CANADIAN NURSE EDUCATOR INSTITUTE
2020-2021 COURSE CATALOGUE

CASN ACESI

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

CNEI ICIE

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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.

"Education is our passport to the future, for tomorrow belongs to the people who prepare for it today." — Malcolm X

"The beautiful thing about learning is that no one can take it away from you." — B.B. King

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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.

CASN ACESI

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.

The dates and information in this course catalogue are subject to change.

CERTIFICATION PROGRAMS

CANADIAN NURSE EDUCATOR 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	Module 2	Module 3
September 2020	January 2021	April 2021

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 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 2021	April 2021	TBD	TBD

DR. 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.

DR. 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.

DR. 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.

DR. 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

KEEPING UP WITH CARE: EVIDENCE BASED PRACTICE IN A VIRTUAL WORLD

In this continuing education course, nurse practitioners, nurse educators and other healthcare providers will gain new, and strengthen current knowledge, related to the use of virtual care technology and best practices in assessment and treatment of patients using this now common modality. Content will include theoretical, practical and legal perspectives. There will be an opportunity to develop practice tools relevant to your setting, as well as teaching and learning strategies using evidence-based activities related to virtual care, to share new knowledge with students or the rest of your team.

Instructors

DR. TAMMY O'ROURKE, NP, BS/MS, PHD

Dr. Tammy O'Rourke has an extensive background in the development and evaluation of interprofessional primary care/primary health care teams in multiple provinces. She is well known for her leadership and involvement in the development of one of the initial Nurse Practitioner Led Clinics in Ontario. As the Chief Nurse Practitioner at the Belleville Nurse Practitioner Led Clinic she lobbied for funds, leveraged community partnerships and led the implementation of an innovative model of team based primary health care delivery in the province. More recently Dr. O'Rourke co-led the development of a successfully funded academic faculty practice clinic in partnership with Sage here at the University of Alberta. This new clinic is specifically focused on providing primary care in co-location with established seniors social services to a growing population. Dr. O'Rourke has received several invitations to speak nationally and internationally about the leadership role for Nurse Practitioners in team-based health care delivery models.

SUSAN PRENDERGAST, MN, NP, PHD(C)

Dr. Susan Prendergast has been involved in nurse practitioner curriculum design, education regulation, and research for over 10 years in both Alberta and Nova Scotia.

Graduating with her undergraduate degree from McMaster University, she worked as a nurse in the NICU and public health in Ontario, British Columbia and Alberta. As well, Susan was fortunate to be able to complete her midwifery education and to work alongside pregnant and birthing women in New Zealand.

Susan's experiences working overseas spurred an interest in her to pursue a graduate degree. Since completing her MN-NP, Susan has worked in primary care with women and unattached patients but also, as a second support to local midwives. As she awaits defence of her doctoral dissertation, Susan is excited to continue working with graduate students and to be in the virtual classroom but also, to develop a strong program of research.

Susan's research passions center around birth and mothering and as well, Nurse Practitioner education and practice. Susan continues to work clinically as a NP and is the owner and Clinical Director of Ellithia Healthcare, a primary care practice where she provides care in-person and virtually for people seeking support with fertility and endocrine health.

| 3 sessions | $125.00 | February 2021 online |

THE ART & SCIENCE OF EVIDENCE-INFORMED PRACTICE: INTEGRATING KNOWLEDGE TRANSLATION SCIENCE INTO UNDERGRADUATE EDUCATION

The course will provide an overview of current Canadian Knowledge Translation (KT) frameworks and their use in practice, policy and decision-making. We will explore the KT knowledge and skills required to create a crosscutting stream in an undergraduate nursing curriculum. The focus will be on the practical application within a curriculum and provide a working template to achieve this aim of evidence-informed practice.

Instructors

DR. MARGARET B. HARRISON, BN, MHA, PHD

After many years of practice, Marg returned to school to pursue research in nursing practice. Her PhD (Nursing) from McMaster University concentrated on continuity of care for complex populations using guideline recommendations as the foundation for multi-interventions within randomized controlled trials. This approach was grounded in the early 1990s at the Children's Hospital of Eastern Ontario where, in her professional practice and research role, she was challenged by senior administration to improve specific quality of care issues, e.g. central line care, preparation of repeatedly hospitalized children. Working with care teams, the dialogue always began with a critical review of external evidence to formulate a new local approach based on best available evidence. Marg continued as Nurse Specialist Research and Evaluation at a large teaching facility while working closely with the quality portfolio to conduct implementation studies driven by quality/risk issues, e.g. pressure injury prevention and management practices, transitional care of patients with heart failure.

During this time, the term "knowledge translation" became formalized and emerged as a distinct research paradigm. In the community, Marg undertook large-scale regional projects to implement evidence-informed care for the population with chronic wounds, beginning a long series of nursing research initiatives.

At Queen's University (2000–2014), she was Scientific Director, Senior Scientist with the Practice and Research (PRN) Group, a unique practice–academic partnership dedicated to producing and using evidence for practice. She led the Queen's Joanna Briggs Collaboration focused on syntheses and rigorous methods for practice use. As Professor Emerita, Marg continues this work voluntarily with community partners.

DR. CLAIRE BETKER, RN, MN. CCHN(C), PHD

A registered nurse, Claire Betker began her career in southwestern Manitoba at a rural single-nurse public health office. Claire has worked in public health, home care and primary health care in a variety of positions and levels - at a local, regional, provincial and national level. Claire is currently the Scientific Director of the National Collaborating Centre for Determinants of Health (NCCDH). The NCCDH, hosted by St Francis Xavier University in Antigonish Nova Scotia, is one of six knowledge translation centres funded by the Public Health Agency of Canada to support integration and uptake of relevant evidence into practice, decision and policymaking.

Claire has a Bachelor of Nursing from the University of Manitoba, a Masters of Nursing from the University of Calgary and a PhD in Nursing from the University of Saskatchewan. Her PhD work focused on the capacity for public health leadership to advance health equity in Canada.

Claire is CNA certified in Community Health Nursing. She is a past president of the Canadian Nurses Association and the Community Health Nurses of Canada as well as a past Chair of the Association of Regulated Nurses of Manitoba.

3 sessions $125.00   February 2021 online

IMPLEMENTING INTERPROFESSIONAL EDUCATION: BEST-EVIDENCE, STRATEGIES, & EXPERIENCES

This webinar series 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

DR. HOPE BILINSKI, RN PHD,

Dr. Hope Bilinski, RN PhD, is an Associate Professor and the Associate Dean, Academic at the College of Nursing, University of Saskatchewan, in Saskatoon, Saskatchewan. She has worked for 20 years in rural acute care, long term care, and home care settings. After she completed her Masters of Nursing at the University of Saskatchewan in 2002, she began teaching part time at the College of Nursing and worked as the Coordinator of Cardiovascular Health Education at Continuing Nursing Education. Dr. Bilinski received her PhD from the University of Saskatchewan in 2009 and began her faculty position at the College of Nursing that same year. Currently Dr. Bilinski is the Associate Dean Academic where her responsibilities include the BSN program for which interprofessional education is one of the underlying principles of the curriculum. Dr. Bilinski has been involved in creating the College of Nursing Interprofessional Framework and in 2017, along with her colleagues in other Health Sciences colleges, received the University of Saskatchewan's Provost's Prize for Innovative Practice in Collaborative Teaching and Learning. Dr. Bilinski has been the instructor for this short course several times.

3 weeks	$275.00	April 2021 online

ADVANCED NURSING SCHOLARSHIP

Scholarship encompasses a full range of intellectual and creative activities that include the generation, validation, synthesis, and/or application of knowledge to advance science, teaching, and practice. Nursing scientists are asking critically important research questions that have great potential to influence nursing education, health services, and patient care. With nurses in academia at the forefront of engagement in scholarship and advancing nursing knowledge, this course will support new nursing researchers who are looking to develop their scholarship outputs. It will provide guidance to faculty members who are looking to improve their personal scholarship in institutions that are research intensive.

Coming Soon

A UNIVERSAL COURSE DESIGNED FOR LEARNER SUCCESS

As post-secondary nursing education learner diversity has become the norm, it is essential that nurse educators in these settings create an inclusive learning environment for diverse learners to optimize their potential and success. An inclusive learning environment involves offering equitable opportunities for everyone to succeed. Learner success hinges on accessibility to course resources and the comprehension of this material. Universal Design for Learning (UDL) is a theoretical framework rooted in the neuroscience of learning and use of technology, which can be used by educators to guide the structural design of courses, assessments, and learning environments (Centre for Applied Special Technology [CAST], 2011). In this course, nurse educators will explore key concepts and principles associated with the UDL framework, while further establishing how these guidelines can be integrated into the proactive design of curriculum to support the success of diverse learner populations in post-secondary environments.

Instructor

ANN MARY CELESTINI RN, BA, BSCN, MHS

Ann Celestini is a lecturer at the Trent/Fleming School of Nursing at Trent University. She has over 25 years of experience as a registered nurse in various clinical, administrative, and educational roles. Her research interests lie primarily in instructional design, curricular development, and distance learning. Through Athabasca University, Ann completed her Masters of Health Studies with a focus in Teaching and is currently finishing a Doctorate of Education in Distance Education. Her dissertation explores the integration of Universal Design for Learning (UDL) principles into an undergraduate nursing course to support the inclusivity of diverse learner needs in an online environment. This research is currently being conducted in a large first-year baccalaureate nursing course. She was the recipient of the 2019-2020 Wickerson Foundation grant and led a study to capture student experiences of a large face-to-face first-year nursing course which was redesigned using UDL principles to promote a more engaging, flexible, and inclusive classroom environment for all learners. In 2020, Ann was invited as a panelist by the Centre for Teaching and Learning at Trent University to speak about her experiences with Universal Design for Learning and then again regarding her successes in How to Plan for Large Online Courses. Ann was honoured to be nominated by students for the 2019 Symons Award for Excellence in Teaching and Learning at Trent and in 2020 for the Inspirational Preceptor/Mentor Award through the Trent/Fleming School of Nursing Students Association. In 2018, with her curricular development expertise, Ann co-led the development of the first graduate-level nursing diploma program in mental health and addiction at the Trent/Fleming School of Nursing. As a nurse educator, Ann has extensive teaching experience in both theory and clinical courses in all four years of the undergraduate BScN program.

| 3 weeks | $275.00 | May 2021 online |

Visit the CNEI website for updates: http://cnei-icie.casn.ca/

RETREATS

CASN has cancelled upcoming Retreats as a result of the COVID-19 pandemic. CASN hopes to offer our Research and Leadership Retreats again once it is safe to do so.

RESEARCH RETREAT

This is a two-day intensive retreat that takes place 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!

Pre-retreat Dinner +	$1700.00	—

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 and have plenty of opportunities to network.

Cost includes meals and accommodations.

Pre-retreat Dinner + 2 days	$1700.00	——

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 and have plenty of opportunities to network.

Cost includes meals and accommodations.

Pre-retreat Dinner + 2 days	$1700.00	——

CNEI
ICIE

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:

- Fall: November 12 & 13, 2020

- Spring: April 2021 (registration will open in fall 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:

- Fall: October 15 & 16, 2020

- Spring: May 2021 (registration will open in fall 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:

- Fall: September 24 & 25. 2020

- Spring: March 2021

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**
- **Graduate Student Supervision**
- **Leadership, Management, and Policy in Nursing Education**

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 2021.

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 2021 Fellows will open in January 20201 and close in June 2021.

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