer l'excellence de l'enseignement infirmier ». Ainsi, le programme de l'ACESI est parmi les plus importants dans le domaine de l'agrément des formations professionnelles, aux plans national et international. Nous sommes également heureux(es) de participer à la première évaluation internationale des demandes d'agrément.

Les initiatives des membres de l'ACESI pour établir une vision nationale dans l'enseignement infirmier de troisième cycle ont été mises à l'avant au Forum inaugural des études doctorales en mai 2010. L'événement a contribué à deux priorités du plan stratégique visant à « optimiser les ressources de la formation infirmière, notamment les étudiant(e)s, le corps professoral et les ressources financières » et à « renforcer les normes d'excellence dans la formation infirmière par le biais de l'avancement des connaissances ». Le forum sur les études doctorales a permis d'amorcer un dialogue sur les études de troisième cycle dans les écoles infirmières au Canada. Plus de 70 personnes ont participé

à cet événement inaugural. Un rapport sur les résultats de l'analyse de l'environnement menée en parallèle a été présenté au Forum sur les études de troisième cycle.

L'ACESI a mené les activités suivantes pour atteindre l'objectif de faire avancer les connaissances, soit « renforcer les normes d'excellence dans la formation infirmière par le biais de l'avancement des connaissances », et « unifier et faire entendre la voix de l'ACESI pour promouvoir les politiques, le partenariat et le leadership dans l'enseignement infirmier ».

- Participation aux activités du Consortium canadien de recherche en sciences infirmières pour renouveler le financement de la recherche en sciences infirmières
- Secrétaire du Consortium canadien de recherche et d'innovation en sciences infirmières
- Soumission d'un mémoire sur l'importance du financement accordé à la recherche en sciences infirmières au comité de financement, à titre de secrétaire du Consortium canadien de recherche et d'innovation en sciences infirmières
- Initiation d'une rencontre avec l'Académie canadienne des sciences de la santé en 2010 afin d'élaborer des stratégies, pour les directeurs de recherche en sciences infirmières, visant à promouvoir les initiatives de recherche dans le domaine.

Le sondage mené conjointement par l'ACESI et l'AIIC sur les programmes d'études se rattache également à deux objectifs du plan stratégique de l'ACESI : « optimiser les ressources de la formation infirmière, notamment les étudiant(e)s, le corps professoral et les ressources financières » et « unifier et faire entendre la voix de l'ACESI pour promouvoir les politiques, le partenariat et le leadership dans l'enseignement infirmier ».

Encore une fois cette année, le sondage de l'ACESI a permis d'accroître la base de données sur les facultés. Les conclusions du sondage illustrent bien entendu l'importance de donner aux facultés les moyens nécessaires pour répondre aux pénuries à venir.

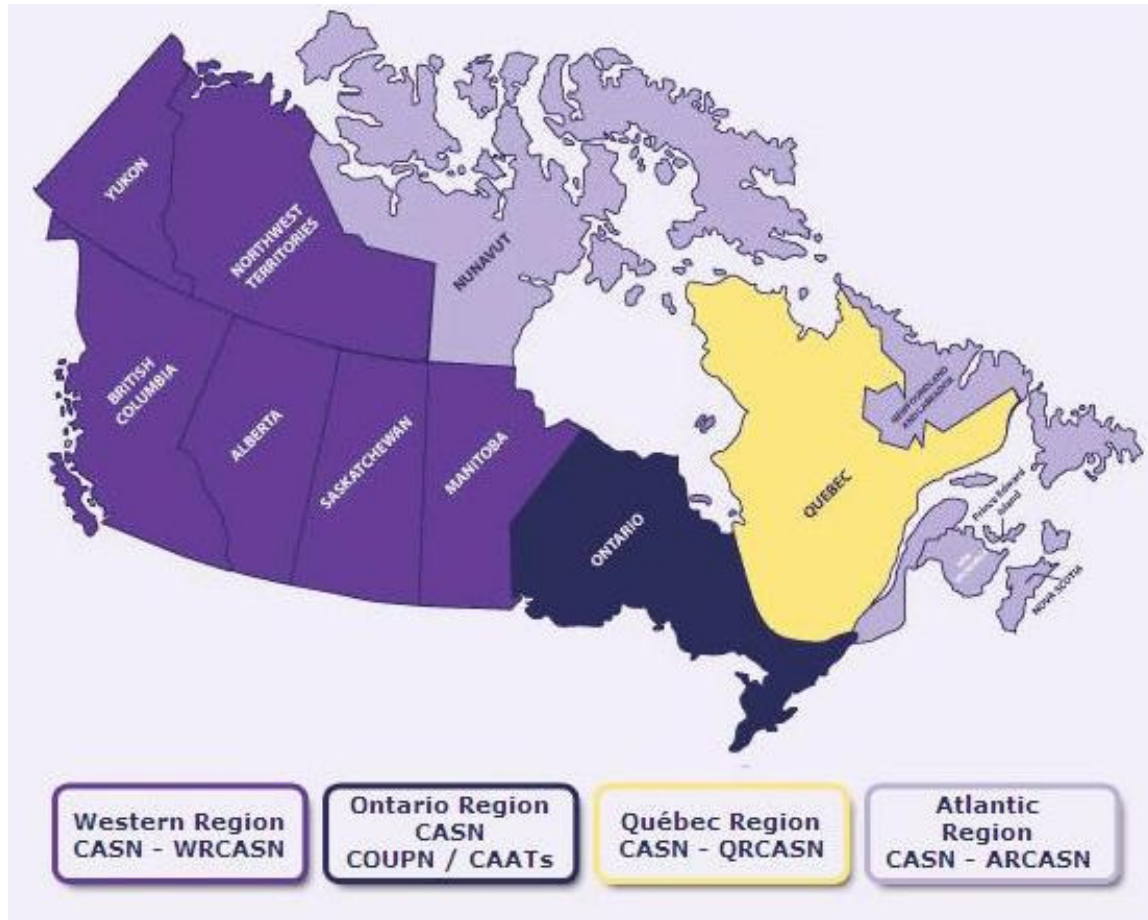
Ce fut un honneur encore une fois d'assurer le rôle de secrétaire auprès de l'Alliance globale pour l'enseignement infirmier et l'avancement des connaissances (GANES) et de soutenir les initiatives de l'alliance. L'ACESI a beaucoup investi pour créer l'alliance et continue de travailler et d'échanger avec ses partenaires mondiaux pour répondre aux enjeux, nationaux et internationaux, de la formation infirmière et de l'avancement des connaissances.

J'attends avec plaisir d'avoir l'occasion de travailler avec vous pendant l'année à venir.

Salutations distinguées,



Cynthia Baker



STRATEGIC PLAN  
JANUARY 2009 – JANUARY 2014  
STATUS UPDATE  
NOVEMBER 2010

PLAN STRATÉGIQUE  
JANVIER 2009 - JANVIER 2014  
MISE À JOUR  
NOVEMBRE 2010

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 national office 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 Projects</u></p> <ol style="list-style-type: none"> <li>1. Implementation of a project in the CARICOM region on infrastructure and capacity building in nursing education : submission of final report April 29, 2010.</li> <li>2. Assessment of educational capacity in Belize for PAHO and the Belize Government (Jan, 2010).</li> <li>3. Submission of a « Global Accreditation Framework » on behalf of GANES to WHO.</li> <li>4. Providing the secretariat for GANES.</li> <li>5. Consultation and Information on accreditation provided to a delegation of nursing leaders and government officials from Indonesia (July 23-24, 2010).</li> </ol> <p><u>National Projects</u> Proposals developed by CASN and submitted to Health Canada (secured)</p> <ol style="list-style-type: none"> <li>1. Implementation of entry to practice End-of-life Palliative Care Competencies in nursing curriculum.</li> <li>2. Development of a National Framework to guide IEN Bridging Programs.</li> <li>3. PHAC.</li> </ol> <p><u>Partnerships with National Organizations</u></p> <ol style="list-style-type: none"> <li>1. Participation in an advocacy initiative to foster fund raising for research led by the Canadian Foundation of Nursing Research.</li> </ol>
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			<ol style="list-style-type: none"> <li>2. Partner in project proposal for the implementation of interprofessional competencies in accreditation with 8 health professional associations that conduct accreditation. Funding from Health Canada. Final approval (April, 2010).</li> <li>3. Partner of A.N.A.C. in an implementation project for cultural competencies and cultural safety.</li> <li>4. Partner of CNA, CPHA, ACEN in planning the 2011 Nursing Leadership conference (planning committee member).</li> <li>5. Partner of CNA in the creation, dissemination and analysis of the Student and Faculty Survey.</li> </ol> <p>CASN actively participated in / was represented at the following stakeholder meetings/projects :</p> <ul style="list-style-type: none"> <li>▪ Royal College of Physicians and Surgeons</li> <li>▪ Global Nursing Leadership Reference Group</li> <li>▪ Community Health Nurses of Canada</li> <li>▪ GANES – meeting in Washington, March 2010 and numerous teleconferences.</li> <li>▪ AIPHE (Accreditation of Interprofessional Health Education)</li> <li>▪ Nursing Reference Group (Canada Health Infoway)</li> <li>▪ CCAPP (Canadian Council for Accreditation of Pharmacy Programs)</li> <li>▪ National Aboriginal Health Organization (NAHO)</li> <li>▪ Health Canada Task Force on Internationally Educated Nurses</li> <li>▪ A.N.A.C. (Aboriginal Nurses Association of Canada) Making it Happen : Strengthening First Nations, Inuit and Metis Health Human Resources</li> <li>▪ CHSRF roundtables and advisory committees.</li> <li>▪ PAHO-OCPC (Pan American Health Organization – Office of Caribbean Program Coordination)</li> <li>▪ Regular meetings with representatives from CNA and ONP</li> <li>▪ Association of Accrediting Agencies of Canada</li> <li>▪ Canadian Network of National Association of Regulators</li> <li>▪ Annual Conference for Educators of Internationally Educated Nurses</li> </ul>
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			<p><u>Membership Support</u></p> <ul style="list-style-type: none"> <li>▪ Support of a Working Group of the Education Committee in developing a draft document on Guidelines for Linking Competency Development and Accreditation Standards</li> <li>▪ Support of the Public_Health Committee in integrating clinical_competencies in accreditation documents, in conducting a survey to identify gaps between clinical performance expectations in public health of new graduates and performance of new graduates, widespread dissemination of guidelines for public health clinical experiences</li> <li>▪ Pretesting questions on the joint CASN-CNA national survey to increase reliability and validity</li> <li>▪ Seeking feedback on CASN documents e.g. White paper on Discussion Forum</li> </ul>
	<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>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>▪ <b>White Paper:</b> Council feedback incorporated, translated, publication developed, PR plan developed, and launch of the White Paper (April, 2010)</li> <li>▪ <b>Development of an MOU with CNA:</b> regarding the joint Student and Faculty National Survey in progress (agreement in principle negotiated April , 2010)</li> <li>▪ <b>2010 Nurse Educator's Conference</b></li> <li>▪ <b>Traditions and Transitions: The Evolving Legacy of Nursing Education and Scholarship</b> was held May 2010 in Winnipeg. CASN was proud to co-host the Conference with the University of Manitoba and its collaborative partners. The conference engaged 206 participants in advancing the scholarship of nursing education</li> <li>▪ <b>Doctoral Forum:</b> National Office organized and hosted a Doctoral Forum in May, 2010. An environmental scan of doctoral programs in Canada has been carried out and a report of both will be delivered at November Graduate Studies Meeting.</li> </ul>



	<p>1.3 Ensure budget/resource to support the work with stakeholders</p> <p>1.3 Obtenir le budget et les ressources nécessaires au travail avec les parties intéressées</p>	Ongoing	<ul style="list-style-type: none"> <li>▪ ONP provided funding for the environmental scan of doctoral programs in Canada and for the Doctoral Forum</li> <li>▪ Public Health subcommittee project disseminating previous work obtained one year funding from Public Health Canada (April 2010)</li> <li>▪ CARICOM project was funded by Health Canada</li> <li>▪ PAHO funded the assessment in Belize</li> <li>▪ IEN Project has received four year Funding from Health Canada.</li> <li>▪ Palliative Care Project has received five year funding from Health Canada.</li> </ul>
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<p>Outcome #2</p> <p>Schools and stakeholders access a bilingual, national repository of relevant and current information/data (clearinghouse)</p> <p>Résultat 2</p> <p>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	<ul style="list-style-type: none"> <li>▪ Joint position statement on nursing education with CNA drafted 2010.</li> <li>▪ White paper published and being disseminated widely.</li> <li>▪ Nursing Education in Canada Statistics 2007-2008 Registered Nurse Workforce, Canadian Production: Potential New Supply Report re-published (December 2009).</li> <li>▪ Nursing Education in Canada Statistics 2008-2009 Registered Nurse Workforce, Canadian Production: Potential New Supply Report published and disseminated. (November 2010)</li> <li>▪ Doctoral position statement to be discussed at Graduate Studies Forum.</li> </ul>
	<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	<ul style="list-style-type: none"> <li>▪ Public health guidelines published on website and dissemination at various stakeholders conferences.</li> <li>▪ Palliative care competencies posted on website and disseminated.</li> <li>▪ Cultural competence and cultural safety disseminated.</li> <li>▪ CASN published Pandemic Planning resources repository on website.</li> <li>▪ Full book of abstracts from the 2010 Nurse Educators' Conference posted on website.</li> <li>▪ Development of a plan underway to a) standardize presentation of position statements and 2) to update them on a regular basis.</li> </ul>

<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>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>▪ Please also see Output 2.2</li> <li>▪ Re-Publication of the Nursing Education in Canada Statistics 2007-2008 Registered Nurse Workforce, Canadian Production: Potential New Supply Report in December 2009 with changes to data presentation as a result of stakeholder feedback garnered at the 2009 CASN council meeting.</li> <li>▪ Publication of the Nursing Education in Canada Statistics 2008-2009 Registered Nurse Workforce, Canadian Production: Potential New Supply Report in November 2010. This document is a key resources for schools in regards to self study and in terms of negotiating funding.</li> <li>▪ Provision of Pandemic resources tools on the website and through the CASN newsletter in reaction to the H1N1 pandemic 2009-2010.</li> </ul>
	<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>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>▪ CASN provides online discussion forums for a variety of internal as well as external stakeholder groups and will be providing access to new discussion forums to several new groups within the next 6 months.</li> <li>▪ Publication of monthly CASN News Update incorporating information from stakeholders and members.</li> <li>▪ 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 our website.</li> <li>▪ Use of Skype and teleconferencing to facilitate group meetings as well as individual communication.</li> <li>▪ Worked closely with WRCASN in planning the 2010 Nurse Educators' Conference. Held WRCASN's Annual meeting in conjunction with the conference. CASN and WRCASN provided joint awards to poster presenter at the conference.</li> <li>▪ CASN Regional Presidents are invited to attend and present at the council on November 2010.</li> </ul>

	<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"> <li>▪ White Paper finalized, PR plan developed and dissemination underway (disseminated to over 200 stakeholders and federal policy makers).</li> <li>▪ White Paper Highlights developed and dissemination underway.</li> <li>▪ Nursing Education in Canada Statistics 2008-2009 Registered Nurse Workforce, Canadian Production: Potential New Supply Report.</li> </ul>
	<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"> <li>▪ Currently organizing meetings with the regions in order to facilitate discussions regarding increasing/improving regional to national and national to regional communication.</li> </ul>
	<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"> <li>▪ Bimonthly reviews of the website are currently being implemented.</li> <li>▪ Media Section improvements continue.</li> </ul>

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"> <li>Association of Registered Nurses of Prince Edward Island. MOU to be discussed on November 2010.</li> <li>Joint accreditation (pending signing of MOU) planned with Nurses Association of New Brunswick for 2011</li> </ul>
	<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"> <li>Accreditation Document "Accreditation of the Initial Education of Professional Nurses: A Global Assessment" presented to GANES and World Health Organization.</li> </ul>

<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"> <li>Task Force on Accreditation was reformed as an Advisory Sub-Committee in May 2010 to continue work on evaluation, benchmarking and standard review.</li> </ul>
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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"> <li>▪ CASN is taking steps to become a paperless-green office and is introducing a paperless process for the accreditation program incrementally.</li> <li>▪ Templates are being developed to support schools undergoing accreditation. Templates in process include: strategic planning (complete), interim report templates (complete), templates for human resources planning and templates for curriculum vitae.</li> <li>▪ Standardized accreditation decision letters have been modified to ensure clarity and consistency.</li> <li>▪ A new Reviewer Training Program developed and piloted in May 2010. (2 other training courses planned: Winter 2010/2011 and spring of 2011.</li> <li>▪ Revised translation of all accreditation documents was completed in September 2010.</li> </ul>
	<p>2.3 Explore “promising practices”</p> <p>2.3 Examiner les pratiques prometteuses</p>	Ongoing	<ul style="list-style-type: none"> <li>▪ Director of accreditation has been elected to the executive committee of AAAC.</li> <li>▪ CASN and Engineers Canada have done a presentation on best practices on accreditation (April 2010).</li> <li>▪ Director of Accreditation has participated in an Accreditation Canada course on cultural sensitivity.</li> <li>▪ CASN has begun to explore international best practices with Accreditation Canada and CoARTE.</li> <li>▪ Document has been drafted outlining indications of quality in accreditation.</li> </ul>



<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>	Medium	<ul style="list-style-type: none"> <li>▪ Presentation on the process of accreditation was given at the CAATS meeting (September 24, 2010), at the University of Manitoba (May 2010), and at the Université du Québec à Rimouski (August 2010).</li> </ul>
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	<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"> <li>▪ CASN is exploring the possibility of expanding accreditation in the following areas: continuing education, nurse practitioner programs and clinical settings.</li> <li>▪ CASN has been approached by a number of interest groups to explore possibilities of expanding accreditation, and consultations regarding these have been initiated.</li> </ul>
	<p>3.3 Convene a table of key stakeholders, regulatory bodies to discuss:</p> <ul style="list-style-type: none"> <li>- a unified voice for the categories/groups of nursing education programs</li> <li>- a systemic view of nursing education</li> <li>- access to baccalaureate education</li> </ul> <p>3.3 Réunir un groupe formé de personnes intéressées et de représentantes et représentants des principaux organismes de réglementation afin de discuter des sujets suivants :</p> <ul style="list-style-type: none"> <li>• porte parole unique pour les catégories et groupes de programmes d’enseignement des sciences infirmières</li> <li>• perspective systémique de l’enseignement des sciences infirmières</li> <li>accès à la formation universitaire de premier cycle</li> </ul>	Medium	<ul style="list-style-type: none"> <li>▪ Ongoing discussions in different provinces NB, BC and PEI.</li> <li>▪ CASN is an active participant on a working group with AIPHE to integrate standards on IPE within the accreditation program.</li> </ul>



<p>Outcome #4 Other non-baccalaureate nursing programs in Canada may access accreditation</p>	<p>4.1 Delineate issues and processes</p> <p>4.1 Définir les enjeux et les processus</p>	Long	<ul style="list-style-type: none"> <li>▪ PENDING</li> </ul>
<p>Résultat 4 Les programmes canadiens de sciences infirmières ne menant pas à un baccalauréat peuvent obtenir l’agrément</p>	<p>4.2 Explore eligibility criteria for accreditation and look for opportunities to expand</p> <p>4.2 Examiner les critères d’admissibilité à l’agrément et trouver des moyens de les étendre</p>	Long	<ul style="list-style-type: none"> <li>▪ See 3.2</li> </ul>

<p>Outcome #5 Up to three international nursing programs have access to accreditation</p> <p>Résultat 5 Jusqu'à trois programmes de sciences infirmières donnés à l'étranger peuvent obtenir l'agrément</p>	<p>5.1 Build on existing work done to explore opportunities</p> <p>5.1 Tirer profit du travail déjà accompli afin d'envisager les possibilités</p>	Ongoing	<ul style="list-style-type: none"> <li>▪ Contract with the University of Calgary-Qatar has been signed and expert consultants have accomplished preliminary visit in preparation for accreditation visit. Review occurred early November 2010.</li> <li>▪ Australia and Lebanon have approached CASN to explore the possibility of participating in the pilot study.</li> <li>▪ CASN provided a consultation to on accreditation to a delegation from Indonesia.</li> <li>▪ CASN is exploring the possibility of a memorandum of understanding with Indonesia regarding accreditation.</li> </ul>
	<p>5.2 Explore the development of a consultation service, provided by CASN, to get schools ready for an accreditation review</p> <p>5.2 Examiner la possibilité de créer un service consultatif fourni par l'ACESI afin de préparer les écoles à leur examen d'agrément</p>	Medium	<ul style="list-style-type: none"> <li>▪ <b>National:</b> <ul style="list-style-type: none"> <li>○ Have revised teleconference procedures to provide additional support to all schools undergoing an accreditation review.</li> <li>○ Developed and implemented a policy to respond to all inquiries within 24 hours.</li> </ul> </li> <li>▪ <b>International:</b> <ul style="list-style-type: none"> <li>○ Two expert consultants have visited the University of Calgary-Qatar to assist them in preparing for accreditation.</li> </ul> </li> </ul>
	<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>	Medium	<ul style="list-style-type: none"> <li>▪ Dialogue is underway with regulatory bodies.</li> </ul>

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>	<p>Long</p>	<ul style="list-style-type: none"> <li>▪ Development of a proposal for a CASN online journal went to the Board of Directors for discussion and decision May 1-2, 2010. Decision is pending further discussion and a review of the financial feasibility of the project.</li> <li>▪ Nurse Educator's Conference held May 2010, hosted over 200 Nurse Educators' from across Canada.</li> <li>▪ CASN has taken on the role of secretariat for the Canadian Nursing Research Consortium. Organized and hosted a meeting with The Canadian Academy of Health Sciences (CAHS) to discuss the direction and focus of Nursing Research in Canada.</li> <li>▪ Executive Director as representative of CASN sits on: <ul style="list-style-type: none"> <li>a) the Advisory Committee of the following research groups: <ul style="list-style-type: none"> <li>- CIFI (Centre d'innovation en formation infirmière) at the University of Montreal</li> <li>- York University Research Advisory Committee (IEN)</li> <li>- RNAO National Nursing Best Practice Smoking Cessation Initiative</li> </ul> </li> <li>b) The Canadian Nursing Research Consortium</li> </ul> </li> <li>▪ The first Dr. Pat L. Griffin Award of CASN was awarded to Monique Mallett-Boucher from New Brunswick to support her doctoral research impacting nursing education.</li> </ul>
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	<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"> <li>▪ \$62,000 has been raised for the Pat Griffin fund.</li> <li>▪ CASN national office is currently investigating potential fundraising initiatives to support the Dr. Pat Griffin Fund online.</li> <li>▪ Discussions are underway with CNF regarding fundraising strategies.</li> <li>▪ The redesign of the Dr. Pat Griffin Fund of CASN marketing material is currently underway to establish a more visible identity and assist with fundraising.</li> </ul>
	<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"> <li>▪ Would like to propose exploring the feasibility of a GANES database of nursing research centres, groups and chairs instead.</li> </ul>



<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"> <li>▪ White paper launched (April 2010), a comprehensive dissemination strategy was presented to the Executive Committee in May 2010. Dissemination to all members is complete. A letter and copy of the White Paper and Highlights document was sent to the Hon. Leona Aglukkaq National Minister of Health, and a response received.</li> </ul>
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	<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"> <li>▪ Support of the Public Health Committee in integrating clinical competencies in accreditation documents, a survey to identify gaps between clinical performance expectations in public health of new graduates and performance of new graduates, widespread dissemination of guidelines for public health clinical experiences.</li> <li>▪ The ad hoc Accreditation Committee examines the question of how the Public Health and Accreditation of Interprofessional Health Education standards into the CASN Accreditation Program that have been developed might be integrated into, or inform current standards.</li> <li>▪ Collaboration between the accreditation advisory committee and the education committee is being initiated.</li> </ul>
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<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> <p>3.1 Faire circuler et diffuser les travaux du regroupement (ou les activités connexes) qui déterminent des priorités de recherche</p>	Complete	<ul style="list-style-type: none"> <li>▪ Nursing research is identified as one of the three priorities in the White Paper.</li> <li>▪ A subtheme of the 2010 CASN Nurse Educators Conference was Nursing Education Research: Issues, Challenges, Dilemmas. Over 20 concurrent, round table, and poster presentations were held on the topic. Presenters came from the education, practice and policy backgrounds. The full book of abstracts can be found on the CASN website.</li> </ul>
	<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"> <li>▪ RESEARCH INVENTORY HAS BEEN INACTIVE SINCE THE DATA BASE FUNDING ENDED (APPROX 5 YRS AGO) SUGGESTION: CASN CONSIDER CREATING A DATABASE (with GANES) OF RESEARCH GROUPS, CENTRES, CHAIRS INSTEAD?</li> <li>▪ A meeting was held with the Fellows of the Canadian Academy of Health Sciences on October 1st which focused on capacity</li> </ul>

			<p>building with particular emphasis on exploring opportunities for innovations in doctoral programs and launching new researchers into successful research careers. Aspects of developing fiscal resources to do this were examined as well with CNF and CASN to examine Research Priorities.</p>
	<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>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>▪ Research and Scholarship Committee has updated its terms of reference - Currently the Standing Committee on research and Scholarship is reviewing and discussing the outcomes from the October 1st meeting with the Canadian Academy of Health Sciences and determining next steps in prioritizing Nursing research in Canada.</li> </ul>

Outcomes	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"> <li>Faculty development is one of the three priorities identified in the White Paper.</li> <li>CASN held a Doctoral Forum in May 2010 in order to discuss the issues of Doctoral Nursing Education in Canada. One of the key issues discussed was the need for doctorally prepared nurses to replace current faculty.</li> <li>New questions in regards to faculty were developed and include in the 2007-2008 Student and Faculty Survey including questions specifically regarding faculty recruitment and retention. These questions were also included in the 2008-2009 survey. This will add to our ability to understand the current faculty context and address issues of capacity and development.</li> </ul>
	<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"> <li>Doctoral Forum hosted by CASN, May 2010, looked at best practices in faculty development (May 27, 2010) Report on Environmental Scan of Doctoral programs presented at Graduate Studies Forum November 2010.</li> <li>Nursing Education in Canada Statistics 2008-2009 Registered Nurse Workforce, Canadian Production: Potential New Supply Report included an expanded section on faculty questions and issues. A section was also provided in the survey to identify and issues or suggestions around faculty recruitment and retention.</li> </ul>

	<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"> <li>Report of the Doctoral Forum will be addressing this outcome</li> </ul>
	<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"> <li>Preliminary Environmental scan of doctoral programs and analysis of National Survey Data has been conducted and will be presented at the doctoral forum.</li> <li>Comprehensive scan to be presented at GSF</li> </ul>



<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"> <li>This tool was developed (2007)</li> <li>A discussion with CNA regarding the feasibility of measuring attrition is being examined.</li> <li>New questions in regards to faculty were developed and include in the 2008-2009 Student and Faculty Survey including questions specifically regarding faculty recruitment and retention.</li> </ul>
	<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"> <li>PENDING</li> </ul>

<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>	Long	<ul style="list-style-type: none"> <li>PENDING</li> </ul>
	<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>	Long	<ul style="list-style-type: none"> <li>PENDING</li> </ul>
	<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>	Long	<ul style="list-style-type: none"> <li>PENDING</li> </ul>
	<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"> <li>PENDING</li> </ul>

### 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

AFFILIATE MEMBER REPORTS

RAPPORTS DES MEMBRES AFFILIÉS

# ARCASN PRESIDENT'S REPORT 2009-2010

## Background

The purpose of the Atlantic Region - Canadian Association of Schools of Nursing (ARCASN) is to provide an organized body to promote the advancement of nursing and research 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.

## Actions Taken

ARCASN's executive met three times since 2009's Annual General Meeting held at the University of Moncton in Moncton, New Brunswick. A one day meeting was held at St. Francis Xavier University in Antigonish, Nova Scotia, on September 25<sup>th</sup>, 2009. We meet once via teleconference on February 16<sup>th</sup> and our spring meeting was held during the AGM in St. John's Newfoundland. Over the past year, the executive committee has worked hard to increase ARCASN's profile with several members sitting on national task forces. This past year ARCASN's executive has continued to pursue the activities outlined in our strategic plan and reflect the changing needs in our region. The Strategic Plan for 2010-2013 is available on the ARCASN Website. We continue to improve this website by offering documents in both languages. The Constitution and Bylaws are being translated into French and will be available on the website, [www.arcasn.ca](http://www.arcasn.ca), in the fall of 2010.

## During the year 2009-2010, the ARCASN's president, in collaboration with executive committee members, have worked on the following items:

Discussions about our working document *Issues Facing Nurse Educators and Students in Atlantic Canada*. During the year 2009-2010, the ARCASN executive has discussed the main issues/concerns facing nurse educators in the Atlantic Region, such as the shortage and retention of experienced nurse educators; the increased costs associated with student rural placements; need for research in Nursing Education in the Atlantic region; lack of adequate funding for PhD education.

ARCASN's president participated at the CASN Board of Directors, held November 14 and 15, 2009, at Lac Lemay, Gatineau, Québec. The White Paper Consultation process is nearing completion with the final draft expected in May 2010. Evelyn Kennedy, Associate Professor and Associate Dean of the Cape Breton University Nursing, Sydney, Nova Scotia was elected to be the new board member for the Atlantic Region.

The 2010 Nursing Research Conference, "Innovations and Strategies in Nursing Education", was held at the Centre for Nursing Studies, St. John's, Newfoundland. The plenary speaker was Florence Myrick from the University of Alberta. The conference was a success with over 100 participants and the feedback was very positive. Special thanks to Brenda Tobin, the Conference Chair, and her team for an excellent job. Next year the ARCASN AGM will be held in Antigonish, NS and hosted by St. Francis Xavier University.

To celebrate excellence in nursing education and nursing research and to recognize outstanding contributions and achievements, ARCASN was pleased to acknowledge the following 2010 award recipients.

## Education Innovation Awards:

Doreen Westera, RN, M.ScN. Memorial University of Newfoundland, St John's, NL. "*To Develop a Toolkit to enable Nursing Faculty to Integrate the Spiritual Dimension of Nursing Practice into Curriculum in Nursing Programs.*"

Glenda Cuning, RN, MN & Peggy Colbourne RN, BN Western Regional School of Nursing, Corner Brook NL. "*A Virtual Clinical Excursion for Pediatric Clinical Experiences.*"

## Research Awards:

Vicki Earle, RN, PhD Centre for Nursing Studies, St. John's, Newfoundland. "*The preceptorship experience in the intergenerational context.*"

Shelley Doucet, RN, PhD candidate at the University of New Brunswick. "*Postpartum psychosis: Support needs of mothers and fathers.*"

## Special Thanks

We would like to take the opportunity to thank all who participated at the AGM and research conference held in St. John's NL in May. Special thanks go to the Deans and Directors for their ongoing support of ARCASN and its activities. We also would like to acknowledge the support from the Executive and the school representatives of the ARCASN's executive committee. A very special thanks to every nursing educator for their support and collaboration in preparing nurses with the education and experience to provide quality care for all.

Respectfully submitted

Creina Twomey, ARCASN President

## The Executive committee members include:

**President :** Creina Twomey, Memorial University of Newfoundland

**President Elect:** Audrey Walsh, University College of Cape Breton

**Treasurer:** Glenda Cuning, Western Region School of Nursing

**Secretary:** Doreen Dawe, Memorial University of Newfoundland.

## School Reps are:

Christina Murray, University of Prince Edward Island; Doreen Westera, Memorial University of Newfoundland; Jill McMullen, University College of Cape Breton;

Donna Beiswanger, St. Francis Xavier University; Donna Bulman, University of New Brunswick;

Pam Pastirik, University of New Brunswick; Diane Morin, Université de Moncton; Glenda Cuning, Western Region School of Nursing

; Brenda Tobin, Center for Nursing Studies; Debbie Sheppard-Lemoine, Dalhousie University;

**President Research Committee:** Ann Rhéaume Université de Moncton

**President Education Committee:** Marilyn MacDonald, Dalhousie University



# QRCASN PRESIDENT'S REPORT 2009-2010

## 1. INSTANCES DE GOUVERNE :

En 2009-2010, l'Assemblée générale annuelle s'est tenue le 27 octobre 2009. Les membres du Conseil d'administration de l'ACÉSI-RQ, se sont rencontrés deux fois, soit le 27 octobre 2009 dans le cadre du Congrès annuel de l'Ordre des infirmières et infirmiers du Québec (OIIQ) à Montréal et le 9 juin 2010 au Campus de Longueuil de l'Université de Sherbrooke. Les membres du comité exécutif se sont réunis le 25 octobre 2009.

### Membre du comité exécutif 2009-2010

- Diane Morin - Université de Laval, présidente
- Francine D. Girard - Université de Montréal
- Luc Mathieu - Université de Sherbrooke, secrétaire
- Chantal St-Pierre- Université du Québec en Outaouais
- Marcia Beaulieu - Université McGill, trésorière

## 2. OBJECTIFS 2009-2010

Lors de la rencontre du CA de juin 2010, la présidente Mme Diane Morin a déposé le tableau suivant qui présente les objectifs de l'année et les activités effectuées en caractère italique.

Objectifs	Activités
1. Se préoccuper des défis et enjeux de la formation universitaire dans le contexte actuel de la main-d'œuvre infirmière au Québec et mener des activités de promotion de la formation universitaire	1.1 <i>Participation et suivi des travaux de la Table sectorielle nationale en sciences infirmières des RUIS.</i> 1.2 <i>Préparation de plaidoyers en faveur de la formation infirmière.</i> 1.2.1 <i>Encourager et influencer la campagne du Comité jeunesse en faveur de la formation universitaire de base.</i> 1.2.2 <i>Appuyer l'idée que le Forum des DD s'adjoigne une ressource pour faire une recension des écrits internationaux sur la valeur ajoutée de la formation universitaire.</i>
2. Consolider la structure de l'ACÉSI, région du Québec, en lien avec la structure de l'Association nationale et partenariats à établir	2.1 <i>Appuyer l'UdeS dans la préparation du Leadership in Education de 2011 qui se tiendra à Québec.</i> 2.2 <i>Appuyer l'idée que le prochain Leadership in Education inclut des conférences sur :</i> 2.2.1 <i>La valeur ajoutée de la formation infirmière universitaire.</i> 2.2.2 <i>Les processus par lesquels les transformations requises par l'implantation des programmes universitaires.</i>
3. Assurer le suivi du dossier des bourses pour la formation de la relève du corps professoral des universités québécoises	3.1 <i>Participation à la Table de la CREPUQ sur les bourses.</i> 3.2 <i>Participation au comité scientifique de la FRESIQ pour évaluation des candidatures.</i>
4. Poursuivre les actions en vue d'obtenir les ressources humaines, matérielles et financières nécessaires au maintien et au développement de la formation universitaire des infirmières.	4.1 <i>Travailler sur l'évaluation des coûts des programmes IPS de deuxième cycle.</i> 4.2 <i>Appuyer le financement du secteur des sciences infirmières.</i>
5. Mettre en place les conditions de réalisation de la formation de l'infirmière clinicienne en soins spécialisés, de l'infirmière praticienne et de l'infirmière cadre conseil	5.1 <i>Tenue des rencontres du Forum sur la pratique avancée.</i> 5.2 <i>Poursuite du développement d'un programme en consortium sur la spécialité mentale.</i>
6. Assurer un meilleur partenariat avec le ministère de la Santé et des Services Sociaux et l'OIIQ relativement au déploiement des programmes IPS.	6.1 <i>Travail de plaidoyer auprès du MSSS pour valorisation du déploiement des IPS.</i> 6.2 <i>Poursuite de la participation à la Table sectorielle nationale en sciences infirmières des RUIS.</i>
7. Identifier des stratégies visant le renforcement du caractère intégré de la formation infirmière intégrée FII (DEC/Bacc).	7.1 <i>Poursuite du déploiement du projet de recherche 2009-2010 pour évaluer le programme DEC-BAC. Ce projet est intitulé : Projet provincial des consortiums collèges-universités impliqués dans les programmes de formation infirmière intégrée DEC-BAC - État des lieux sur la Phase I du continuum de formation infirmière intégrée DEC-BAC [2001-2008] et développement d'un plan d'action provincial pour une Phase II [2010-2015].</i> 7.2 <i>Interpeller le comité de la FII en fonction de l'évolution d projet.</i>
8. Identifier des stratégies et plaidoyers à développer pour participer de façon stratégique à la valorisation et au développement de la recherche et de son financement.	8.1 <i>Poursuite de la participation des universités au Centre FERASI, GRISIIQ et FRESIQ.</i> 8.2 <i>Préparer un répertoire des ressources en recherche.</i> 8.3 <i>Solliciter, rencontrer, exposer nos besoins en recherche (Président de FRSQ, CRSH, IRSC) et nos préoccupations pour la relève de nouveaux chercheurs (partenariat avec FQRSO).</i>

## 3. ÉVÉNEMENTS SPÉCIAUX

### Prix Reconnaissance et Prix Hommage

Le Prix Hommage a été remis le 27 octobre 2009 à la **Professeure Lise Talbot** pour son implication au sein du Conseil d'administrations et du comité exécutif de l'ACÉSI-RQ. Les membres ont aussi fait part de leur reconnaissance pour le travail exécuté et la représentation québécoise au niveau de l'ACÉSI-RQ, à titre de présidente désignée, puis de présidente.

Le Prix Reconnaissance n'a pu être remis à la personne identifiée qui ne pouvait accepter le prix en raison de la fonction qu'elle occupait encore au ministère de l'Éducation, du Loisir et du Sport.

La présidente de l'ACÉSI-RQ 2010-2011,  
Johanne Goudreau

# COUPN-CAATS REPORT 2009-2010

## 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.

## Actions Taken

- COUPN and CAATS remain committed to working together in partnership to strengthen nursing education. The Executive met over the last year to discuss issues of shared interest, including the changing role of RPNs, how to support students who face challenges in passing the registration exam, the desire of some colleges to offer stand-alone nursing BScN degrees, and the development of a proposal for a province-wide evaluation of the RPN to BScN bridging programs.
- A provincial meeting of COUPN and CAATS clinical placement coordinators was held in the spring of 2010, to share issues and strategies. The event was well received by participants.
- COUPN has focused a great deal of activity on revising the structure of its growing Primary Health Care Nurse Practitioner Consortium Program. The regional management structure of the consortium is being centralized, consortium site operations are being strengthened, and funds are being allocated for improved faculty-student ratios, student clinical travel, instructional design, teaching supports, and evaluation of distance education. It is anticipated that the changes will optimize coordination within the consortium and improve the student experience.
- COUPN was honoured to host the third annual COUPN Awards, which celebrate excellence in nursing education and scholarship.

- Colleges Ontario (CO) released a policy paper, “Opening Doors to Nursing Degrees: A Proposal from Ontario Colleges,” outlining why they believe that colleges should be authorized to offer stand-alone nursing degrees. COUPN developed a Council of Ontario Universities response to the CO proposal, “COU Position Paper on Collaborative Nursing Programs in Ontario.” Discussions on this issue are ongoing in the province.

## COUPN CAATS Executive Committee 2009-10

Catherine Tompkins, McMaster University, COUPN Co-chair  
Sandra DeLuca, Fanshawe College, CAATS Co-Chair

Kirsten Woodend, University of Ottawa, COUPN representative  
Mary-Ann Andrusyszyn, University of Western Ontario, COUPN representative

Barbara Foulds, Algonquin College, CAATS representative  
Marilyn King, Sault College, CAATS representative  
Karen Poole, Lakehead University, COUPN representative  
Rosemary Watkins, Humber College, CAATS representative

# WRCASN PRESIDENT'S REPORT 2009-2010

## **Background**

Western Region CASN (WRCASN) is a regional organization of individual members of CASN-affiliated schools of nursing in Western Canada. 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 WRCASN.

## **Actions Taken**

### **Annual General Meeting**

A major initiative of WRCASN is a Nurse Educators Conference and Annual Meeting normally held in February of each year. The 2010 conference was deferred in favor of the CASN Nurse Educators Conference held in May 2010 in Winnipeg. Our CASN hosts, along with the local planning committee, graciously provided arrangements for our Executive/MAL meeting, Annual Awards presentation, and Annual General Meeting to be held during that time. The new President and Secretary-Treasurer for 2010-2012 were invited to adjourn the AGM (see page 2).

### **Annual Awards**

This past year, we received a larger number of applications for our annual awards, and that may in part have been because of the excellent work of our incoming President Donna Petri, who worked diligently to clarify and update the website documents. Awards were presented as follows:

- Graduate Student Research Award: Debra Dusome for her proposal "Travelogue, Dialogue: An Arts Exploration of Psychiatric Identity Formation"
- Education Research Award: Dr. Linda Ferguson and partners for their proposal "Enhancing the Student Learning Experience through Lecture Capture"
- Education Innovation Award: Sherri Melrose for her proposal "This Worked for Me: Audio Messages of Encouragement in an Online Course"

In February 2011, our Conference, Executive and MAL meeting and AGM will be held in at the Sutton Place Hotel in Vancouver and hosted by UBC Vancouver.

## **Online Membership**

Thanks to the work of our outgoing Secretary-Treasurer, Wilda Watts, next year we will introduce online registration for WRCASN.

## **Honorary Membership**

Revisions to criteria and process for awarding Honorary Membership were brought forward by the Executive and passed at the AGM in May 2010.

## **Next Steps**

We are continuing to develop our communication network among the member schools in WRCASN and encouraging debate on nursing education issues in Canada. We will continue to work toward having representation from every eligible school in the Western Region.

Proposals made at the May meetings for revising The Constitution and Bylaws in order to address outdated content regarding Chapters will be an important focus for the incoming Executive.

## **Executive Committee 2008-2010**

Carol McFadyen, University of British Columbia Okanagan, President  
Donna Petri, Thompson Rivers University – Vice President  
Wilda Watts, University of British Columbia Okanagan, Secretary-Treasurer  
Linda Ferguson, University of Saskatchewan, Past President  
Lois Berry, University of Saskatchewan  
Kristine Metcalfe, Red River College  
Monique Sedgwick, University of Lethbridge  
Beverly Williams, University of Alberta  
Pertice Moffitt, Aurora College  
Jane Karpa, Brandon University



# CNSA REPORT 2009-2010

## Background:

The Canadian Nursing Students' Association, representing approximately 25,000 nursing students nationwide, is pleased to present the Canadian Association of Schools of Nursing with a report of our activities year-to-date. The new board was elected at our National Conference held in January in Québec City. We were ecstatic that this was our best attended National Conference, with over 650 in attendance. Allow me to introduce the CNSA Board of Directors:

<b>President</b>	Branden Shepitka	<b>Vice-President</b>	Robyn Power
<b>Director of Communications</b>	Cyndi Jones	<b>Director of Membership Services</b>	Carla Pittman
<b>Director of Bilingualism and Translation</b>	Alexandre Paré	<b>Director of International Health</b>	Betty Ng
<b>Director of Career &amp; Leadership Development</b>	Jesse Woodward	<b>National Conference Director</b>	Matt Smith
<b>Atlantic Regional Director</b>	Angela Bryan	<b>Québec Regional Director</b>	Jessica Gramont
<b>Ontario Regional Director</b>	Jamie Kyriacou	<b>Prairies Regional Director</b>	Surpriya Nishtala
<b>Western Regional Director</b>	Queenie Lee	<b>Past President</b>	Tyler Kuhk
<b>Administrative Officer</b>	Andrea Pinsent-Martineau	<b>CASN Representative</b>	Cynthia Baker

Below is a list of some of our accomplishments so far, and some upcoming events:

## *Buy-A-Net*

CNSA has a partnership with Buy-A-Net whereby our chapter schools fundraise for the month of November to support the purchase of nets to combat malaria in Africa. The Executive Director of Buy-A-Net was invited to our August board meeting, and made an enlightening presentation on the work made possible through fundraising. The Board of Directors has challenged each chapter to raise \$350 this year, which is enough money to protect an entire village from malaria.

## *Looking Forward*

CNSA has entered into strategic planning for 2011 to 2016, through which it will revitalize the organization. We are also engaging our members in the process by creating two special awards to develop ideas for a new slogan and logo for the Association. The new strategic plan, logo and slogan will be presented for approval by the membership in January 2011.

## *National Conference 2011*

This year's CNSA National Conference, taking place January 26<sup>th</sup>-29<sup>th</sup> 2011, will be our 40<sup>th</sup> Annual and is being held in Hamilton, Ontario by the McMaster/Mohawk/Conestoga CNSA Chapter at the Hamilton Convention Centre. This year's theme is "Discover the Opportunities, Find Your Passion" and will feature keynote speakers such as Cathy Crowe, Tilda Shalof, and Jean Watson..

# BOARD OF DIRECTORS 2009-2010

# CONSEIL D'ADMINISTRATION 2009-2010

<b>President</b>	<b>Lynnette Leeseberg Stamler</b> University of Saskatchewan	<b>Présidente</b>
<b>President-Elect</b>	<b>Clémence Dallaire</b> Université Laval	<b>Présidente-désignée</b>
<b>Treasurer</b>	<b>Barbara Foulds</b> Algonquin College	<b>Trésorière</b>
<b>Directors - Western Schools</b>	<b>Susan Duncan</b> School of Nursing, Thompson Rivers University <b>Carol Ewashen</b> University of Calgary <b>Linda Ferguson</b> University of Saskatchewan	<b>Administratrices - Région de l'ouest</b>
<b>Directors - Ontario Schools</b>	<b>Sandra DeLuca</b> Fanshawe College <b>Kirsten Woodend</b> Ottawa University <b>Kileen Tucker Scott</b> Ryerson University	<b>Administratrices Région de l'Ontario</b>
<b>Directors - Quebec Schools</b>	<b>Madeleine Buck</b> School of Nursing, McGill University <b>Jacinthe Pepin</b> Université de Montréal	<b>Administratrices Région du Québec</b>
<b>Directors - Atlantic Schools</b>	<b>Evelyn Kennedy</b> Cape Breton University <b>Vicki Greenslade</b> Centre for Nursing Studies	<b>Administratrices Région de l'atlantique</b>
<b>Public Representative</b>	<b>Kathryn Munn</b> Mediator, Munn Conflict Resolution Services	<b>Représentante du public</b>
<b>Student Representative</b>	<b>Robyn Power</b> Vice-President, Canadian Nursing Students Association (CNSA)	<b>Représentant des étudiant(e)s</b>
<b>Accreditation Bureau Chair</b>	<b>Carroll Iwasiw</b> University of Western Ontario	<b>Représentante du Bureau d'Agrément</b>

## COMMITTEE MEMBERS 2009-2010

### **Task Force on Governance / Groupe de travail - gouvernance**

Kathryn Munn, CASN Public Representative (Chair)  
Hope Graham, St. Francis Xavier University  
Donna Lynn Smith, University of Alberta  
Riek van den Berg, The Ottawa Hospital  
Kileen Tucker Scott, Ryerson University  
CASN President  
CASN Executive Director  
CASN Staff liaison

### **Audit Committee / Comité d'audit**

Clémence Dallaire, Université Laval (Chair)  
Barbara Foulds, Algonquin College  
Kileen Tucker Scott, Ryerson University  
Kathryn Munn, Mediator, Munn Conflict Resolution Services  
CASN Executive Director  
CASN Staff liaison

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

Adeline Falk-Rafael, York University  
Karen Ferguson, University of Western Ontario  
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This fund will support Canadian research in nursing education. Its long-term vision is to support an endowed Chair in nursing education research in Canada. At present, funds available for research in nursing education are virtually non-existent. The science of nursing education remains relatively undeveloped. As nursing education is the lifeblood of the profession, this fund will foster excellence in Canadian nursing education.

Please help CASN make research in nursing education a priority by donating to this fund.

Dr. Pat Griffin was the Executive Director of the Canadian Association of Schools of Nursing from January 2005 to May 2007. She passed away on May 6th, 2007.

Donations to this fund will be accepted by CASN, 99 Fifth Avenue, Suite 15, Ottawa ON K1S 5K4.  
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SEE YOU NEXT YEAR!



NOUS VOUS REMERCIONS POUR  
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À L'AN PROCHAINE!