



CANADIAN NURSE EDUCATOR INSTITUTE 2021–2022 COURSE CATALOGUE

CASN
ACESI



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.



“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



TABLE OF CONTENTS

CERTIFICATION PROGRAMS Page 9

COURSES Page 16

RETREATS Page 21

EXAMS Page 25

INTEREST GROUPS Page 29

FELLOWS Page 32





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, 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 91 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 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

September 2021

Module 2

January 2022

Module 3

March 2022



CANADIAN CLINICAL INSTRUCTOR CERTIFICATION COURSE



The clinical instructor certification course is currently undergoing a major review. We are hoping to offer the new, revamped course in winter 2022. Stay tuned for the tentative dates.

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 course, 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.

Winter 2022





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 2022

March 2022

June 2022

October 2021

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 eCampus 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



BUILDING CLIMATE CHANGE COMPETENCIES AMONG BACCALAUREATE NURSING STUDENTS

In this continuing education course, nurse educators will enhance their knowledge of climate change and common vector-borne diseases associated with climate change in Canada to build climate change competencies among baccalaureate nursing students. There will be an opportunity to develop teaching and learning strategies related to climate change, which can be used for curriculum development.

Instructors



MORGAN MAGNUSON, RN, MPH AND SHANNON VANDENBERG, RN, MSCN, CCHN(C), CCNE, CCCI

Morgan Magnuson and **Shannon Vandenberg** are nurse educators in the Faculty of Health Sciences at the University of Lethbridge, located in Lethbridge, Alberta. Their backgrounds in public health nursing have enabled them to bring public health issues, such as climate change, infectious disease spread, and communicable disease control into the courses they teach, helping students gain a practical understanding of relevant health issues in Canada and around the globe. Morgan and Shannon teach a variety of undergraduate nursing courses, including community health nursing theory and practice, leadership in nursing, global health issues, and final preceptorship. They worked closely with CASN over the past year and a half working as content experts on the Nursing and Climate Driven Vector-Borne Disease e-resource, which was recently launched on the CASN website. Morgan and Shannon also plan to embark on their PhD journey this fall.



3 sessions

\$275.00

September 2021
online



A UNIVERSAL COURSE DESIGNED FOR LEARNER SUCCESS

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 (Meyer et al., 2014). UDL offers educators flexible guidelines on how to proactively make their course(s) more accessible, useable, and inclusive, regardless of learner diversity, minimizing the need for academic accommodations, while offering the benefits to all learners. 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 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. 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 a curriculum to support the success of diverse learner populations in post-secondary environments

Instructors

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

March 2022
online

BUILDING AND BALANCING: CREATING A ROBUST PROGRAM OF NURSING RESEARCH

This course is intended for early and mid-career faculty members working in educational settings where research and scholarship are expectations of their faculty positions. It may also be of interest to nursing education administrators in such settings who provide support and guidance to faculty members regarding their research and scholarship careers. Participants will explore strategic approaches to the development of successful programs of nursing research, including managing competing career demands, project and time management, and supports necessary to sustain research success.

Instructors

LOIS BERRY, RN, PHD



Lois Berry, PhD RN, professor emeritus, College of Nursing, University of Saskatchewan, retired from the University in January 2021 following a 46+ year career as a registered nurse, 42+ of which were spent in nursing education. Dr. Berry has taught in practical, diploma, baccalaureate, and graduate nursing programs throughout her career. She has taught clinically in a wide variety of settings, primarily in maternal child, long-term care, and community areas. Her classroom teaching has focused largely on professional roles, leadership, health systems issues, and health care policy. Dr Berry has served in a number of senior administrative positions, including team leader, program head, associate dean and interim dean at the University of Saskatchewan and Sask Polytec, and was seconded to serve as the inaugural Assistant Vice Provost- Health at the U of S from 2015-18. 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. Dr Berry has been part of the Canadian Association of Schools of Nursing Accreditation site review team since 2005 as both a member and a team leader, and has reviewed over 25 nursing education programs in Canada and Australia.

TRACIE RISLING, RN, PHD



Tracie Risling RN, PhD is the Interim Associate Dean Research and Graduate Studies and an Associate Professor in the College of Nursing at the University of Saskatchewan with a practice background in pediatric nursing. She began her nursing education career at Saskatchewan Polytechnic and spent five years teaching, and engaged in curriculum development, before assuming a leadership role in the Institute for Nursing Scholarship. In that position, she supported the scholarly work of nursing faculty including the development of research grants, publications, conference abstract submissions, and presentations. Dr. Risling currently leads a patient-oriented program of research in health informatics at the University of Saskatchewan. This work includes study on artificial intelligence, social media, co-design of patient-centered technologies, and patient access and use of electronic health records. Balancing this research with her teaching and administrative duties has provided extensive experience on navigating the demands of scholarship and academic life.

4 sessions

\$300.00

TBD
online



OTHER ONLINE COURSES:

- CASN Scholarship Course
- Keeping Up With Care: Evidence Based Practice in a Virtual World
- Module series: Addressing the TRC in Nursing Education
- Preceptorship Training Program

If you are interested in any of the above listed online courses, please email Jessica Pearce Lamothe, Managing Editor, Publications, at jpearce@casn.ca, with your full name, e-mail address, and the course name that you are interested in, so you may be put on a contact list for further course details as they come available.

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



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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

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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

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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 and have plenty of opportunities to network.

Cost includes meals and accommodations.

Pre-retreat Dinner +
2 days

\$1700.00

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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.

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



Examination Window:

- June 2022

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:

- June 2022

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:

- January 2022

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 \$55.00 (*per person, per group, per year*)

- **Clinical Instructor**
- **Community Health**
- **Digital Health**
- **Gerontology/Long-Term Care**
- **Leadership, Management, and Policy in Nursing Education**
- **Mental Health**
- **Nurse Practitioner**
- **Palliative and End-of-Life Care**
- **Simulation**

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 article (published once a year by CASN through online newsletter platform) to heighten visibility, celebrate successes, and advance knowledge around key areas
- Plan a webinar 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 2022 Fellows will open in January 2022 and close in June 2022.

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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