

## Quality Advancement in Nursing Education - Avancées en formation infirmière

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# Advancing Quality Nursing Education in Today's World - Avancées en formation infirmière dans le monde contemporain

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## Editorial:

As Co-Editors of this Journal, we are pleased to welcome you to the first edition of “Quality Advancement in Nursing Education/ *Avancées en formation infirmière*”, a journal designed specifically to support an ongoing quest for the enhancement of teaching and learning, as well as curriculum design and learning environments within the context of nursing education.

In 1972, the Canadian Association of University Schools of Nursing (CAUSN), now known as CASN, became the accrediting agency for university programs in nursing in Canada (Kirkwood & Bouchard, 1992). From the onset, the philosophy of accreditation was to “stimulate the development of educational programs relevant to the Canadian health scene and which would critically [be appraised] for their degree of excellence” (p.52). Accreditation was to be a process of constant quality advancement in nursing education. Today, we are proud to participate in a new dialogue on what quality advancement in nursing education means and on how it could be integrated into the practices of faculty members, deans and directors, healthcare educators and managers, as well as policy makers. This peer-review journal QANE/ AFI intends to promote excellence in nursing education through the publication of research, theoretical, and policy papers from Canadian and International perspectives.

Advancing quality is a shared value (goal) among healthcare professionals and managers, patient associations and regulators, and among health professional educators and academic leaders. In fact, the health education sector, similar to any professional discipline inheres a double preoccupation for quality: quality of educational programs for quality care to the populations. Moreover, there is a constant call for transforming nurses and other health care professionals' education to prepare new graduates for health changing environments so that all patients will receive high-quality care (Frenk et al, 2010). This call for transformation, however, is not limited only to the preparation of today's healthcare practices. It also includes the participation of graduates in the transformation of health care systems. Today's challenges to nursing education are many and varied, thus this scholarly dialogue in which we invite you to participate must address these challenges with passion, compassion, knowledge and high-standards.

La revue parrainée par l'Association canadienne des écoles de sciences infirmières (ACÉSI) se veut bilingue. Ainsi QANE/ AFI mettra en ligne des articles soumis en français autant que des articles soumis en anglais dans la mesure où ils répondent aux mêmes critères de rigueur scientifique et qu'ils participent au dialogue sur la qualité de la formation infirmière. Aucun quota de textes dans une langue ou dans une autre n'a été statué, afin de préserver l'optique d'une revue de grande envergure. Des perspectives différentes étant souhaitées sur la question des avancées en formation infirmière, les manuscrits en provenance de divers pays sont les bienvenus.

L'environnement de la formation, tout comme celui de la santé, est en changement constant. L'omniprésence des technologies de l'information, l'engouement pour la simulation haute-

fidélité, les défis de la formation clinique, la création de cours en ligne offerts à de grands publics sont autant d'incitatifs à l'innovation que de questions au regard de la qualité en formation infirmière. Or, la dimension humaine, et en particulier la qualité de la relation professeure-étudiante et des échanges entre étudiants de diverses disciplines, est soulignée dans les articles de recherche du présent numéro (Goudreau et al.; Lechasseur et al.; Paul et al.) comme un facteur contribuant à l'apprentissage et au développement des compétences des futures infirmières.

This first edition of “Quality Advancement in Nursing Education/ *Avancées en formation infirmière*” is also comprised of discursive reflexive papers that represent the cornerstones of quality academic nursing education, which include scholarship (Duncan et al.), ongoing research activities (Bednash et al.) in the various Schools and Faculties of Nursing, as well as theory based educational practices (MacKinnon et al.). We are also delighted to present an interview with the third<sup>1</sup> recipient of the Dr. Pat Griffin Research Scholar Award, Dr. Profetto McGrath, whose area of research in nursing education is critical thinking.

A major goal of this journal is to provide a forum in which nurse educators and other nurse leaders can avail of new knowledge, and cutting-edge thinking about nursing pedagogy, that could be embedded in the discipline of nursing. To that end, issues in nursing and health professional education can be examined from various perspectives and shared readily. Through such a process it is hoped that educators can continue to engage in and further enhance the education of today's nurses and beyond, to strengthen their contribution to the health of the population and the transformation of health-care systems.

We look forward to a rich dialogue on quality advancement in nursing education,

Co-Editors-in-Chief,

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<sup>1</sup> The first and second recipients were Dr. Florence Myrick (2011) and Dr. Minawatie Singh (2012).