



CANADIAN NURSE EDUCATOR INSTITUTE 2019–2020 COURSE CATALOGUE



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





Programs

Courses

Webinars

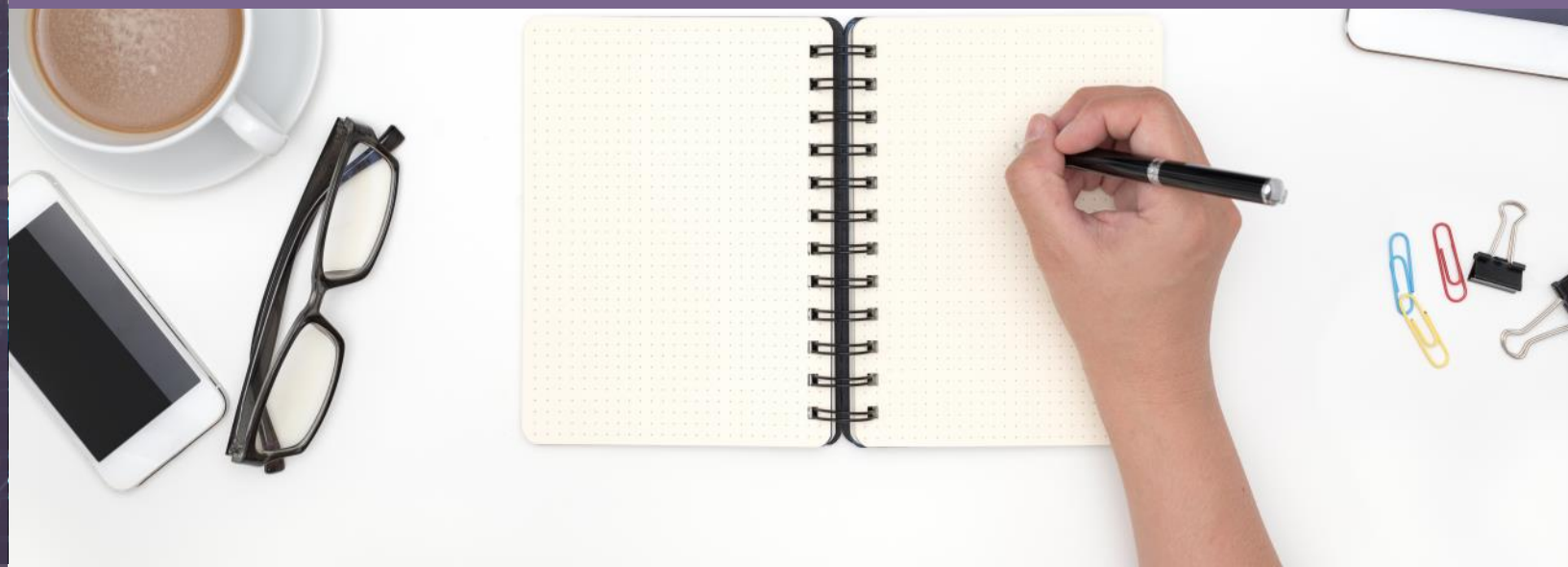
Retreats

Exams



WELCOME TO THE CANADIAN NURSE EDUCATOR INSTITUTE

The Canadian Nurse Educator Institute (CNEI) contributes to the strength and growth of Canadian nurse educators through high-calibre professional development opportunities. Certification programs, courses, retreats, and live and recorded webinars are available throughout the year for Canadian and international nurse educators who are looking to strengthen their academic teaching career, develop their teaching portfolio, and get professional recognition for their expertise.



“

CNEI helps me
improve my
teaching practice.

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TABLE OF CONTENTS

CERTIFICATION PROGRAMS Page 9

COURSES Page 16

RETREATS Page 20

EXAMS Page 24

INTEREST GROUPS Page 28

FELLOWS Page 30





ABOUT CNEI



Established in 2016, the Canadian Nurse Educator Institute (CNEI) is the professional development branch of the Canadian Association of Schools of Nursing. The CNEI offers a variety of online programs and courses and in person retreats to nurse educators in Canada and around the world, all with a focus on a facet of nursing education.

Our online courses are offered through an online virtual classroom and a linked learning management system, where participants can engage and further their learning through dynamic interaction. We use a variety of learning activities to support participants in their learning experience. Many of our participants have taken several courses through the CNEI!

Learn more at <http://cnei-icie.casn.ca/>.

The CNEI selects instructors who are at the cutting edge of their speciality in nursing education. Our instructors, many of whom are certified and have taken CNEI courses themselves, are focused on providing nurse educators the professional and informative development experience that they are seeking.





ABOUT CASN

The Canadian Association of Schools of Nursing (CASN) is the national voice for nursing education, research, and scholarship and represents baccalaureate and graduate nursing programs in Canada. Founded in 1942, the mission of CASN is to lead nursing education and nursing scholarship in the interest of healthier Canadians. As a bilingual, voluntary, registered charitable organization, CASN represents 94 universities and colleges that offer part or all of an undergraduate or graduate degree in nursing. It is also the national accrediting agency for degree-granting entry-to-practice nursing programs.

Learn more about CASN at www.casn.ca.



National Voice for Excellence in Nursing Education





REGISTRATION

Online registration is quick and easy!

Registration for all of the CNEI's courses is done online. Registration opens approximately three months before the course start date.

To register, visit <http://cnei-icie.casn.ca/>.

The CNEI accepts VISA and MasterCard.

Please see our website for refund and cancellation policies.



CERTIFICATION PROGRAMS





CANADIAN NURSE EDUCATION CERTIFICATION PROGRAM

The Canadian Nurse Educator Certification Program fosters excellence in the academic nurse educator role and provides recognition and merit for the specialized knowledge, expertise, and competencies of this role in Canada. The program is comprised of three modules. Upon successful completion of all three modules, participants will be prepared to write the national certification exam to achieve the Canadian Certified Nurse Educator (CCNE) designation.

8 weeks/module

\$500.00/module

Online



DR. PATRICIA BRADLEY, MEd, PhD, RN, CCNE



Dr. Patricia Bradley is a highly qualified and well-respected Nurse Educator who has extensive experience in Canada and the United States. Pat is currently an Associate Professor and Coordinator of the Internationally Educated Nurses BScN Program in the School of Nursing at York University. She obtained her Bachelor of Arts in Community Nursing at Concordia University in Montreal, Canada, a Master's in Education with a focus on curriculum at St. Michael's College in Vermont, USA, a Master's of Science in Nursing at Russell Sage College in Troy, New York, USA, and a Doctor of Philosophy in Nursing from the University of San Diego, USA. She was the recipient of the President's University-Wide Teaching Award in 2012, and in 2011 she was the recipient of both a teaching innovation award from the Council of Ontario University Programs of Nursing (COUPN) and the Canadian Association of Schools of Nursing (CASN) Excellence in Nursing Education Award. Pat's recent research has focused on the experience and intervention initiatives to assist internationally educated nurses' transition into the healthcare setting. She is passionate about nursing and teaching, and is committed to ensuring students are equipped with the knowledge, skills and attitudes required to provide safe and quality nursing care.

DR. KARIN PAGE-CUTRARA, RN, BNSc, MN, PhD, CCNE



Dr. Karin Page-Cutrara is an Assistant Lecturer at York University's School of Nursing in Toronto, Canada. Karin obtained a BNSc at Queen's University in Kingston, Ontario, and a Master of Nursing at Athabasca University, Alberta. She has recently completed doctoral studies at Duquesne University, Pittsburgh, PA, USA, focusing on the use of simulation in undergraduate nursing education. She has taught as a perioperative clinical nurse educator in the hospital setting, and in perioperative nursing programs in various colleges. Karin currently uses simulation in teaching thinking skills and for developing nursing competencies in baccalaureate nursing students. Karin has authored a recently published article on prebriefing in the Journal of Nursing Education. She is committed to addressing the challenges of teaching and learning in the academic setting, and to facilitating undergraduate student learning and competency development.

Module 1

September 2019

Module 2

January 2020

Module 3

April 2020



CANADIAN CLINICAL INSTRUCTOR CERTIFICATION PROGRAM

Clinical instructors have a fundamental role in the education of nursing students, to ensure they are adequately prepared with the knowledge, skills and attitudes needed to work in a wide-range of practice settings and speciality areas, and meet entry-to-practice competencies. This six-week foundational course encompasses clinical education at the baccalaureate level in acute care settings, and public health and community health care placements. Course themes include: roles and responsibilities of the clinical instructor; monitoring and evaluating students in clinical settings; developing good patient 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. Upon successful completion the program, participants will be prepared to write the national certification exam to achieve the Canadian Certified Clinical Instructor (CCCI) designation.

6 weeks

\$500.00

Online



JEANETTE SUURDT, NP, MSC, BNSC, BA



Jeanette Suurdt is a highly qualified and well-respected nurse educator and clinician. She has over 12 years of experience in nursing education as a clinical instructor in acute care, in labs, and in the classroom.

Jeanette has worked in many acute care units, both in Canada and in Australia, as an RN, Advanced Practice Nurse, and Clinical Nurse Consultant. Clinical areas where Jeannette has worked include cardiac surgery, orthopaedics, burn unit, surgery, internal medicine and critical care.

Jeanette is passionate about nursing and clinical teaching. She is committed to ensuring clinical placements prepare students to become caring, skilled and critical thinking practitioners. Jeanette is currently teaching theory and clinical skills within the School of Nursing at Queen's University.

MELISSA RABY, RN, MPA, MPH, BNSC



Melissa Raby is a highly qualified and well-respected community health clinician and nursing educator. She has considerable teaching experience in both nursing theory and clinical courses, including Management and Leadership in Health Care, Community Health Promotion and Current Issues in Nursing.

Melissa's professional experiences in Canada include being a nurse educator within the School of Nursing at Queen's University, and a Public Health Nurse at Kingston, Frontenac, Lennox and Addington Public Health. Currently, Melissa is temporarily relocated to sunny California where she has gained work experience as a clinical and theory instructor within the Department of Community Health at the UCSF School of Nursing and as a Clinical Nurse Educator for a large community-based center.

Melissa is particularly enthusiastic about communicable disease prevention and control, as well as promoting the field of public health to nursing students.

October 2019 or Winter 2020





THE CANADIAN SIMULATION CERTIFICATION PROGRAM

The **Simulation Certification Program** encompasses four modules, each offered once per calendar year. Although the given sequence is recommended, modules may be taken in any order. Every module culminates in a submitted assignment and a multiple-choice exam. Upon successful completion of all four modules, participants will be prepared to write the national certification exam to achieve the Canadian Certified Simulation Nurse Educator (CCSNE) designation.

8 weeks/module

\$500.00/module

Online

Module 1

Module 2

Module 3

Module 4

January 2020

April 2020

August 2019

October 2019

NICOLE HARDER, RN, PHD, CHSE (MODULES 2 & 3)



Dr. Nicole Harder is an assistant professor at the University of Manitoba. She has been involved in simulation since 2005 and was instrumental in discussions with her local nursing education regulatory body that approved the replacement of 25% of clinical hours with simulation hours in the undergraduate nursing curriculum. Her work generally focuses on the use of simulation to develop non-technical skills for the health care environment. Nicole has been on the board of various organizations, including the International Nursing Association of Clinical Simulation and Learning, Réseau Simulation Canada Network, and the Western Region for the Canadian Association for Schools of Nursing. She is the current Editor-in-Chief for the journal *Clinical Simulation in Nursing*.

SUZANNE HETZEL CAMPBELL, RN, PHD, IBCLC (MODULES 2 & 3)



Dr. Suzanne Hetzel Campbell, Associate Professor at the University of British Columbia, is a seasoned global educator who uses technology and experiential learning pedagogy to build capacity in simulation. She provides ongoing leadership in facilitating faculty development workshops, mentoring new and seasoned authors to share their simulation designs in her award winning co-edited textbook and encouraging inter-professional simulations led by nurses. Understanding the complexities of bringing classrooms to life, she helps bridge the gap between education and practice. She is advancing interprofessional education, research, and practice by incorporating technical and non-technical skills such as communication, therapeutic relationship, leadership and team-building in her simulation research. Dr. Campbell's commitment to professional development of nursing faculty spans two decades.

MARIAN LUCTKAR-FLUDE, RN, PHD (MODULES 1 & 4)



Dr. Marian Luctkar-Flude is an Assistant Professor at the Queen's University School of Nursing. Marian has been an active member of the International Nursing Association for Clinical Simulation and Learning (INACSL) since 2010 and currently serves on the Research Committee and the Editorial Board of the journal *Clinical Simulation in Nursing*. She is a member of other simulation organizations such as the Society for Simulation in Healthcare (SSH), the SIM-one Healthcare Simulation Network, is a founding member and current Co-President of the Ontario Simulation Alliance (OSA) and the Canadian Network of Nurse Educators using Simulation (CAN-SIM), and is on the steering committee for the Canadian Virtual Simulation Community of Learning. She was awarded the Queen's University Faculty of Health Sciences Education Award for Excellence and Innovation in Teaching in 2014. In 2016, she was the recipient of the INACSL Excellence in Research Award in recognition of this work.

JANE TYERMAN, RN, PHD (MODULES 1 & 4)



Dr. Jane Tyerman is a nursing professor at the Trent/Fleming School of Nursing. She has over 25 years of experience in acute care clinical practice and 15 years academic BScN teaching experience. She received her Bachelor of Arts from the University of Ottawa, Bachelor of Nursing from Athabasca University, and her Master of Science and PhD from Queens University. She is an Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS) instructor with the Canadian Heart and Stroke Foundation. Dr. Tyerman's research and publications focus on nursing simulation design, development, curriculum implementation, and virtual simulation using serious games. She currently holds a large E-Campus grant exploring the cost-utility of using virtual serious games as presimulation preparation in nursing education. She is currently the co-president of the Ontario Simulation Alliance (OSA) and the national Canadian Alliance of Nursing educators using Simulation (CAN-Sim). She also serves as a reviewer for the *Clinical Simulation in Nursing* journal.

COURSES





THE ART AND SCIENCE OF GRADUATE STUDENT SUPERVISION

The supervision of graduate students is both an art and a science. This online course is designed to provide an overview of the responsibilities and practices of an effective supervisor. The course addresses Master (course based and thesis) and PhD supervision. Emphasis is placed on how to support students while they progress through the various milestones of their programs of study. Particular attention is given on how to assist students experiencing challenges. Questions related to institutional regulations and policies are also considered. The course provides participants with multiple strategies, and alternatives for success.

Instructor

Pauline Paul is Professor at the Faculty of Nursing, University of Alberta, where she recently completed her 5-year term as Associate Dean Graduate Programs in the Faculty of Nursing. She has extensive experience in teaching and supervising graduate students. She has supervised or been a committee member for 20 PhD students, and in addition has served as Chair or examiner in 42 instances. She has had various involvement in the supervision of 35 MN students (both thesis and course-based) and has taught 5 graduate courses.

3 weeks

\$275.00

October 2019
online

ADVANCING COMMUNITY HEALTH IN GENERALIST UNDERGRADUATE NURSING PREPARATION

Community health nursing education is a fundamental component of the generalist preparation of a baccalaureate nurse. Quality learning is essential to be adequately prepared with the knowledge, skills and attitudes to promote the health of clients as individuals, families, groups, communities and populations, and meet entry-to-practice public health nursing competencies. This three-week online course encompasses theoretical foundations and clinical education in community as context and community as partner. Course themes include: exploring community health nursing curriculum guidelines; enhancing teaching learning strategies; identifying educational resources available; and recognizing challenges and solutions for quality learning.

Instructors

Andrea Chircop, PhD, RN: Dr. Chircop's main focus of research is on health equity in public policy, which spans the environmental and sociocultural determinants of health. Building on her doctoral work (Killam Scholar) on environmental health inequities, investigating intersections between gender, class and the environment, she draws from a variety of research methods including institutional and urban ethnography.

Ruth Schofield RN, MSc(T) is an experienced nursing professor with leadership roles in community health nursing curriculum development and implementation at McMaster University and formerly at Western University. Her research activities focus in community health nursing, nursing education, and mental health and housing with a number of peer-review publications and chapters in books. Ruth has over 23 years of public health nursing practice experience in front line and management positions, and in various programs. She has participated as a chair or general member on several provincial and national Boards. She has lead several national research projects in the development of national standards, competencies and an educational guideline.

3 weeks

\$275.00

November 2019
online



IMPLEMENTING INTERPROFESSIONAL EDUCATION: BEST-EVIDENCE, STRATEGIES AND EXPERIENCES

This online course provides nurse educators with information, resources, and strategies that will assist in the development of interprofessional education (IPE) experiences for students. Participants will explore selected literature on the definitions and parameters of IPE. Participants will examine personal and institutional challenges, opportunities and supports for developing initiatives, courses, and programs that include meaningful IPE experiences utilizing existing resources.

Instructor

Janet Landeen a Professor Emeritus at the School of Nursing at McMaster University. Following a 14-year career in hospital and community-based psychiatric mental health nursing, she joined McMaster in 1987. She had been full time with the School of Nursing since 1998 and was Assistant Dean of the Undergraduate Nursing Education Program from 2004-2012. Dr. Landeen completed her BScN from the University of Connecticut in 1973, her Masters of Education (Curriculum Studies) from the University of Victoria in 1988, and her PhD from the University of Toronto (Institute of Medical Sciences) in 2000. Her expertise in curriculum development and implementation, including research on nursing education approaches were acknowledged in 2015 with her being awarded the McMaster President's Award for Outstanding Contributions to Teaching and Learning. In 2015 she also received the Ethel John's Award from the Canadian Association of Schools of Nursing for outstanding contributions to nursing education. .

3 weeks

\$275.00

January 2020
online





OTHER ONLINE COURSES:

- Scholarship
- Scholarship of Discovery
- Patient Safety for Nursing Faculty
- Palliative and End-of-Life Care in Undergraduate Nursing Education

3 weeks

\$275.00

Dates TBD





RETREATS



RESEARCH RETREAT

This two-day intensive retreat is presented by Dr. Lois Berry and Dr. Tracie Risling, both of the University of Saskatchewan. In a supportive and immersive learning environment at the Strathmere hotel and spa nestled in the country just outside of downtown Ottawa, participants will have the opportunity for individualized review of project ideas and feedback from the course instructors to assist in the development of these ideas. Faculty members looking to improve their personal scholarship and administrators exploring ways of offering support and guidance to faculty are encouraged to attend!

Instructors

Lois Berry, PhD RN, is an associate professor in the College of Nursing, University of Saskatchewan. She is currently on administrative leave following a three-year term as Interim Assistant Vice-Provost Health at the U of S. In this role her focus was on promoting and facilitating interdisciplinarity in research and interprofessional education. Dr. Berry has a 39 year history in nursing education in Saskatchewan, teaching in practical, diploma, baccalaureate and graduate nursing programs throughout her career. She has taught clinically in a wide variety of clinical settings, primarily in maternal child and long-term care areas. Her classroom teaching has focused largely on professional roles, leadership, health systems issues and health care policy. Her research and professional practice have been in the area of nursing workload and patient outcomes, as well as quality of care, program evaluation and quality improvement. She has written and presented in the area of developing, promoting and supporting scholarship in nursing education. In addition, she has a strong focus on issues of social justice, especially with respect to access to quality health care and health professional education for underserved groups. Currently a major focus of her work is on the responses of the health and post-secondary education systems to the Truth and Reconciliation Commission Calls the Action.

Tracie Risling, RN, PhD, has extensive experience in nursing education and scholarship in a variety of academic environments. Her first faculty position was at Saskatchewan Polytechnic and, after teaching for several years, Tracie was chosen to lead the Institute for Nursing Scholarship. In that role, she supported the scholarly work of nursing faculty including the development of research grants, publications, and conference submissions and presentations in her last year at that institution. Now, as an Associate Professor with the College of Nursing at the University of Saskatchewan, Tracie is engaged in the advancement of her own program of research actively developing expertise in successful grant, publication, and abstract writing, as well as project and time management. Balancing this research work with her administrative duties as the Curricular Chair for the College has provided a wealth of experience on navigating the demands of scholarship and academic life.

Cost includes meals and accommodations.

Pre-retreat Dinner +
2 days

\$1700.00

Oct 23-25 2019





LEADERSHIP LEVEL 1 & 2



LEADERSHIP RETREAT LEVEL 1

The CASN Academic Leadership I Retreat is an intensive two-day workshop that will equip attendees with strategies for exercising effective leadership. This retreat is held at the Strathmere Inn and Spa, just 25 minutes from downtown Ottawa. With very limited registration, the Academic Leadership Retreat Level I offers an intimate setting in which participants learn from administrative experts and retreat facilitators Sheila Devine and Sheila Brown and have plenty of opportunities to network.

Cost includes meals and accommodations.

Pre-retreat Dinner + 2 days	\$1700.00	2020
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LEADERSHIP RETREAT LEVEL 2

The CASN Academic Leadership II Retreat, building on Level I, is an intensive two-day workshop that will further equip attendees with strategies for exercising effective leadership, including discussion on accommodations, leading change, and conflict management. This retreat is held at the Strathmere Inn and Spa, just 25 minutes from downtown Ottawa. With very limited registration, the Academic Leadership Retreat Level II offers an intimate setting in which participants learn from administrative experts and retreat facilitators Sheila Devine and Sheila Brown and have plenty of opportunities to network.

Cost includes meals and accommodations.

Pre-retreat Dinner + 2 days	\$1700.00	2020
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SHEILA BROWN



Sheila Brown has had an extensive career as a senior academic leader, culminating in ten years as President and Vice-Chancellor of Mount Saint Vincent University, She is now President Emerita of MSVU. She has worked in four Canadian universities as a faculty member, Department Chair, Dean, Vice-President Academic and President. She has also served as Executive Director of an Ethics Centre affiliated with two other universities. She currently maintains close links to higher education through her role as a consultant, assisting universities and their leaders with issues around governance, strategic planning, change management and leadership development. She is associated with the Centre for Higher Education Research and Development at the University of Manitoba for which she teaches professional development courses in person and on line. She is a member and Vice-Chair of the Maritime Provinces Higher Education Commission (MPHEC) and has given presentations on post-secondary governance for several national and regional organizations.

SHEILA DEVINE



Sheila Devine has extensive experience in the Canadian post-secondary education sector. She has worked in Canadian universities from St. John's, NL to Victoria, BC in senior roles including the Director of Equity Issues, Legal Counsel; Director of Student Recruitment and Associate Vice-Principal (Faculty Relations). Sheila has presented at numerous conferences and meetings on legal issues including issues of human rights and accommodation, employment equity and labour relations. She is a member of the University of Manitoba's Centre for Higher Education Research and Development (CHERD) University Management teaching team and has offered workshops to institutions and groups in Dealing with Difficult Behaviour in a Work Setting, The Respectful Workplace and Providing Accommodation in the Workplace. In 2016 Sheila was awarded the Tri Award from Queen's University, honouring her work on equity .





CERTIFICATION EXAMS

CANADIAN CERTIFIED NURSE EDUCATOR (CCNE) EXAM

Certification for the nurse educator represents a national mark of excellence in the field of teaching and learning related to nursing theory and practice. It communicates to academic institutions, faculty, students, and the community that the educator has achieved and maintains a high academic standard in this area of nursing practice. Those candidates who are successful on the CCNE exam will earn the Canadian Certified Nurse Educator designation, including the right to include it in their signature, and the CCNE pin.

The primary goal of the CCNE certification is to promote high-quality nursing education in Canada by fostering excellence among nurse educators teaching in baccalaureate and/or graduate nursing education programs, as well as among graduate students in nursing who are interested in pursuing an academic career.

CCNE certification recognizes knowledge and expertise related to teaching-learning philosophies and theories, curriculum design, assessment and evaluation of learning, teaching-learning strategies, and the scholarship of teaching.

The CCNE examination assesses candidates on their knowledge and expertise related to teaching-learning philosophies and theories, curriculum design, assessment and evaluation of learning, teaching-learning strategies, and the scholarship of teaching.



Examination Window:

- October 31-November 1, 2019
- Spring 2020

ELIGIBILITY:

The requirements for eligibility to write the CCNE Exam are as follows:

1. The candidate must be a registered nurse with a current licence in their province or territory
2. The candidate must have completed the Canadian Nurse Educator Certification Program

OR

1. The candidate must be a registered nurse with a current licence in their province or territory
2. The candidate must hold, at minimum, a master's degree
3. The candidate must have a minimum of three years of teaching experience in an academic nursing setting
4. The candidate must have completed professional development courses or a specialized master's degree related to nursing education

2 hours

\$300.00

2-day window

CANADIAN CERTIFIED CLINICAL INSTRUCTOR (CCCI) EXAM



Certification for the clinical instructor represents a national mark of excellence in educating nursing students in the clinical setting, to ensure they are adequately prepared with the knowledge, skills and attitudes needed to work in a wide-range of practice settings and specialty areas, and meet the entry-to-practice competencies. It communicates to institutions, students, and the community that the clinical instructor has achieved and maintains a high academic standard in this area of nursing practice. Those candidates who are successful on the CCCI exam will earn the Canadian Certified Clinical Instructor designation, including the right to include it in their signature, and the CCCI pin.

The primary goal of the CCCI certification is to promote high-quality clinical instruction in Canada by fostering excellence among clinical instructors teaching nursing students in the clinical setting.

CCCI certification recognizes knowledge and expertise related to their role in monitoring and evaluating students in clinical settings; developing good patient assignments; mentoring and coaching students; and creating a positive learning environment for students.

Examination Window:

- October 10-11, 2019
- Spring 2020

ELIGIBILITY

The requirements for eligibility to write the CCCI Exam are as follows:

1. The candidate must be a registered nurse with a current licence in their province or territory
2. The candidate must have completed the Canadian Clinical Instructor Certification Program

OR

1. The candidate must be a registered nurse with a current licence in their province or territory
2. The candidate must hold, at minimum, a baccalaureate degree
3. The candidate must have a minimum of three years of clinical instructing experience
4. The candidate must have completed professional development courses in clinical education

2 hours

\$300.00

2-day window

“ a national mark of excellence in educating nursing students in the clinical setting ”

CANADIAN CERTIFIED SIMULATION NURSE EDUCATOR (CCSNE) EXAM

Certification for the nurse educator working in simulation represents a national mark of excellence in the field of teaching and learning related to simulation theory, design, practice, and scholarship. It communicates to academic institutions, faculty, students, and the community that the educator has achieved and maintains a high academic standard in this area of nursing practice. Those candidates who are successful on the CCSNE exam will earn the Canadian Certified Simulation Nurse Educator (CCSNE) designation, including the right to include it in their signature, and the CCSNE pin.

The primary goal of the CCSNE certification is to promote high-quality nursing education in Canada by fostering excellence among nurse educators using simulation in their teaching.

The CCSNE examination assesses candidates on their knowledge and expertise related to simulation theory, design, and facilitation; interprofessional education in simulation; evaluation; and scholarship in simulation.



Examination Window:

- September 26-27, 2019
- Spring 2020

ELIGIBILITY

The requirements for eligibility to write the CCSNE Exam are as follows:

1. The candidate must be a registered nurse with a current licence in their province or territory
2. The candidate must have completed the Canadian Nurse Educator Simulation Certification Program

OR

1. The candidate must be a registered nurse with a current licence in their province or territory
2. The candidate must hold, at minimum, a master's degree
3. The candidate must have a minimum of three years of using simulation in their teaching practice
4. The candidate must have completed professional development courses in simulation

2 hours

\$300.00

2-day window





INTEREST GROUPS

CNEI Interest Groups provide nurse educators an opportunity to discuss ideas, exchange information, build research and scholarship capacity, as well as promote quality of a specific area of nursing education, at a national level.

Registration is only \$50.00 (*per person, per group, per year*)

- **Nurse Practitioner**
- **Palliative and End-of-Life Care**
- **Clinical Instructor**
- **Digital Health**
- **Simulation**
- **Mental Health**
- **Community Health**

BENEFITS

- Strengthen the voice of nurse educators and build a specialty-/interest-focused based among nurse educators
- Participate in a forum for knowledge translation and idea exchange to raise awareness and call attention to practice issues, current trends, evolving challenges, successes, and key milestones, in the area of interest
- Share resources and tools pertaining to the specific area of interest
- Foster capacity among faculty in Canadian schools of nursing in the specialty/interest area, by participating in on-going relevant conversations, offering webinars, presentations and talks on topics of interest
- Explore potential collaborations, such as joint initiatives, research projects, and publications

Members meet four times a year, via teleconference.

Members may select one or more key issues where concerted group action may be valuable, and undertake any of the following activities:

- Share information and practices in a key area within the group
- Create a newsletter (published once a year by CASN through online newsletter platform; highlighted in CASN's Newsletters) to heighten visibility, celebrate successes, and advance knowledge around key areas
- Plan a webinar (or series of webinars) to deepen understanding of critical issues and engage in national discussions on hot topics
- Prepare for a conference
- Collaborate on a joint project or publication



FELLOWS OF THE CNEI

To recognize the calibre of nurse educators in Canada, the CNEI launched the Fellow of the Canadian Nurse Educator Institute program in 2017. The CNEI will begin accepting submission for the 2020 admission period in January 2020.

ADMISSIONS TO THE FELLOWSHIP

To be named a Fellow of the Canadian Nurse Educator Institute, the candidate will have contributed significantly to the enhancement of the quality nursing education and the nursing profession in Canada. Please see the CNEI website for full eligibility details.

APPLICATIONS

The CNEI application period for the 2020 Fellows will open in January 2020 and close in June 2020.

SELECTION

- Fellows are selected by a committee of the Fellows and a representative of the CNEI Advisory Board.
- New Fellows will be named in September and inducted in November of each year.
- Up to three nominees may be inducted every year.

RECOGNITION

- All Fellows are encouraged to use the title in their official correspondence (FCNEI – Fellow of the Canadian Nurse Educator Institute).
- New fellows will be inducted at the Council meeting in November with a pinning ceremony.
- Fellows will be recognized at each CASN Nursing Education Conference and annual Council meeting.



FELLOWS OF CNEI

Mary-Anne Andrusyszyn, Western University

Clémence Dallaire, Université Laval

Netha Dyck, Saskatchewan Polytechnic

Bernard Garrett, University of British Columbia

Johanne Goudreau, Université de Montréal

Janet Landeen, McMaster University

Judith MacIntosh, University of New Brunswick

Linda McGillis Hall, University of Toronto

Florence Myrick, University of Alberta

Jacinthe Pepin, Université de Montréal

Joanne Profetto-McGrath, University of Alberta

Judith Scanlan, University of Manitoba

Mina Singh, York University

Deborah Tamlyn, Dalhousie University

Sally Thorne, University of British Columbia

Olive Yonge, University of Alberta



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