

CANADIAN NURSE EDUCATOR INSTITUTE 2018-2019 COURSE CATALOGUE



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





Programs

Courses

Web

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-caliber 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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ABOUT



Established in 2016, the Canadian Nurse Educator Institute 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!

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're looking for.







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 <u>www.casn.ca</u>.



National Voice for Excellence in Nursing Education





REGI STRATI ON

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 <u>http://cnei-icie.casn.ca/</u>.

The CNEI accepts VISA and MasterCard.

Please see our website for refund and cancellation policies.

PROGRAMS





THE CANADIAN

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

Cost and duration is per module.







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.



INSTRUCTOR CERTIFICATION PROGRAM



Clinical education is a foundational component of nursing education. 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.



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.



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 and over the course of two years. 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 (CCSNE) Nurse Educator designation.

Cost and duration is per module.





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.



SCHOLARSHIP COURSE

Participants will learn about the nature of scholarship, the skills required in order to carry it out, personal and institutional challenges, opportunities and supports to build capacity of scholarship.

Instructor

Lois Berry, PhD RN, is an associate professor in the College of Nursing, University of Saskatchewan. Dr. Berry has a 39 year history in nursing education in Saskatchewan, teaching in practical, diploma, baccalaureate and graduate nursing programs throughout her career. 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.

\$250.00



This three-week expert series encompasses a variety of topics relevant to PEOLC undergraduate nursing education. While drawing on contemplative pedagogy and exploring aspects of the CASN PEOLC Entry-to-Practice Competencies and Indicators for Registered Nurses, the co-facilitators invite participants to share experiences, insights, and questions to develop new understandings about how to prepare student nurses for PEOL caregiving in a variety of settings.



weeks

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\$250.00



January 2019

SUPPORTING THE FUTURE OF NURSING EDUCATION









AUGUST-DECEMBER 2018

Presented by the CASN Research and Scholarship Committee

Research Methodology with Martine Puts

September 20, 2018; 12:00 – 1:00 p.m. *Eastern* Time Moderated by Linda Johnston

Renforcement des capacités pour améliorer la recherche et la collaboration (presented in French) with Clémence Dallaire

October 18, 2018; 12:00 – 1:00 p.m. *Eastern* Time Moderated by Pauline Paul

Intervention Research with Shannon Scott

November 8, 2018, 12:00 – 1:00 p.m. *Mountain Time* Moderated by Anita Molzahn





JANUARY - JUNE 2019

Presented by the CASN Research and Scholarship Committee

Knowledge Translation in the Global Context with Rosemary Wilson

January 17, 2019, 12:00 – 1:00 p.m. *Eastern* Time Moderated by Marilyn Macdonald

Addressing challenges in measurement/instrument development with Evelyn Kennedy

Feb 14, 2019, 12:00 – 1:00 p.m. *Atlantic Time* Moderator tbc

How to build a program of research with Linda McGillis Hall

March 2019 (*date TBC*) 12:00 – 1:00 p.m. *Eastern* Time Moderated by **Netha Dyck**



NEI CIE

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 Wakefield Inn, nestled in the heart of the Gatineau Hills, 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.



\$1700.00

Oct 23-25 2019





LEADERSHI P



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 Moulin Wakefield Mill in beautiful Wakefield, Quebec, just 25 minutes from downtown Ottawa. With very limited registration, the Academic Leadership Retreat 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.

3 days

\$1700.00

May 13-15 2019

May <u>15-17 2019</u>

LEADERSHIP RETREAT LEVEL 2

The CASN Academic Leadership II Retreat is an intensive two day workshop that will equip attendees with strategies for exercising effective leadership. This retreat is held at the Moulin Wakefield Mill in beautiful Wakefield, Quebec, just 25 minutes from downtown Ottawa. With very limited registration, the Academic Leadership Retreat 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.

3 days

\$1700.00



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 Shelia was awarded the Tri Award from Queens University, honouring her work on equity .





CERTIFICATION EX-AMS

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CCNE

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 Dates:

April 11-12, 2019 October 31-November 1, 2019

Apr & Oct 2019

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 hold, at minimum, a master's degree OR have successfully completed the Canadian Nurse Educator Certification Program, offered by CASN.
 - Equivalent work and teaching experience will be considered in lieu of a graduate degree.
- 3. The candidate must have a minimum of three years of teaching experience in an academic nursing setting OR successfully completed the Canadian Nurse Educator Certification Program.
- 4. The candidate must have completed professional development courses or a specialized master's degree related to nursing education. NB: Completion of the Canadian Nurse Educator Certification Program satisfies this requirement.
- 5. The candidate must pay the exam fees.

2 hours

\$250.00

CCCI

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 Dates:

May 2-3, 2019 October 10-11, 2019

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

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May/Oct 2019

ELI GI BI LI TY

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 hold, at minimum, a baccalaureate degree OR have successfully completed the Canadian Clinical Instructor Certificate Program, offered by CASN.
- **3.** The candidate must have a minimum of three years of clinical instructing experience OR successfully completed the Canadian Clinical Instructor Certificate Program.
- 4. The candidate must have completed professional development courses in clinical education. NB: Completion of the Canadian Clinical Instructor Certificate Program satisfies this requirement.
- 5. The candidate must pay the exam fees.









The Canadian Certified Simulation Nurse Educator (CCSNE) will launch in September 2019.

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 hold, at minimum, a master's degree OR have successfully completed the Simulation Certification Program, offered by CASN.
- 3. The candidate must have a minimum of three years of using simulation their practice as a nurse educator OR successfully completed the Simulation Certification Program.

The candidate must have completed professional development courses in simulation. NB: Completion of the Simulation Certification Program satisfies this requirement.

The candidate must pay the exam fees.







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.

- Nurse Practitioner
- Palliative and End-of-Life Care
- Clinical Instructor

- 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

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





To recognize the caliber 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 2019 admission period in January 2019.

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 thus the nursing profession in Canada.

Please see the CNEI website for full eligibility details.

APPLI CATI ONS

The CNEI will begin accepting applications for the 2019 period in January 2019.





SELECTI ON



- 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 admitted every year.

RECOGNITION

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



CURRENT 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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