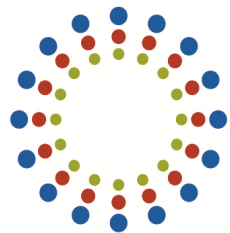


*Looking Back and Focusing on the Future:  
change, progress and challenges in IEN  
integration in Canada from 2000 to now*

**Partners in Education and Integration of IENs 2015 Conference**



**Blais**  
Consulting Inc.

**Paulette Blais, BA, MIR**

# Welcome to Regina



***It is much more challenging for IENs  
to become registered as nurses in  
Canada now than in the past...***

# Changes affecting IEN integration

- increased migration of IENs & IEHPs
- higher education requirements for nursing ETP; changes to other reqs. (e.g. recent safe practice)
- Introduction of new assessments: CELBAN, competency-based assessments, NNAS, NCLEX
- changes in regulation of professions (labour mobility, fairness legislation, FQR initiatives)
- pressure on health care system and providers, fewer resources, increased acuity of patients

# Progress

- recognition of challenges faced by IENs
- federal FQR initiative, provincial funding of access & bridging education projects
- fairness legislation (MB, ON, QC, NS)
- labour mobility through the AIT
- pan-Canadian harmonization of requirements (e.g. language fluency tests & scores)
- competency-based assessments
- community supports for IENs (e.g. CARE4Nurses)
- **IEN bridging education programs**

# A good bridge



# Bridging Education for IENs

- Langara College (BC)
- Kwantlen Polytechnic University (BC)
- Thompson Rivers University (BC)
- Mount Royal University (AB)
- Saskatchewan Polytechnic (SK)
- Red River College (MB)

## Similar steps

- Step 1: Assessment of credentials (NNAS ) →
- Step 2: Complete competency assessment →
- Step 3: Letter of direction from regulator →
- Step 4: Complete bridging education →
- Step 5: IEN meets education requirement →
- Step 6: Complete NCLEX-RN and any other remaining requirements →
- **Become registered**



# Common elements

- Competency-based learning – designed to fill gaps and provide orientation to nursing in Canada – not BScN completion.
- Language fluency required for entry.
- Foundational curricula: assessment; critical thinking and decision-making; communications; pharmacology; nursing practice in Canada.
- Supports for learners: ESL, academic support, faculty trained/sensitive to needs of IENs, financial assistance
- Clinical component: ~200 – 450 hours; usually instructor-led; low instructor/student ratios.

# Good practices

- Cooperation between regulatory bodies & nursing programs; agreement re. mapping of RN competencies to bridging courses
- RN bridging available at colleges and universities
- Good assessment to determine eligibility
- Clarity re. education needs: clear and specific letter of direction to IEN from regulator
- Additional academic & language supports available
- Strong clinical component w/ low instructor/learner ratio
- Various delivery models (F2F, distance, preceptorship, clinical skills labs, ) to fit that province's health-care, learning environment

# Current & Future Challenges

- Coordination & efficiency of IEN assessment processes
- Broader access to bridging education to meet IEN needs
- Data regarding outcomes of bridging education: NCLEX-RN pass rates, registration, employment rates of IENs who complete bridging education
- Longitudinal data re. labour market integration, successes, challenges, career progression of IENs

Have a wonderful conference!

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