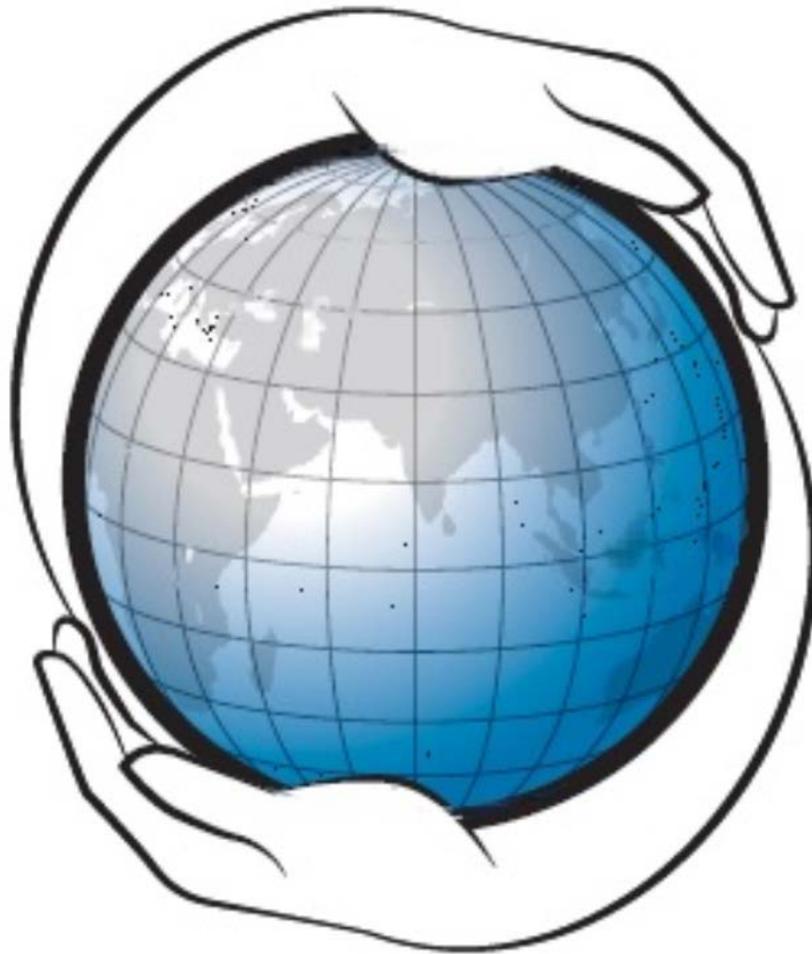


# Partners in Integration and Education of Internationally Educated Nurses



13<sup>th</sup> National Conference (Virtual)

Theme: ***Stronger Together!***

April 27 and 28, 2021

The National Committee of the  
Partners in Integration and Education of  
Internationally Educated Nurses  
gratefully acknowledges the support of our  
conference planning partner/event manager  
for the last eight years, **Mr. Kevin Spragg**,  
and our sponsors for this year:

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# Pearson

# WELCOME

Dear Colleagues,

It is with great pleasure that we welcome you to the Partners in Integration and Education of Internationally Educated Nurses – 13<sup>th</sup> National Conference.

Fourteen years ago, when the 1st National Conference was first held in Richmond B.C, our understanding of the issues IENs encountered upon arrival to Canada was just developing. Only a few bridging programs existed across the country and limited supports were in place to assist IENs integrate into the nursing workforce.

Fourteen years later – where are we now? We have gained a better understanding of the issues IENs face upon arrival to Canada and recognize the important role employers, educators and regulators play in the successful integration of IENs into the health work force. We have developed programs and supports across the country and have engaged in passionate discussions and debates surrounding the best way to support IENs. Yet despite all that has been accomplished – IENs continue to describe challenges entering and integrating into the nursing workforce. Stories of pre-licensure and post employment struggles, of racism, discrimination and at times exploitation, especially in this time of the COVID-19 pandemic, continue to be told. Notwithstanding our successes, it is clear more work needs to be done. What we also know is that we are ***Stronger Together!***

Over the next two days we will hear presentations from across the country. Success stories, lessons learned, new research, initiatives and fresh insights will be shared. Presenters and participants from all sectors will have an opportunity to discuss, debate, and question the approaches we have taken in the past and the best ways to move forward in the future. We trust you will enjoy the conference and have an opportunity to share ideas, laugh, meet new friends, and initiate new partnerships from across the Canada and beyond.

In closing, we would like to thank all of you, presenters, delegates, and sponsors, for continuing to support our annual conference. Without you, this conference would not have been possible.

Sincerely,

Partners in Integration and Education of Internationally Educated Nurses  
National Committee

- Patricia Bradley (Ontario) – Co-Chair
- Catherine Baxter (Manitoba)
- Edward Cruz (Ontario) – Co-Chair
- Lyne De Palma (Québec)
- Lori Shortridge (British Columbia)
- Robyn Stewart (Alberta)

## Programme<sup>1</sup>

### Virtual Conference Agenda – Day 1

#### 13<sup>th</sup> Annual Conference: Partners in Education and Integration of IENs *(subject to change)*

April 27, 2021

Time (Eastern Standard)	Plenary Presentation (Presenter[s])
12:00 PM – 12:15 PM	Opening Remarks <ul style="list-style-type: none"> <li>• <b>Patricia Bradley and Lyne de Palma</b> (<i>PIE-IENs National Committee</i>)</li> </ul>
	<b>Moderator: Patricia Bradley – Associate Professor, York University, ON</b>
12:15 PM – 12:30 PM	The National Nursing Assessment Service (NNAS) – An Overview of the Process, Trends and Future Directions <ul style="list-style-type: none"> <li>• <b>Gayle Waxman – Executive Director, National Nursing Assessment Service</b></li> </ul>
12:30 PM – 1:00 PM	IEN Deskilling: what does it look like for nurses experiencing this downward mobility? <ul style="list-style-type: none"> <li>• <b>Isabelle St. Pierre – Associate Professor, Université du Québec en Outaouais, QC</b></li> <li>• <b>Marie-Douce Primeau – Assistant Professor, Université du Québec à Montréal, QC</b></li> </ul>

#### Concurrent Sessions

(time includes presentation and 5 minute Q&A; all sessions must start and end at allocated times)

Time (Eastern Standard)	Studio 1 Concurrent Session 1 Round 1	Studio 2 Concurrent Session 2 Round 1
<b>Moderators</b>	<b>Robyn Stewart</b> <i>Assistant Professor</i> <b>Mount Royal University, AB</b>	<b>Catherine Baxter</b> <i>Associate Professor</i> <b>Brandon University, MB</b>
1:15 PM – 1:45 PM	1A - Cultural humility as a foundation for engaging communities of co-learning with IENs <ul style="list-style-type: none"> <li>• <b>Andria Phillips – Assistant Professor, York University, ON &amp; Ontario Internationally Educated Nurses Course Consortium, ON</b></li> </ul>	2A -Comprehensive 2-Year Program to Optimize Integration into Practice for IEN Students <ul style="list-style-type: none"> <li>• <b>Samantha Rawn; Margaret Holden; Sharon Tarbotton; Sara Connelly – Conestoga College Institute of Technology and Advanced Learning, ON</b></li> </ul>
1:45 PM – 2:00 PM	<b>Break time / Networking time</b>	
2:00 PM – 2:30PM	1B - Supporting Internationally Educated Nurses to Achieve Career Success through Educational Initiatives – showcasing CARE Centre’s IENCAP/OSCE Program	2B - The Global Nurse Migration Landscape: Empowering Nurses in Canada <ul style="list-style-type: none"> <li>• <b>Mukul Bakhshi – Director, Government Affairs, CGFNS International, Inc., Philadelphia, PA, USA</b></li> </ul>

<sup>1</sup> Presenters’ names included in this programme are based on the abstract submitted and/or email communication sent to the National Committee.

	<p><b>Ruth Lee, Executive Director, CARE Centre for Internationally Educated Nurses, ON</b></p> <ul style="list-style-type: none"> <li>• <b>Ruth Wotjiuk – CARE Centre for Internationally Educated Nurses, ON</b></li> </ul>	
<b>2:30 PM – 2:45 PM</b>	<b>Break time / Networking time</b>	
	<b>Studio 1</b> <b>Concurrent Session 1</b> <b>Round 2</b>	<b>Studio 2</b> <b>Concurrent Session 2</b> <b>Round 2</b>
<b>Moderators</b>	<b>Lyne de Palma</b> <b>Coordinator, Intensive Nursing</b> <b>John Abbott College, QC</b>	<b>Edward Cruz</b> <b>Assistant Professor</b> <b>University of Windsor, ON</b>
2:45 PM – 3:15 PM	<p>1C - CELBAN: Same Exam – New Modality</p> <ul style="list-style-type: none"> <li>• <b>Andrea Strachan – Director, Design and Innovation, Touchstone Institute, ON</b></li> <li>• <b>Daniel Grossutti – CELBAN Centre Manager, Touchstone Institute, ON</b></li> <li>• <b>Colette Pépin – CEO, Centre for Canadian Language Benchmarks, ON</b></li> </ul>	<p>2C - Providing Online Supports to Internationally Educated Nurses</p> <ul style="list-style-type: none"> <li>• <b>Patricia Bradley – Associate Professor, York University, ON</b></li> <li>• <b>Elaine Santa Mina – Associate Professor, Ryerson University, ON</b></li> </ul>
3:15 PM – 3:30 PM	<b>Break time / Networking time</b>	
3:30 PM – 4:00 PM	<p>1D - Internationally educated nurse potential contributions to culturally safe advance care planning (ACP) practices and policy in Ontario: An interpretive descriptive qualitative study</p> <ul style="list-style-type: none"> <li>• <b>Shereen Jonathan – Windsor Regional Hospital and University of Windsor, ON</b></li> </ul>	<p>2D - Filipino Nurses Experiences Living and Working in Manitoba: A Composite Narrative</p> <ul style="list-style-type: none"> <li>• <b>Catherine Baxter – Associate Professor, Brandon University, MB</b></li> </ul>
	<b>Break time / Networking time</b>	
4:15 PM – 4:45PM	<p>1E - What are the Experiences of Newcomers Internationally Educated Nurses' (IENS') of Credential Evaluation, International Transferring, and Entry-to-Practice Registration in Ontario During COVID-19 Pandemic? An Interpretive Descriptive Study</p> <ul style="list-style-type: none"> <li>• <b>Nasrin Alostaz – PhD Student, McMaster University, ON</b></li> </ul>	<p>2E- Enhancing Success: A Web-Based Intervention Coaches IEN Work readiness, With Interprofessional Education</p> <ul style="list-style-type: none"> <li>• <b>Elaine Santa Mina – Associate Professor, Ryerson University, ON</b></li> </ul>

<b>Time (Eastern Standard)</b>	<b>Presentation (Presenter[s])</b>
5:00 PM – 5:30 PM	<p>Closing Remarks for Day 1</p> <ul style="list-style-type: none"> <li>• <b>Edward Cruz (PIE-IENs National Committee)</b></li> </ul>
5:30 PM – 6:00 PM	Networking time

*Please note you can switch between studios at any given time*

## Virtual Conference Agenda – Day 2

### 13th Annual Conference: Partners in Education and Integration of IENs

(subject to change)

April 28

Time (Eastern Standard)	Plenary Presentation (Presenter[s])
12:00 PM – 12:15 PM	Opening Remarks Day 2 (PIE-IENs) <ul style="list-style-type: none"> <li>• <b>Edward Cruz</b> (PIE-IENs National Committee)</li> </ul>
	<b>Moderator: Lyne de Palma, Coordinator, Intensive Nursing, John Abbott College, QC</b>
12:15 PM – 12:45 PM	Evaluating the "Projet Intégration-Travail-Formation Infirmières-Infirmiers en Établissement de Santé" program using the Most Significant Change Method: A new tool to facilitate organizational improvement <ul style="list-style-type: none"> <li>• <b>Marie-Douce Primeau – Professor, Université du Québec à Montréal, QC</b></li> </ul>

### Concurrent Sessions

(time includes presentation and 5 minute Q&A; all sessions must start and end at allocated times)

Time (Eastern Standard)	Studio 1 Concurrent Session 3	Studio 2 Concurrent Session 4
<b>Moderators</b>	<b>Robyn Stewart Assistant Professor Mount Royal University, AB</b>	<b>Patricia Bradley Associate Professor York University, ON</b>
1:00 PM – 1:30 PM	3A - Improving Employment Options for IENs and Filling In-Demand Healthcare Positions <ul style="list-style-type: none"> <li>• <b>Clare Quirico – Career Coach, Career Paths for Skilled Immigrants Program, Douglas College, BC</b></li> <li>• <b>Grace Kristine Chavez - Participant, Career Paths for Skilled Immigrants Program, Douglas College, BC</b></li> </ul>	4A - Integrating Internationally Educated Nurses into the Canadian workforce through Strategic Partnerships and Collaboration with Employers <ul style="list-style-type: none"> <li>• <b>Michelle Gordon and Lourdes Vicente – CARE Centre for Internationally Educated Nurses</b></li> <li>• <b>Christine Dubois-Cross – Centre for Addiction and Mental Health, ON</b></li> </ul>
1:30 PM – 1:45 PM	<b>Break time / Networking time</b>	
1:45 PM – 2:15 PM	3B - A Comparison of the Psychometric Properties of a High-stakes Virtual versus In-person OSCE Delivery Format <ul style="list-style-type: none"> <li>• <b>Karen Coetzee – Psychometrician, Touchstone Institute, ON</b></li> <li>• <b>Sandra Monteiro – McMaster University, ON</b></li> </ul>	4B -Internationally Educated Nurses' Participation in Academic Careers at Canadian Universities <ul style="list-style-type: none"> <li>• <b>Edward Cruz – Assistant Professor, University of Windsor, ON</b></li> <li>• <b>Linda Patrick – Associate Professor, University of Windsor, ON</b></li> </ul>
2:15 PM – 2:30 PM	<b>Break time / Networking time</b>	
2:30 PM – 3:00 PM	3C - Mentorship: A Key to Successful Integration of Internationally Educated Nurses <ul style="list-style-type: none"> <li>• <b>Ramesh Venkatesaperumal – PhD Student, York University, ON</b></li> </ul>	4C - Experiences of Nurse Educators of International Nursing Students: An Interpretive Descriptive Study <ul style="list-style-type: none"> <li>• <b>Gail Crockford – Instructor, Selkirk College, BC</b></li> </ul>
3:00 PM – 3:15 PM	<b>Break time / Networking time</b>	

<b>Moderators</b>	<b>Lyne de Palma Coordinator, Intensive Nursing John Abbott College, QC</b>	<b>Edward Cruz Assistant Professor University of Windsor, ON</b>
3:15PM – 3:45 PM	3D - Internationally Educated Nurses' Experience with Interprofessional Collaboration <ul style="list-style-type: none"> <li>• <b>Balakumaran Mahathevan – Professor and Program Coordinator, Practical Nursing Program for IENs, Centennial College, ON</b></li> </ul>	4D - Attracting Pre- and Post-arrival Internationally Educated Nurses to employment opportunities in rural and northern communities <ul style="list-style-type: none"> <li>• <b>Ruth Lee, Executive Director, CARE Centre for Internationally Educated Nurses, ON</b></li> <li>• <b>Meghan Wankel, CARE Centre for Internationally Educated Nurses, ON</b></li> <li>• <b>Michelle Pavloff, Past President of the Canadian Association for Rural and Remote Nursing &amp; Research Chair of Rural Health, Saskatchewan Polytechnic, SK</b></li> <li>• <b>Jeannie Hare, Provincial Councillor, College and Association of Registered Nurses of Alberta, AB</b></li> </ul>
3:45 PM – 4:00 PM	<b>Break time / Networking time</b>	
4:00 PM – 4:30 PM	3E - An End-of-Life Simulation for Internationally Educated Nurses: Live Actors, Real Tears, and a Moving Debrief <ul style="list-style-type: none"> <li>• <b>Myra Percy – Assistant Department Chair, International Nursing, Langara College, BC</b></li> </ul>	4E - Understanding the critical thinking dispositions among Internationally Educated Nurses enrolled in a bridging program for Registered Practical Nurses <ul style="list-style-type: none"> <li>• <b>Emilene Reisdorfer – Professor, Nursing, Centennial College, ON</b></li> </ul>

<b>Time (Eastern Standard)</b>	<b>Presentation (Presenter[s])</b>
4:45 PM – 5:15 PM	Presentation of the Kathryn Allen Award Winner <ul style="list-style-type: none"> <li>• <b>Patricia Bradley (National Committee, PIE-IENs)</b></li> </ul> Closing Remarks for Day 2 <ul style="list-style-type: none"> <li>• <b>Patricia Bradley, Edward Cruz, and Lyne de Palma (National Committee, PIE-IENs)</b></li> </ul>
5:15 PM – 5:45 PM	Networking time

# The National Nursing Assessment Service (NNAS) – An Overview of the Process, Trends and Future Directions

Gayle Waxman

NNAS Executive Director

**Abstract:** With twenty-six nursing regulatory bodies across Canada, NNAS was established to develop a consistent national approach to the assessment of internationally educated nurses (IENs). NNAS began in 2015 in partnership with eighteen nursing regulatory bodies representing all three-nursing professions in nine provinces across Canada. The purpose of this presentation is to present recent trends, describe NNAS' national approach to the credential evaluation of IENs seeking licensure in Canada; the steps of the NNAS process; the relationship between NNAS and its nursing regulatory body members; the strategic objectives of the organization and the policy responses to the changing dynamics of the COVID-19 pandemic.

## **IEN Deskilling: what does it look like for nurses experiencing this downward mobility?**

Isabelle St-Pierre, RN, PhD.

Associate Professor, Université du Québec en Outaouais [UQO], Gatineau, Québec

Marie-Douce Primeau, PhD.

Assistant Professor, Université du Québec à Montréal [UQAM], Québec

Janosh Ortmann, PhD

Assistant Professor, Université du Québec à Montréal [UQAM], Québec

**Abstract:** A number of internationally educated nurses who migrate to Canada are never able to become regulated nurses in the host country. This waste in human capital has important consequences for both ENs but also for the Canadian workforce. While some contributing factors have been identified in the literature and various strategies have been put in place, a closer look at this ongoing issue is warranted. Using a cross-sectional analysis of data from a pan-Canadian survey of internationally educated nurses, including registered nurses, licensed practical nurses and registered psychiatric as well data from 76 interviews with these IENs, this study explored the issue of deskilling in IENs integrating the Canadian workforce. Measures of deskilling included IENs perception of deskilling and occupying a lower position than the position warranted by the level of education and experience. The study results will be shared as part of this presentation.

## Cultural humility as a foundation for engaging communities of co-learning with IENs

Andria Phillips, RN, MScN, CCNE

York University, Toronto, Ontario and  
Ontario Internationally Educated Nurses Course Consortium, Toronto, Ontario

**Abstract:** The journey to registered nurse licensure may require IENs to complete courses to meet gaps. In meeting these gaps, it is imperative to recognize that Internationally Educated Nurses bring knowledge, experience and diverse frames of reference to teaching and learning. This diversity offers unique opportunities for co-learning but can also create challenges for learners and faculty. Pedagogy informed by cultural humility is a necessary foundation to teaching and learning with IENs in order to promote communities of co-learning with, and between, IENs and faculty. IENs and faculty who approach teaching-learning with cultural humility purposefully demonstrate a genuine interest in each others' frame of reference, promote dialogue and value diversity of thought when critically analyzing concepts, issues and/or client cases. As a result, learners and teachers can become engaged communities of support and co-learning. This presentation will focus on strategies and approaches the presented has used to engage IENs within an environment of cultural humility.

## A Comprehensive 2-Year Program to Optimize Integration into Practice for IEN Students

Karen Towler<sup>1</sup>, Sharon Tarbotton<sup>1</sup>, Margaret Holden<sup>1</sup>, Sara Connelly<sup>1</sup>

<sup>1</sup>School of Health and Life Sciences, Conestoga College Institute of Technology and Advanced Learning, Kitchener, Ontario

**Abstract:** The Internationally Educated Nurse (IEN) student population in Canada is rapidly expanding and more diverse than ever. These students already have experiences in the healthcare field in their home country and come to Canada with unique learning needs. Ideally, Canadian IEN training includes information on the Canadian health care system, Canadian nursing competencies, terminology, as well as the nursing scope of practice and the role of the healthcare team.

A well-designed and tailored program is needed that focuses on these diverse elements for IEN students to succeed in the program and enter the Canadian healthcare workforce. Programs should include a focus on seniors care, since this is one of the most rapidly growing populations in Canada. Programs should also include high-fidelity simulation learning and hands-on experiences.

The Enhanced Practice for Internationally Educated Nurses program at Conestoga College is a comprehensive 2-year program. This program is geared to experienced IENs holding a four-year bachelor's degree in nursing. The program supports students in acquiring essential nursing knowledge and skills required to practice within the Canadian healthcare system, with a focus on caring for seniors throughout the continuum of care. The new 2-year program contains opportunities for varied clinical placements, as well as learning experiences in high-fidelity simulation in order to help students connect theory to practice.

The Enhanced Practice for IEN program launched in January 2021 with 22 students. This presentation will describe the design and evolution of the Enhanced Practice for IEN program at Conestoga, as well as on accreditation and quality improvements. Specifically, presenters will describe the major program review that took place, the evaluation process (focus group and survey results), and other factors that assisted in optimizing this program.

## Supporting Internationally Educated Nurses to Achieve Career Success through Educational Initiatives – showcasing CARE Centre’s IENCAP/OSCE Program

Ruth Lee, RN, MScN, PhD, Executive Director

Maria Krumov RN, GNC (C), Case Manager

Co-Authors: Ruth Wojtiuk, RN, BScN, PHN, MEd; Michelle Gordon, BComm, MEd

CARE Centre for Internationally Educated Nurses, Toronto, Ontario

**Abstract:** Since 2001 CARE Centre for Internationally Educated Nurses (IENs) has supported over 4,000 IENs to achieve registration, employment and workforce integration by forming collaborative partnerships with regulators, employers, social service agencies and academic institutions. A variety of pre and post arrival programs and services include: registration preparation, skills building, and employment planning. Based on an increasing number of CARE Centre clients requested by the College of Nurses of Ontario to complete the IENCAP/OSCE assessment, we developed a comprehensive 48 hour preparation workshop. Delivered one day per week over 6-weeks, it is designed to provide our clients with the tools needed for success. A team of experienced nurses, language specialists, and Touchstone Institute trained standardized patients provide practice opportunities for therapeutic communication, professionalism, client interactions, ethical problem solving and language proficiency. The workshop incorporates comprehensive resource materials, an array of multiple choice tests including a review of the rationales of the correct answers, orientation to the legal and ethical nursing standards; one-on-one feedback are also provided. This workshop series has received very positive feedback and is in high demand. In this presentation, we will share our experience in the development of CARE Centres professional development initiatives with a focus on the IENCAP/OSCE workshop series. Strategies in engaging stakeholders, content development, evaluation, lessons learnt and next steps will also be discussed.

## The Global Nurse Migration Landscape: Empowering Nurses in Canada

Mukul Bakhshi, JD

Director, Government Affairs; Director, Alliance for Ethical International Recruitment Practices  
CGFNS International, Inc., Philadelphia, PA, USA

**Abstract:** Connecting the global migration context with IEN is critical, as IEN take a stronger advocacy role. Since the last PIE IEN national conference, divergent trends have highlighted the critical need for IEN even as many countries become concerned about immigration. The United Nations (UN) advanced the *Global Compact for Migration*, and the World Health Organization (WHO) continues to advance the principles of integration and support for IEN and other health professionals in its *Code of Global Practice*. Canada has been a model of IEN integration; this is particularly noteworthy when many other developed countries are implementing policies to reduce immigration despite critical health workforce needs.

CGFNS is the leader in credential evaluation for the nursing profession globally. As a non-governmental organization with consultative status to the UN, we attended meetings developing the *Global Compact for Migration*. The CGFNS director spoke at the WHO's Expert Advisory Group on the relevance and effectiveness of its Code in 2019. With that expertise, the presentation will synthesize the current state of IEN migration and discuss the seismic shifts that have occurred since the beginning of the COVID pandemic.

The presentation will highlight what differentiates Canada in successfully integrating IEN, benefiting the workforce and the patients they serve. As a contrast, the experience of IEN who moved to the U.S. from a recent CGFNS article will be juxtaposed with the Canadian experience. Nevertheless, IEN still face policy and economic obstacles that might be mitigated by a variety of interventions and support mechanisms.

Given Canada's nursing workforce shortages, regulatory bodies, IEN, labor, and recruiters can come together to consider the problems faced by IEN and evaluate various approaches to addressing those issues to promote labour force harmony and excellent patient care. The presentation will highlight how Canada is different than other destination countries for IEN and how there are still learnings to apply given critical nursing workforce needs.

## CELBAN: Same Exam – New Modality

Andrea Strachan, Director Design & Innovation, Touchstone Institute, Toronto, Ontario

Daniel Grossutti, CELBAN Centre Manager, Touchstone Institute, Toronto, Ontario

Colette Pepin, CEO, Centre for Canadian Language Benchmarks, Ottawa, Ontario

**Abstract:** The Canadian English Language Benchmarks Assessment for Nurses (CELBAN) is a fit-for-purpose, language-proficiency exam option for internationally educated nurses (IENs) applying for nursing registration and licensing in Canada. CELBAN was developed by the Centre for Canadian Benchmarks (CCLB) in collaboration with Canadian nursing professionals, and is now maintained and administered by Touchstone Institute. CELBAN reflects the language demands of nursing in Canada and is aligned to the Canadian Language Benchmarks (CLB).

For years, stakeholders have proposed the digitization of CELBAN. Benefits to computer-based testing (CBT) including efficient and accurate data collection, broader access to examinees, and overall modernization of test delivery. The decision to transition to CBT with an online test delivery option became imperative in response to the COVID-19 pandemic. With an ambitious timeline, and the support of Touchstone Institute's Research and Analytics team and the Centre for Canadian Language Benchmarks, the CELBAN Centre engaged in a project to digitize CELBAN.

Our collective objective was to re-launch CELBAN as quickly as possible in support of regulator and IEN timelines, while retaining exam quality, reliability and security. Because CELBAN results are used for high-stakes decision-making, the new modality underwent substantial scrutiny as well as extensive testing. As part of the transition, we invited IENs to provide feedback and test the new modality. We also conducted feasibility and pilot testing with examiners and trialed the new platform extensively. In late January 2021, CELBAN launched as a computer-based exam offered online with proctoring and through licensed test centres. In this oral presentation, we will detail CELBAN's delivery model and preparation supports for examinees. We will describe how the best features of CELBAN have been maintained to ensure reliability and the highest level of test security in support of the continuing validity of the exam for its intended purpose: to support IEN registration.

## Providing Online Supports to Internationally Educated Nurses

Patricia Bradley, MEd, PhD, RN, CCNE, York University, Toronto, Ontario

Elaine Santa Mina, RN, PhD, Ryerson University, Toronto, Ontario

### Co-authors:

Ayesha Bhatti, MA, Trent University, Peterborough, Ontario

Linda Patrick, RN, PhD, University of Windsor, Windsor, Ontario

Kirsten Woodend, RN, PhD, Trent University, Peterborough, Ontario

**Abstract:** In 2018, the Ontario Internationally Educated Nurses Course Consortium which includes Ryerson University, Trent University, University of Windsor, and York University received funding from the Government of Ontario to develop a competency-bridging program of study to help prepare Internationally Educated Nurses (IENs) to meet baccalaureate equivalency in Ontario.

The Consortium recognized that learner supports for IENs were integral for success. The Consortium hired Tutors to support cohort one IENs, via online technology, throughout their program of study. The goal of the Tutors was to improve IENs' English language and communication skills, develop their individual learning plans, discuss strategies for academic success, and help them gain an understanding of Canadian healthcare culture. The IENs identified their learning goals based upon their outcomes on the Health Educated Systems Incorporated (HESI) exam. Online Tutors supported IEN learning in a highly accessible and uniquely individual format. For the second cohort of IENs, a Competency Learning Plan Advisor and English Language Advisor were hired for a more focused approach to learning needs. The Competency Learning Plan Advisor works with IENs to develop a learning plan informed by course content and based on their HESI exam results. The English Language Advisor works with students to improve their English language and communication skills. This presentation will provide an approach to the use of Tutors to support online programs that can meet individual student learner needs and improve IEN outcomes. Best practices and lessons learned will be shared. Tutor supports can assist IENs to address their competency gaps and improve their English language and communication skills thereby ensuring that they are able to transition successfully to registration and practice but require thoughtful implementation.

***Internationally educated nurse potential contributions to culturally safe advance care planning (ACP) practices and policy in Ontario: An interpretive descriptive qualitative study***

Shereen Jonathan, RN, MScN

University of Windsor, Windsor, ON

**Abstract :** ACP is recognized as a process that supports individuals in sharing their values, goals and preferences for future medical care. Engagement in ACP has been shown to be more influenced by culture than other factors. Uptake of ACP among ethnic minorities is low and failure to consider cultural preferences can cause moral harm for Canadian immigrants. Cultural safety aims to respect the values and beliefs embedded in one's culture and allows individuals to experience a sense of security when making decisions. Existing literature on strategies to engage in culturally safe ACP is vague and poorly explored. Nurses play a key role in facilitating ACP discussions in their practice. In particular, internationally educated nurses (IENs) are uniquely positioned to share their home country and Canadian experiences and to speak about practices that can maintain cultural safety in the ACP process. An interpretive descriptive approach was applied to understand how IENs might contribute to facilitating culturally safe ACP and subsequently inform nursing practice and ACP policy. IENs reported that in their home countries, ACP was poorly carried out and not valued. In Ontario, IENs expressed that ACP was often focused on determining goals of care status. IENs recognized that ACP went beyond goals of care discussions as they sought to engage individuals and families in culturally safe ACP discussions. The analysis revealed that IENs engaged in various practices that were categorized under three key themes: cultural humility, a cautious open approach, and empowering clients. Participants described how culturally safe ACP practices could be supported in changes to nursing education, practice, and policy. Research, theory, and policy development are needed to advance the concept of culturally safe ACP. Best practices for culturally safe ACP and organizational supports are needed to assist nurses in delivering culturally safe ACP.

## **Filipino Nurses Experiences Living and Working in Manitoba: A Composite Narrative.**

Catherine Baxter, RN, PhD

Brandon University, Brandon, Manitoba

**Abstract:** In 2008, the Province of Manitoba was experiencing a significant shortage in nursing labour. To overcome the regional nursing shortage the Manitoba Government, in partnership with four Regional Health Authorities carried out an active overseas recruitment campaign in the Philippines. In the fall of 2008, a delegation, with representatives from the Manitoba Government, the College of Registered Nurses of Manitoba, and each of the four Regional Health Authorities travelled to the Philippines. In total, 131 conditional job offers were extended to Filipino RNs, and, of these, 123 were accepted. By December of 2009, a total of 120 nurses had arrived in Manitoba, with nurses settling in each of the four regional health authorities. A decade has passed since the Philippine nurse recruitment campaign was carried out in Manitoba and many of nurses recruited during this campaign continue to live and work in rural Manitoba. **Research:** The purpose of this study was to explore, through narrative analysis, how nurses recruited to Manitoba tell of their experiences living and working in rural Manitoba over the past ten years. Through a series of semi-structured qualitative interviews, six participants told their story, which began in the Philippines and spanned to the present day. Six common threads emerged across all narratives. This presentation will use a story format to present the study findings.

# **What are the Experiences of Newcomers Internationally Educated Nurses' (IENs') of Credential Evaluation, International Transferring, and Entry-to-Practice Registration in Ontario During COVID-19 Pandemic? An Interpretive Descriptive Study**

Nasrin Alostaz, RN, BScN, MSN, MScN, PhD student

School of Nursing, McMaster University, Hamilton, Ontario

**Abstract:** Internationally Educated Healthcare providers (IEHCPs) continue to immigrate from different countries to Canada. Internationally educated HCPs bring rich educational and professional experiences. However, such experiences may differ from those of HCPs who were educated in Canada. Thus, IEHCPs face challenges related to entrance requirements necessary to transition into the Canadian workforce (Altorjai & Batalova, 2017). One of the most frequent HCP groups to immigrate are internationally educated nurses (IENs) (Ma et al., 2020). The healthcare sector has one of the highest shortages of workers (Committee for Economic Development, 2017). This shortage has been attributed to a number of factors, including the lengthy period required for IEHCPs to obtain their license to practice (Altorjai & Batalova, 2017). Currently, Canada is facing a nursing shortage due to both a limited inflow of new nursing graduates and an aging nursing workforce who are leaving the profession (RNAO, n.d). Furthermore, about 10% of Ontario's COVID-19 cases are HCPs (CBC, 2020), contributing to the existing workforce challenges. It has been estimated that by the year 2022 at least 60,000 RNs will be required to meet the increasing complexities and demands of healthcare facilities in Canada (RNAO, n.d). There is the potential for internationally educated HCPs to be leveraged as a resource to address both the labour shortage and assist during the pandemic situation and beyond. This study aims to: a) explore the experiences of IENs during the registration process; b) identify the perceived challenges and barriers of IENs in relation to this process; and c) understand their perceptions of readiness to practice. **Methods:** An interpretive descriptive design is proposed to guide the research process. Semi-structured one-on-one interviews will be conducted with IENs who have permanent residency status in Ontario and who began the registration process with the College of Nurses of Ontario in 2015 or later.

## Enhancing Success: A web-based intervention coaches IEN work readiness, with interprofessional education

Elaine Santa Mina, RN, PhD, Ryerson University, Toronto, Ontario

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Co-authors:

D. Rose, Ryerson University; R. Castillo, Ryerson University; R. Khaira, Seneca College; G. Marasco, York University; H. White-Williams, Ryerson University; & E. Manafo, Ryerson University

**Abstract:** IENs are a valuable knowledge and experiential resource to meet the health care needs of our diverse Canadian population. However, successful IEN transition through education to employment integration is fraught with challenges. Work readiness (WR) for employment in the Canadian health care workforce requires an awareness of the cultural context of practice, inclusive of Interprofessional education and practice (IPE/P). Yet, educators approach IEN WR as resume and interview skills development. A review of WR and IPE/P literature demonstrates an absence of investigation and intervention that merges both constructs to the unique needs of IENs. Therefore, with support from a federal grant, a team of researchers from two Ontario Universities and a Community College conducted three scoping reviews on IEN WR, IPE/P and coaching. From these reviews, the team developed an evidence informed, web-based case scenario from the perspective of a newly employed IEN. The scenario incorporated key elements of IPE/P as it intersects with evolving IEN WR. Embedded IEN- informed coach supports throughout the module guided the participant through interpretation of content within the cultural context of care in Ontario. Fifty-seven IENs in two Community College IEN bridging programs accessed the web-based scenarios during the fall 2019 and winter 2020. Findings demonstrated modest uptake with independent completion of the intervention; and support for enhancements via additional real-life scenarios, with broader reach. IEN-informed and student-led initiatives led further development and promotion to maximize reach and uptake for the target population. This begins to address the need for interventions that prioritize the time-constraints faced by IENs who are pursuing education/training and practice while addressing settlement for themselves and their families. Evaluation findings will examine process and outcome indicators, to inform future sustainability of the intervention.

# **Evaluating the *Projet Intégration-Travail-Formation Infirmières-Infirmiers en Établissement de Santé* program using the Most Significant Change Method: A new tool to facilitate organizational improvement**

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## CONTEXT

IENs are confronted to numerous challenges in their integration process, both in their practice transition (specific terminology, roles and responsibilities, multiprofessional teams) and their interpersonal relations (verbal and non verbal communication, discrimination/racism). To help IENs face these challenges, a pilot project was implemented in a Montreal hospital, the «Intégration-Travail-Formation Infirmières-Infirmiers en Établissement de Santé» (PITF).

## DESCRIPTION OF THE PILOT PITF PROGRAM

The PITF pilot project aims to facilitate IENs professional and workplace integration. This initiative was financed by the city of Montreal (375e fund), and piloted by The Ministry of Health and Social Services of Quebec, the Ordre des infirmières et infirmiers du Québec (OIIQ) and the Centre intégré universitaire de santé et des services sociaux du Nord-de-l'île-de-Montréal. The project consists of two main components.

- *A theoretical component*, namely a day's orientation program, plus an additional day on intercultural communication;
- *A practical component*, consisting of a full-time, assigned designated nursing care counsellor, and selected preceptors. Furthermore, sponsors were identified to insure cultural support of IENs.

In an intent to improve and evaluate this initiative, a new evaluation approach was suggested: the Most Significant Change technique (MSC).

## OBJECTIVES OF THE PRESENTATION

This presentation aims to discuss the perceived impact of using MSC in the case of the evaluation of the PITF project. More specifically, it aims to:

1. Explore the results of the PITF projects highlighted by the MSC method;
2. Define what is MSC and describe its evaluation process in the case of the PITF project ;
3. Explore the facilitating factors and main obstacles of implementing and managing a MSC evaluation;
4. Discuss the perceived impact of using MSC in the case of PITF, and its implication for practice, more specifically in the context of IENs integration.

## Improving Employment Options for IENs and Filling In-Demand Healthcare Positions

Clare Quirico, Career Coach

Career Paths for Skilled Immigrants Program, Douglas College, British Columbia

**Abstract:** This presentation showcases the collaboration across multi-stakeholders in a successful 6-month pilot for IENs. It highlights results, and showcases IENs who successfully gained or improved their employment. We will also discuss how the positive impact of the pilot program is still being utilized today. Career Paths for Skilled Immigrants (CPSI), a BC funded program, helps skilled immigrants find commensurate employment that uses their pre-landing skills, education and experience. Douglas College is the exclusive provider for IENs, care aides, physicians and sonographers living in BC. The program delivers occupation-specific language training, specialized workshops and funding for licensure-related expenses. CPSI also supports IENs to secure aligned employment while they pursue licensure. Many IENs choose to work as Health Care Assistants (HCAs). In BC, IENs must complete a knowledge and skills assessment to gain registration with the BC Care Aide and Community Health Worker Registry (BCCACHWR). Results vary from direct registration through to remedial education. Thus, BC IENs face additional barriers to gaining employment as HCAs.

In 2018/2019, Douglas College was awarded an innovation fund to help reduce barriers to employment for IENs. We launched a 6-month pilot program to help IENs gain registration with the BCCACHWR and find aligned employment as an HCA.

Collaboration across organizations was key to our success. The BC government, BCCACHWR, NCAS, SafeCareBC, BC Care Providers Association and employers collaborated to create opportunities that increased client confidence, skills, employment options and the speed at which they reached their goal. Interventions used in the pilot increased the number of IENs who received direct registration with the Registry. They also found work which opened up more avenues for IEN bridging options. Douglas College incorporated programming into CPSI and we continue to offer support for IENs to pursue HCA registration on their way to RN/LPN licensure.

Integrating Internationally Educated Nurses into the Canadian workforce through  
Strategic Partnership and Collaboration with Employers

Michelle Gordon, BComm, MEd, CARE Centre for Internationally Educated Nurses, Toronto, Ontario

Lourdes Vicente, RPN, CARE Centre for Internationally Educated Nurses, Toronto, Ontario

Christine Dubois-Cross, B.A., Centre for Addiction and Mental Health, Toronto, Ontario

Co-author:

Ruth Lee, CARE Centre for Internationally Educated Nurses, Toronto, Ontario

**Abstract:** CARE Centre for Internationally Educated Nurses (IENs) supports IENs integrating into the Canadian nursing workforce. Recognizing the importance of providing linguistic and culturally safe care to patients from diverse communities, CARE Centre established a number of initiatives that capitalizes on the expertise of IENs to provide safe care to the increasingly diverse patient population. Many IENs have challenges finding employment in their chosen setting or clinical area initiatives help them to develop a better understanding of the Canadian workplace culture and accelerate their integration within an organization, ultimately leading to work in their areas of interest.

In this presentation, we share strategies in engagement, recruitment, training, sustainability of IENs in the workforce. This will include discussion about our Observational Job Shadowing program (OJS), professional development offerings, and collaboration with healthcare organizations for recruitment purposes. One such organization is the Centre for Addiction and Mental Health CAMH; in seeking to augment its recruitment of nurses for inpatient units and its Nursing Resources Unit has benefited from its partnership with CARE Centre by hiring IENs with previous nursing experience. This candidate preparation and readiness, through the support of CARE Centre, has resulted in candidates being hired for permanent vacancies. Another effective and unique program to facilitate workplace integration is the OJS. Through collaborative arrangements with a variety of health care organizations an IEN is partnered with an expert nurse to observe first-hand the role and scope of practice of a nurse in an Ontario healthcare setting.

The positive outcomes from these initiatives are; the IENs demonstrate a higher level of confidence because now they have a better understanding of their roles and responsibilities, they are better prepared for the Canadian workplace, and more employers are aware of the breadth and depth of experience that an IEN brings to an organization.

## A Comparison of the Psychometric Properties of a High-stakes Virtual versus In-person OSCE Delivery Format

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Co-author:

Sandra Monteiro, PhD,

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**Abstract:** *Objective:* An Objective Structured Clinical Examination or OSCE is a popular form of assessment that allows for direct observation of clinical skills within a “real patient” simulated setting, and is therefore considered a fairer judgement of examinee skill<sup>1</sup>. The in-person format of this assessment is however, not conducive to a pandemic world and has therefore forced the need to shift to a virtual delivery platform. The concept of a virtual OSCE is not novel; indeed software exists solely for this purpose<sup>2</sup>. However, the impact of such a transition on the original psychometric properties of the test is less known. This study aims to investigate and compare the psychometric properties of a 12-station high-stakes virtual OSCE to its original in-person format.

*Methods & Results:* Specifically, the OSCE component of the Internationally Educated Nurses Competency Assessment or IENCAP<sup>3</sup> was adapted to suit a virtual delivery format while maintaining the original in-person test specifications. The first administration of the Virtual IENCAP will be administered to 24 internationally educated nurse graduates and scored by 12 examiners on 14 criteria, including a physical assessment competency adapted to suit a Verbal Physical Assessment format; and scored on a five-point rating scale.

This in progress study will adopt a Many-Facets Rasch Measurement (MFRM) model<sup>4</sup> approach together with additional analyses to investigate the extent to which the virtual OSCE format can be considered psychometrically equivalent and interchangeable with the original in-person version. Specifically, the analyses will investigate any differences in examiner scoring behaviour, for instance levels of severity and consistency, examinee abilities and station and criteria difficulties based on the two test delivery formats.

*Conclusion:* The results of this study will facilitate ongoing quality assurance and provide valuable information on score reliability, validity and fairness towards those taking the virtual format of the test.

## Internationally Educated Nurses' Participation in Academic Careers in Canadian University Nursing Programs

Edward Venzon Cruz, RN, PhD, University of Windsor Faculty of Nursing, Windsor, ON

Linda Patrick, RN, PhD, University of Windsor Faculty of Nursing, Windsor, ON

**Abstract:** There is an ongoing shortage of PhD-prepared faculty members in Canada's university nursing programs. Internationally educated nurses (IENs) who are already in Canada are a potential pool of candidates for these roles whose qualifications and experiences have not been fully tapped. The career trajectory of IENs in Canada has not been fully studied. To address this gap in knowledge on IENs' academic career trajectory, a descriptive study was undertaken to explore IENs' participation in the professorate in Canadian universities. This environmental scan utilized publicly-accessible information found in the websites of Canadian university nursing programs. Ethics review exemption was obtained from the University of Windsor Research Ethics Board. Information were obtained regarding the IEN professor's country of completion of their initial nursing education, gender, academic rank, and any additional roles that may have within their institution. Data was analyzed using descriptive statistics. Results indicate a limited representation of IENs in the Canadian university professoriate, with an even lesser number of visible minority IENs from developing countries holding positions in the academy. This presentation will provide a discussion of the findings from this project. Lastly conclusions, reflections, and recommendations for practice, education and future research will be provided.

## **Mentorship: A Key to Successful Integration of Internationally Educated Nurses**

Ramesh Venkatesaperumal, Ph.D. Student, York University, Toronto, Ontario

**Abstract:** Migrating to a new country is an exciting experience for many. Nevertheless, navigating through a new country and establishing a successful career is a challenging one for many including Internationally Educated Nurses (IEN). Often IENs face several challenges before getting a license to practice. IENs are like uprooted trees that are looking for solid ground in their host countries. However, IENs who can thrive in the nursing profession will become important members of a caring team and will contribute significantly to the health of the population. Mentorship helps IENs to be successful in integrating themselves into professional practice.

Mentorship is a process through which an experienced individual helps the less experienced to achieve his/her goals (Pelín & Ayise, 2019). This helping/guiding relationship is crucial for a successful career to an IEN. Many of the hospitals have standard onboarding or orientation programs for new staff. Mentorship is beyond the standard orientation program. It is a structured program that extends into a long term career development relationship between the mentee and the mentor (Jakubik, Weese, Eliades, & Huth, 2017).

Mentorship could be formal or informal. Formal mentorship programs in nursing are effective in enabling a less experienced nurse to become successful in their careers. Mentorship programs build capacities of mentees and facilitate the provision of care that is scientifically sound (Purcell et al., 2013). Implementing a formal mentorship program at a workplace requires a clear vision and a supportive leadership. In this presentation, I will explain the advantages of mentorship, examples of successful mentorship programs for IENs across Canada, and the role of a manager in establishing successful mentorship programs for IENs.

## Experiences of Nurse Educators of International Nursing Students: An Interpretive Descriptive Study

Gail Crockford, RN, BSN, BEd., MSN(IP), Selkirk College, Castlegar, British Columbia

**Abstract:** Nurses are increasingly migrating to Canada for higher wages and better working conditions that exist in their own home countries. With this increase, higher education institutions across Canada have adopted education programs to facilitate the migration process of internationally educated nurses (IENs). However, nurse educators are challenged with teaching students of different cultural backgrounds and learning needs.

**Research Design:** The aim of this qualitative study was to gather information on the experiences of nurse educators who have taught international nursing students (INS) to improve teaching and learning practices. Using an Interpretive Description methodological approach, data was collected through semi-structured interviews of nurse educators of INS at a Canadian college that adopted a program to support international nurses to gain a nurse specialty.

**Findings/Discussion:** Four thematic statements were constructed from these interviews: learning the learner, feeling moral unrest in my role, inviting reciprocal relationships, and finding our way. Described in these themes were: the experiences of participants as they were trying to understand who their new learner was and how to effectively teach them when confronted with issues related to cultural competency/safety; the uncertainties participants had about integrating INS into the school, community and workplace; the benefits experienced by educators by becoming better global citizens through the cultural knowledge and relationships they built with their INS; and the nurse educator's determination and dedication to the program, students, and themselves through the many challenges that teaching a new learner from an unfamiliar culture bring.

**"I think it's very crucial..." - Internationally Educated Nurses' Perspectives on Interprofessional Collaboration**

Balakumaran Mahathevan RN, MScN, Centennial College, Scarborough, Ontario

Jasmine Balakumaran RN, MScN, Centennial College, Scarborough, Ontario

Co-authors:

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Natashia Deer RN, MN, Centennial College, Scarborough, Ontario

**Abstract:** Little is known about internationally educated nurses' (IENs) understanding of, and experiences with, interprofessional collaboration which is essential in today's health care environment. This mixed methods study sought to understand the experiences of IENs who were enrolled in a practical nursing bridging program at an urban community college in Canada. Findings indicate a need to address IENs' understanding of interprofessional collaboration within their entry-to-practice education to ensure that their role is optimized within the context of the receiving country's health care system.

## **Attracting Pre- and Post-arrival Internationally Educated Nurses to employment opportunities in rural and northern communities**

Ruth Lee, Executive Director, CARE Centre for Internationally Educated Nurses, ON

Meghan Wankel, CARE Centre for Internationally Educated Nurses, ON

Michelle Pavloff, Past President of the Canadian Association for Rural and Remote Nursing & Research Chair of Rural Health, Saskatchewan Polytechnic, SK

Co-authors: Jeannie Hare, RN; Oneikah Richards, RN, MW, BScN, MScN; Joanne Roth, BA

**Abstract:** In 2016 the Canadian Nurses Association (CNA) predicted a nation-wide shortage of 60,000 – 76,000 nurses by 2022. Due to an aging population and changing demographics, the need for nurses is most acute in rural and northern communities, which are non-traditional regions for internationally educated nurses (IENs) seeking employment.

Since 2001 CARE Centre has supported over 4,000 IENs to achieve registration, employment and workforce integration across Ontario. In 2016, CARE Centre's pan-Canadian pre-arrival program (Pre Arrival Supports and Services or PASS) began serving IENs overseas, offering insight into the Canadian health care system, workplace expectations and employment opportunities, along with supports designed to shorten the time spent between arrival and gaining professional registration and employment.

In partnership with the Canadian Nurses Association (CNA), the pre-arrival program provides individual and group mentorship opportunities linking IENs to expert/senior nurses in destination provinces. Connections are designed to prepare overseas IENs for rapid social integration and provide increased access to Canadian health regulatory bodies, agencies and employers. Mentors involved in PASS are passionate about encouraging IENs to pursue opportunities and settlement in smaller, rural and northern communities.

After a brief introduction of CARE Centre's pre- and post-arrival assistance to IENs, the presentation will showcase:

- The experience of a CNA mentor (who is also on council with CARNA) guiding IENs to rural nursing opportunities
- The experience of an IEN living and working in northern Alberta, after accessing CARE Centre's pre-arrival program and mentorship support/linkages through the CNA

## **An End-of-Life Simulation for Internationally Educated Nurses: Live Actors, Real Tears, and a Moving Debrief**

Myra Percy, RN, BSN, MSc

Co-author: Wanda Pierson, RN, BSN, MSN, MA, PhD

Langara College, Faculty of Nursing, Vancouver, BC

**Abstract:** Clinical simulation (SIM) scenarios are key within the Post-Degree Diploma, Nursing Practice in Canada program offered at Langara College. This program is recognized by the British Columbia College of Nurses and Midwives and over a period of four semesters prepares Internationally Educated Nurses (IENs) to transition to work in Canada. A third semester course is devoted to SIM, and while most of the experiences utilize high fidelity mannequins, the educators have noted great value in using standardized patients (actors) plus low fidelity mannequins for the End-of-Life SIM. This emotional scenario has traditionally been scheduled as the final SIM of the semester, with a strong emphasis on therapeutic communication and the use of silence. Many students inform us that the SIM is realistic: tears are often shed by both students and actors, and the debrief process is powerful. The poster will describe this SIM, its many challenges, and the creative methods our team uses for debriefing while supporting students and faculty.

## **Understanding the critical thinking dispositions among Internationally Educated Nurses enrolled in a bridging program for Registered Practical Nurses (RPN)**

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### Co-authors:

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Ashwini Veerasuntharam, Nursing Student (Year 3), Collaborative Nursing Degree Program (Ryerson, Centennial, George Brown), Toronto, Ontario

**Abstract:** Critical thinking dispositions (CTD) can be defined as a tendency to do something or how a person decides the path to solve a problem. Internationally Educated Nurses (IEN) face challenges in developing and adapting CTDs when transitioning to the Canadian healthcare environment, mainly due to low confidence to question other team members' decisions and the exposure to a new culture.

**Objective:** To explore the relationship between critical thinking dispositions and the meaning of past nursing clinical experiences of IENs in the beginning and at the end of an IEN bridging program for Registered Practical Nurses (RPN).

**Methods:** This is a mixed-method research project. In the first phase, the participants will complete a questionnaire containing a set of socio-demographic items and the Critical Thinking Disposition Inventory (CTDI). Respondents will be invited to complete the same questionnaire at the end of the program. For the second phase, students will be invited to participate in focus groups, when the meaning of past nursing clinical experiences related to the changes in the critical thinking dispositions will be further discussed and deeply explored. Participants will be invited if they are IENs and currently enrolled in a bridging program for recertification in Ontario/Canada.

**Results:** 35 IENs were invited to complete the quantitative questionnaire, and 13 have responded so far. The preliminary results show that most participants are female, 34 years old (average), are not currently working, have a bachelor's degree in nursing, and have previous nursing experience. The CTDI results indicate that the participants present a moderate critical thinking disposition. A focus group will be conducted to further understand the previous quantitative results and gain a new perspective of the challenges faced by IENs when transitioning to new work culture.

**Conclusions:** This research project is currently underway. The next steps are to continue quantitative data collection, conduct the focus groups and/or individual interviews, and triangulate the data analysis to compare and contrast the findings.

# *Kathryn Allen Award*



This award honors Kathryn Allen, RN, MSc(N), a Nurse Educator from Nova Scotia whose commitment to the advancement of education and integration of Internationally Educated Nurses (IENs) in Canada was exemplary. She truly enjoyed sharing the journey with IENs as they integrated into Canadian nursing practice.

This yearly award recognizes a professional who demonstrates excellence and has made outstanding contributions in their work to promote the successful registration and integration of IENs into the Canadian health care workforce.

The National Committee of the Partners in Integration and Education of Internationally Educated Nurses is pleased to present the **nominees for the 2021 Annual Kathryn Allen Award** (in alphabetical order):

- **Gail Crockford**, Coordinator of the Post Graduate Diploma in Gerontological Nursing, Selkirk College, Castlegar, British Columbia
- **Lyne De Palma**, Program Coordinator, IEN Program, John Abbott College, Montreal, Quebec
- **Hanif Karim**, Human Rights, Equity and Health Policy Advisor, British Columbia Nurses Union, Burnaby, British Columbia
- **Balakumaran Mahathevan**, Professor and Program Coordinator, Practical Nursing Program for Internationally Educated Nurses, Centennial College, Toronto, Ontario

Please join us on April 28<sup>th</sup> as we announce this year's recipient of the Kathryn Allen Award on the occasion of the Partners in Integration and Education of Internationally Educated Nurses 13<sup>th</sup> National Conference.

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