



NEWS FROM THE NORTH

FALL 2025



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NWT AND NUNAVUT HIGHLIGHTS

Promoting Regulatory Excellence

The Council on Licensure, Enforcement and Regulation (CLEAR) is the premier international resource for professional and occupational regulation stakeholders.

CLEAR's purpose is to bring together the professional regulatory community for the exchange of information, education and training, serving as a central information clearinghouse, and identifying and sharing best practices.

Each year, more than 500 regulatory professionals from around the world come together for a dynamic program developed by and for members of the regulatory community. Conference content focuses on four key areas of inquiry:

- Regulatory Administration and Governance
- Compliance, Discipline, and Enforcement
- Entry to Practice Standards and Continuing Competence
- Testing and Examinations

Sessions include presentations, moderated panels, roundtable discussions, and posters featuring content for regulatory stakeholders of both medical and non-medical related professions.

CLEAR's 45th Annual Educational Conference was held September 15–18, 2025 in Chicago, Illinois. This event brought together members of the international regulatory community, all united by one goal: to promote regulatory excellence. CANN's CEO/Registrar, Deputy Registrar, Director of Professional Conduct Review and Director of Quality Practice attended virtual sessions online.

A common theme discussed in numerous presentations was the ongoing shortage of licensed healthcare professionals worldwide, which is forecast to get

exponentially worse in the years to come. Strategies being undertaken to address workforce shortages include redesigning educational programs, improving access to educational programs, exploring access to licensure for individuals who have had past involvement with the criminal justice system and streamlining pathways for internationally educated healthcare professionals. Cultural diversity and inclusion, Artificial Intelligence and innovations in professional conduct investigations were also highlighted.

Unprofessional Conduct

Unprofessional conduct refers to actions or omissions by a nurse that would reasonably be considered disgraceful, dishonourable, or unprofessional in the context of nursing practice.

This includes, but is not limited to:

- Lack of knowledge, skill, or judgment;
- Failing to follow accepted standards, codes of conduct, or ethics;
- Practicing while impaired by a condition that compromises patient safety;
- Violating the Act, regulations, bylaws, or conditions on their certificate;
- Misrepresentation or fraud;
- Failing to cooperate with an investigation or breaching undertakings or orders;
- Causing harm to patients or the public, or lowering the reputation of the nursing profession;
- Criminal convictions that impact the ability to practice; and
- Any conduct identified in the bylaws as unprofessional.

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Employer Responsibilities: Reporting Unprofessional Conduct

Employers play a vital role in protecting the public and upholding high standards of nursing practice in the Northwest Territories and Nunavut. Under the *Nursing Professions Acts, 2023*, employers are legally required to report instances of unprofessional conduct by nursing professionals.

What Employers Need to Know

If you employ nursing professionals, whether full-time, part-time, paid, unpaid, contractors, consultants, or volunteers, you must report unprofessional conduct to the College of Nurses of the Northwest Territories and Nunavut (CANNN). Reports must be submitted within 30 days of the incident.

What to Report

Employers must notify CANNN if a registrant:

- Has been terminated or suspended due to unprofessional conduct;
- Has had entitlements restricted, revoked, or suspended due to unprofessional conduct; or
- Resigns or voluntarily restricts their practice because of unprofessional conduct.

Submitting a Report

Reports must include:

- A detailed explanation of the incident;
- Supporting documentation; and
- Witness information (when applicable).

Reports can be submitted by email to intake@cannn.ca.

Confidentiality

All reports are handled confidentially. This protection applies to the employer (complainant), the registrant, and CANNN throughout the inquiry and investigation process.

Good Faith Protection

Employers who submit reports in good faith are protected from legal action seeking damages. Filing a report is recognized as part of the legitimate regulatory process.

When Employers Are Also Registrants?

If you are both an employer and a registrant of CANNN, you carry the additional responsibilities of upholding professional standards in accordance with the Acts.

As a registrant, you must:

- Maintain professionalism, competence, and ethical behavior at all times;
- Uphold the Code of Conduct and Standards of Practice;
- Report unprofessional conduct in accordance with your professional responsibilities;
- Cooperate with investigations by providing timely, truthful, and complete information.
- Failure to cooperate, including withholding information or obstructing an investigation, in itself may be considered unprofessional conduct and may lead to disciplinary action.

Why This Matters

As a self-regulated profession, nursing depends on employers and registrants to uphold professional accountability. Reporting unprofessional conduct safeguards the public, supports safe nursing practice, and strengthens trust in the profession. By fulfilling your legal obligations, you help build a stronger, safer health care system across the North.

Need Help?

For questions or guidance on filing a report, email intake@cannn.ca or call 1-867-688-5219.

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CANNN Attends CNAR 2025

The Canadian Network of Agencies for Regulation (CNAR) is the only Canadian association that supports those who regulate professions no matter their industry, province or territory, or organizational size. CNAR members are committed to developing their organizations, staff, and capabilities effectively and efficiently to meet the high expectations of the communities they serve.

CNAR connects Canada's provincial and national regulators, regulatory federations and associations, and others involved in professional regulation to learn, discuss challenges, share ideas, and develop best practices, enabling effective management of issues and trends.

CNAR's Annual National Conference brings together the Canadian regulatory community in the spirit of professional development, networking, and dialogue. The Conference addresses emerging regulatory issues and provides a forum to exchange information between

those interested in professional regulation. Known for delivering high-quality, Canadian-relevant content, CNAR continues to be a trusted resource for regulatory bodies and experts from all across Canada.

CNAR's Annual National Conference took place in Calgary, AB October 20 – 22, 2025. The entire CANNN team, as well as Denis Masson and Jacqueline Ramnath from CANNN's Board of Directors, were in attendance.

Topics discussed during CNAR's pre-conference workshops included Fundamentals of Regulation, AI in Professional Practice, Advanced Trauma-Informed Investigation Practices, Tracking Readiness and Risk in Regulatory Change, and Digital Forensics & AI in Professional Regulatory Investigations.

Keynote addresses were delivered by Mark Tewksbury, an Olympic champion who discussed courage and resilience, and Dr Chika Oriuwa, who focused on organizational wellness and equity.

A diverse range of sessions covering topics such as interprovincial trade barriers, artificial intelligence, right touch regulation, and risk-based regulation were offered.

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CANNN Welcomes New Member to the Board of Directors

Our Board of Directors Composition Matrix is a strategic tool designed to ensure a well-rounded and effective board. It helps assess the diverse skills, experiences, and perspectives needed to support CANNN's mission and values. With a strong commitment to public protection, cultural inclusivity, and community representation, the matrix guides the recruitment and selection of new board members to better serve and reflect the diverse communities of the Northwest Territories and Nunavut. The matrix is reviewed annually to address emerging needs in healthcare, governance, and community representation, ensuring our board remains responsive and prepared for future challenges.

Each board member is expected to uphold values such as integrity, accountability, and inclusiveness, demonstrating a commitment to culturally safe and respectful engagement within the communities we serve. Public Representatives play a crucial role in this work, bringing unique regional knowledge and perspectives from their respective territories to ensure that board decisions align with local insights and community needs.



Sabrina Guzman

Sabrina Guzman is a Registered Psychiatric Nurse with over 17 years of frontline and leadership experience in the field of mental health. Throughout her work in Nunavut, she has managed multidisciplinary teams, developed policies and programs, and provided executive support at the territorial level. With a strong foundation in direct client care and clinical leadership, she is dedicated to advancing accessible, high-quality mental health services in remote and underserved communities.

CANNN is proud to announce our participation in Nursys Canada.

Nursys is a national verification system that helps the public, employers, and regulators quickly confirm nursing licensure and registration status.

Launching in the North in December 2025.

[LEARN MORE](#)



NWT AND NUNAVUT HIGHLIGHTS

New Registration System and Quality Assurance Program Launched

CANNN is transitioning from our current platform (Thentia) to Alinity to better align our registration system with our long-term goals and evolving member needs. The new system will offer a more streamlined, secure, and user-friendly experience for all members.

Here's what you need to know:

After August 4th, the current online portal will close, and you won't be able to make updates yourself. If you need to change your contact information, employment details, or other records after that date, please reach out to us directly by emailing info@cannn.ca or calling 867-688-8267.

New Registration Manual Now Available

The College and Association of Nurses of the Northwest Territories and Nunavut (CANNN) is pleased to announce the release of our updated Registration Manual. This manual replaces all previous registration policies and serves as the comprehensive guide for applicants and registrants on the requirements and processes for:

- Initial registration and licensure
- Annual renewal
- Reinstatement to active practice
- Temporary, graduate, and educator licenses
- Expedited registration in emergencies
- Registration violations, conditions, and committee processes

Approved by the Board of Directors on June 28, 2025, the Registration Manual consolidates all registration-related policies into one accessible resource to make the process clearer and easier to navigate.

[DOWNLOAD REGISTRATION MANUAL](#)

New Quality Assurance Program

As of 2025, the College and Association of Nurses of the Northwest Territories and Nunavut (CANNN) has implemented a new Quality Assurance Program (QAP) to support continued competence across all nursing designations. The QAP replaces the previous Continuing Competency Program and is now part of the annual registration renewal process for all RNs, RPNs, LPNs, and NPs.

New Requirements

1. COMPLETE A SELF-ASSESSMENT QUESTIONNAIRE

- Choose the Clinical or Non-Clinical version that fits your practice

2. COMPLETE A PROFESSIONAL DEVELOPMENT PLAN (PDP)

- Include two SMART learning goals
- Plan and complete related learning activities
- Reflect on how they improved your nursing practice

All required documents must be entered into the registration system (Alinity) before your 2025 renewal is accepted.

Visit the CANNN webpage to find everything you need:

- Downloadable PDP template
- Self-assessment questionnaires
- Policy documents

[LEARN MORE](#)



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Introducing the Northwest Territories and Nunavut Association of Nurses (NTNAN)

A New Voice for Advocacy. A Stronger Future for Nursing in the North.

The College and Association of Nurses of the Northwest Territories and Nunavut (CANNN) is proud to announce the formation of a new, independent association: the Northwest Territories and Nunavut Association of Nurses (NTNAN). For years, CANNN has operated under a dual mandate: serving as both the regulatory College and the professional association for nurses across the North. While this model has supported the profession's growth, it also presents limitations. To ensure that both public protection and professional advocacy are served to their fullest potential, CANNN is evolving.

CANNN will continue as the regulatory College. NTNAN will serve as the Association, focused on supporting nurses, advancing leadership and promoting the profession. This change aligns with best practices across Canada and reflects feedback from nurses seeking stronger representation and clearer role definitions within the system.

What is NTNAN?

NTNAN will be a voluntary*, non-regulatory association dedicated to:

- Advocating for nurses' interests at local and national levels
- Supporting professional development and leadership
- Creating space for mentorship, connection, and collaboration
- Partnering with CANNN to elevate nursing in the North

**To support a smooth transition, NTNAN membership will be automatically included as part of CANNN registration for the first two years (2026–2028). After that, membership will become voluntary and available through the Association directly.*

[LEARN MORE ABOUT NTNAN](#)

Seeking members for the QAP Committee

CANNN is currently seeking volunteers to serve on the Quality Assurance Committee. The Quality Assurance Committee audits and provides peer review of Registrants' Self-Assessments and Professional Development Plans (PDPs) as part of CANNN's Quality Assurance Program.

View CANNN Policy Q2 – Professional Development Plan Audit Policy here:

[BILL OF LADING](#)

To apply, please email CANNN's Director of Quality Practice at renata.basaraba@cannn.ca.

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CANNN Annual General Meeting – June 2025

CANNN's 50th Annual General Meeting was held in Iqaluit on June 28th, 2025

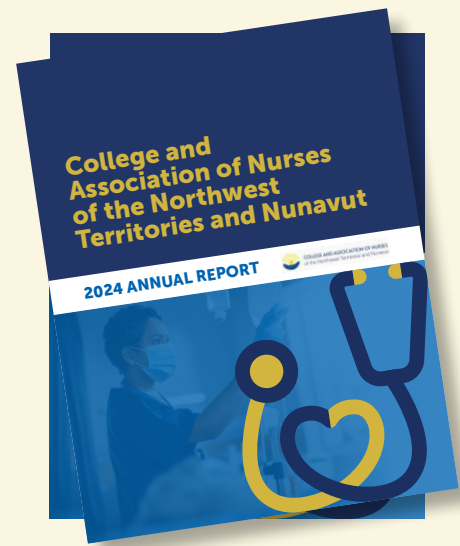
Presentations were provided by:

- Leigh Chapman, Chief Nursing Officer of Canada
- The Canadian Nurses Association
- Anastasia Semenova – Legal Services Director, Canadian Nurses Protective Society
- Denis Masson – President of the College and Association of Nurses of the Northwest Territories and Nunavut
- And Dr Greta Cummings, who provided an excellent keynote titled, Resonant Leadership in Today's Changing Healthcare Landscape: How Nurses Can Lead with Purpose, Fulfillment, and Impact.

Although travel discounts and virtual attendance was offered for the AGM, attendance was low. In addition to missing this valuable educational and networking opportunity, resolutions put forward by CANNN members could not be voted on by the CANNN membership as the attendance required to achieve quorum was not met.

Registrants with feedback and ideas on how to increase interest and attendance to CANNN's AGM in 2026 are encouraged to reach out.

Please email suggestions to execast@cannn.ca.



CANNN's Annual Report was distributed and reviewed.

[READ THE FULL REPORT](#)



NWT AND NUNAVUT HIGHLIGHTS

Insights and Lessons Learned: Aurora College BSN Year 1's First Practice Experience at Liwegoati's Long Term & Extended Care Facility

BY

Marianne Bumaat, Tatyana Burla, Faith Evangelio, Vusumuzi Moyo, Chelsea Rowsell, Mary Watier, & Lea Barbosa-Leclerc, BN RN, CCNE

Introduction

Embarking on the first practice rotation in nursing school often brings a mix of feelings, as stepping into a long-term and extended care facility for the first time can be both overwhelming and exciting. Within this paper, the experiences of nursing students and their instructor will be shared, hoping to enlighten others on the lessons learned and offering tips for future success based on their experience.

On 06 May 2025, the Aurora College first-year Bachelor of Science in Nursing (BSN) students embarked on their first five-week practice rotation at the newly renovated Stanton Legacy building, which is now called Liwegoati Building. The third floor's Wildrose and Narwhal Houses became the settings for one practice instructor and six BSN Year 1 students' first practice experience. This practice setting delivers essential insights into resident care by effectively applying concepts learned in theory courses and skills from the Learning Resource Centre (LRC). It emphasizes the necessity of developing critical thinking and decision-making skills at an introductory level, while also highlighting the crucial role of communication and collaboration in providing quality care. Theoretical concepts such as growth and development, health promotion, and teaching and learning become vividly real when the students engage with residents. Understanding the stages of human

development aids in underscoring the emotional and physical needs of older adult residents. Students observe firsthand how tailored health promotion strategies can enhance quality of life, even in advanced age.

The students were offered progressive learning over a five-week Consolidated Practice Experience (CPE) I rotation, starting their first three weeks at the Wildrose Long-term Care, then transitioning to the Narwhal Extended Care for two weeks. The art of communication is honed as students learn to detect non-verbal cues and adapt their approaches to each unique resident. Students gained their assigned residents' trust and built therapeutic rapport by meeting the residents where they were at and incorporating creative and meaningful approaches as forms of communication. Students identified music, personal stories, leisure walks, pictures, plants, and families as conduits to connect with their assigned resident(s). They readily witnessed how music and songs can bring residents together and joyfully participate in the simple actions of singing and laughing. Vital signs, assessments, and basic clinical skills came alive as students practice on residents ("real individuals") rather than the mannequins they are accustomed to in the LRC. This hands-on experience allowed them to build confidence, sharpen their intuition to trust their senses, work on their physical assessment skills, and develop their critical thinking and decision-making skills overtime.

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The students and their instructor have had the opportunity to reflect on learning gained from this practice experience during seminar praxis each week. Engaging with their assigned residents gave them a practical understanding of health promotion, emphasizing the importance of preventive care while instilling their residents' autonomy and choice.

Students shared a range of emotions and learning experiences when talking about their practice. Many were able to connect what they learned in theory with real-life applications, leading to deeper understanding. However, one student expressed negative feelings due to a lack of initial support from the staff. Here are some examples of what students said about their experiences and how these shaped their views on practice.

Students' Insights

Having my first clinical placement at Liwegoati Long-Term Care and Extended Care Unit was an eye-opening experience. It gave me a real sense of what it's like to work with actual residents and apply what I've learned in the lab to real-life situations. At first, seeing and doing things hands-on felt intimidating compared to watching videos, but with the guidance of our instructor, RNs, LPNs, and PSWs, things gradually became more comfortable and familiar. Starting on the Long-Term Care side allowed me to observe how routines can vary; many residents there are more independent, able to feed and care for themselves with minimal assistance. In contrast, the Extended Care Unit requires more hands-on involvement, as most residents follow structured routines and need full support with daily care. I learned that doing assessments can feel overwhelming at first, but with practice and repetition, confidence builds. I also realized that not everything written in the daily care plan will go exactly as expected; things change, and flexibility is key.

Faith Evangelio, Year 1 BSN

I put into practice the growth and development concepts that I learnt during Health and Healing and Health Sciences courses. I got the opportunity to work with residents in both long-term and extended care that had a wide range of cognitive and physical impairments.

Tatyana Burla, Year 1 BSN

Having my first clinical experience here has been such a meaningful and eye-opening experience. Being able to work with individuals from diverse backgrounds has helped me to develop a greater sense of compassion and empathy. The hands-on experience I am gaining by performing personal care and assessments has slowly been helping build my confidence as a nursing student and helping me gain a deeper understanding of the responsibilities of providing quality care. Applying Erikson's and Piaget's theories have also helped me to understand where my residents are developmentally, helping to incorporate their emotional and cognitive needs into my care.

Marianne Bumaat, Year 1 BSN

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My experience made me realize the richness of nursing care, and how presence, patience, and advocacy are paramount in long-term care. I learned to engage respectfully with the resident during moments of agitation, and how to re-adjust the approach to preserve the resident's dignity. I applied communication skills and relational practice strategies learned in theory to establish the trust of the resident and care support for the resident effectively. I had one particular assigned resident who had some physical challenges but was fully awake and capable of verbal communication. This helped me learn to stay alert, to battle to ensure interventions were on time, and to prioritize safety—especially repositioning and being present during dressing changes for learning. I utilized theoretical knowledge regarding skin integrity, neuro-assessment, and models for decision-making to guide practice. These arose in such mundane activities as assessing the coccyx injury, monitoring catheter change, or maintaining bowel management regimes.

Vusumuzi Moyo, Year 1 BSN

My first clinical experience as a first-year nursing student was truly exceptional. It provided a safe and adaptable learning environment where I could effectively apply the theories and skills I gained during my first year of studies. The staff members were incredibly welcoming and served as valuable resources of knowledge, always ready to support my learning and skill development. Throughout my five weeks, I had significant opportunities for interprofessional collaboration, including a workshop with a dietitian and SLP, as well as working alongside the recreational therapist and team. This experience broadened my understanding of the diverse roles within the healthcare team and highlighted the importance of teamwork in ensuring the health and well-being of the residents. Finally, the residents themselves were a joy to interact with, happy to share their stories and appreciative of the additional support in their care.

Mary Watier, Year 1 BSN

My first impression was how calm and welcoming the environment was. The pace was slower than I expected, which gave me the time to intentionally connect with residents and observe the rhythm of care in a long-term setting. One of the most impactful parts of my experience was learning how much relationships matter. The staff were kind, patient, incredibly supportive, and always open to sharing their knowledge; which I am forever grateful for. Throughout my rotation, I found myself drawing heavily on Year 1 theory, especially concepts from communication, health assessment, and lifespan development. Using therapeutic communication strategies helped me build trust with residents who had cognitive impairments, and understanding age-related changes gave me confidence when performing assessments or simply helping with mobility and ADLs. One learning that surfaced daily was the importance of being present. Even small tasks, helping with meals, making beds, or just listening to stories, made a real difference in the residents' day.

Chelsea Rowsell, Year 1 BSN

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In terms of skills, students practiced foundational assessments and vital signs, which are critical in establishing baseline health metrics. They highlighted the significance of support, clear communication and compassion in building rapport with residents and staff, enhancing the assessment process. They learned the importance of communication with the staff, and how to decipher findings that are important to report to ensure timely follow-up or additional assessments.

Students' Insights

By interacting with PSWs, nurses, and students, I witnessed how collaboration enriches care delivery.

Vusumuzi Moyo, Year 1 BSN

Working alongside the staff has also been a wonderful and beneficial experience, as they have all been incredibly supportive and patient. They take time to explain and demonstrate, making sure I understand how it's done and why. When I had questions or concerns, they always took them seriously and responded appropriately, which I appreciated as it made me feel that my opinion, even as a student, is valued and respected as part of their team.

Marianne Bumaat, Year 1 BSN

I also witnessed strong interprofessional collaboration; nurses (NPs, LPNs, and RNs), PSWs, recreational therapists, speech therapists, kitchen staff and dietitians all worked closely together, showing me what holistic care truly looks like.

Chelsea Rowsell, Year 1 BSN

During practice I completed vital signs and weights, head-to-toe assessments, focused assessments, and personal care. With a lot of guidance from my instructor and the unit staff, I got to learn how to use two types of mechanical lifts and how to chart narrative notes and with flow sheets.

Tatyana Burla, Year 1 BSN

The residents' and students' lived experiences greatly shaped the nursing instructor's journey at Liwegoati's Wildrose and Narwhal Houses, as this rotation was also the instructor's first experience in a long-term and extended care nursing.

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Instructor's Insight

As a nursing instructor for 22 years, a considerable part of my teaching focus was pediatrics and mental health nursing. This practice rotation is a first for me as well. Teaching to practice in these settings afforded me a unique vantage point from which to observe not only the complexities of resident care but also the thoughtful impact that ethical, compassionate, competent nursing can have on the lives of residents and the nursing students. No matter the practice setting, my goal has always been to create an environment where nursing students feel safe to trust me, where the same students feel empowered to take initiative in their own learning, while still adhere to safe and ethical standards. This same goal I carried with me during this 5-week practice rotation this spring semester. When they feel/verbalize safety, confidence and learning, it is a win for me as well.

One memorable instance involved a student who was very unsure that she was making a difference to her assigned resident. Each time she walked in the resident's room, the resident stared, looked away, did not respond or would yell at her, which led her to hesitate to engage with the resident. By encouraging her to approach the resident with openness and empathy and to incorporate music into this care, I witnessed not only a transformation in the resident's demeanor but also a newfound confidence in my student. On another instance, I witnessed residents' refusal to be cared for, bringing a lot of angst to the student. I can see defeat in their face. No matter how much openness and willingness

they showed to care for the resident, they were met with some resistance. I reminded them that most often, residents have reasons for their actions, and not take things personally. The student explored possible reasons for the resident's actions. These experiences emphasize the importance of fostering autonomy within nursing practice, allowing students to cultivate ethical, compassionate, reflective and critical thinking skills.

Reflecting on my experiences, I have become more aware of the reciprocal nature of the educator-student-resident relationship. Each interaction with residents, my students learned invaluable lessons about empathy, dignity, and the fragility of life. The stories shared by the residents, often packed with nostalgia, wisdom and resilience, serve as moving reminders of the purpose behind our profession. The experiences that our practice group has had has been very positive – each day, we celebrated accomplishments but also challenges we were faced. Each day brought new learning about ourselves and others. We held on to my motto of "We came as a group, we leave as a group." These past five weeks of CPE I rotation, I am grateful for the opportunity to shape future nurses and to gain a deeper understanding of the significance of holistic resident care. This journey has solidified my commitment to nursing education and illuminated the profound impact we, as caregivers, can have on the lives of our clients and the students we teach and support.

Lea Barbosa-Leclerc, Nursing Instructor

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Heartfelt Advice

In five weeks, the group of students expressed positivity and appreciation attending this rotation. The following are suggestions they offer to other students:

Ask questions for clarifications, and/or for help.

- I have learned never to be afraid to ask questions...the staff are always willing to help and address any concerns, and expect the unexpected and learn to go with the flow as flexibility is key in clinical settings.
- Don't be afraid to ask for help or clarification.
- My biggest piece of advice is not to hesitate to ask questions. Remember that the staff were once students too and understand the experience of being in your shoes. Asking questions is crucial for your growth as a future nurse.

Show respect, embrace openness and the learning experience.

- Show respect to the staff, as they have a wealth of experience, and take time to really connect with residents. You'll learn more from listening and being present than any textbook can teach you.
- I encourage you to fully embrace the experience by observing new skills, even if you cannot perform them yet. Exposure to these practices will undoubtedly benefit your future learning.
- Take your time and be open. Observe how experienced staff interact with residents, and don't be afraid to get involved. Every moment is a learning opportunity. This experience reminded me why I chose nursing: to care, connect, and grow with others.

Be patient, flexible

- You are not alone; someone will always be there for you if you need help. Be patient, take your time, and remember to breathe; there's no need to rush.
- Be flexible with your time and to expect things to happen that you do not anticipate. Any questions asked are taken seriously, so do not hesitate to speak up. Overall, it has been a very positive experience for my first clinical placement and would recommend this facility to everyone in any level of competence. Embrace the learning curve – every interaction is an opportunity.

Conclusion

The journey of entering a long-term care and extended care facility for the first practice rotation is both daunting and exhilarating for nursing students. Through the shared experiences of students and their instructor, valuable insights have emerged that highlight the importance of adaptability, empathy, and resilience in the nursing field. These lessons not only enrich the practice experience but also lay a strong foundation for future success. As we reflect on this transformative journey, it is evident that each challenge encountered is an opportunity for growth and learning, ultimately shaping compassionate and skilled nursing students and registered nurses ready to make a meaningful impact in the lives of their clients.

Submitted by Lea Barbosa-Leclerc, BN RN, CCNE, CPI Associate

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Aurora College and Nunavut Arctic College Bachelor of Science in Nursing Programs Receive Program Approval

In 2023, CANNN's Education Advisory Committee voted to adopt the Nursing Education Program Approval Process created and utilized by the College of Nurses of Ontario (CNO). This program review process is being adopted nation-wide and serves as a mechanism to ensure consistency and standardization of nursing education programs across jurisdictions.

The Nursing Education Program Approval Process is an evaluation and monitoring process for approving all entry-level nursing education programs (Practical Nursing and Baccalaureate Nursing) in the Northwest Territories and Nunavut. This process is one way CANNN meets its mandate of protecting the public.

Program approval ensures graduates are prepared to practice nursing safely, competently and ethically for the nursing category and/or class for which they want to register.

CANNN's registration regulation requires that all applicants have graduated from a program approved by the Education Advisory Committee and Board of Directors. Making sure this regulatory accountability is consistently and effectively applied to all nursing education programs is fundamental to protecting the public.

Over the last year, CANNN has been engaged in the comprehensive program review of the Bachelor of Science in Nursing (BScN) and Practical Nurse (PN) Programs offered through Aurora College in Yellowknife, NT and the Nunavut Arctic College in Iqaluit, NU.



In August, 2025, the BScN Programs offered through Aurora College and the Nunavut Arctic College completed the Comprehensive Review Process and are now considered "Approved Programs".

The PN Programs offered through both institutions have been "Approved with Conditions" as they continue to undergo the Comprehensive Review Process. Annual reviews of all four programs will be completed ongoingly. Comprehensive Program Reviews occur every five years or more frequently, if deemed necessary.

National Changes to Nurse Practitioner Licensure

A new national Nurse Practitioner (NP) regulatory model is being implemented across Canadian jurisdictions with the exception of Quebec.

This change enables the appropriate level of NP regulation in the public's interest and fosters a more mobile and responsive NP workforce. The new regulatory model recognizes the NP's desire for growth and career progression, enabling NPs to move and progress across healthcare practice settings, domains of practice, and employers.

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The changes required in Nurse Practitioner regulatory model will differ in each province and territory. National implementation is expected to be completed in 2026. NPs will be educated and licensed to practice across the client life span (all client ages) and across health care practice settings. This is different from how NPs have been and are currently educated and licensed across Canada by client population or setting, including Family All Ages, Primary Care, Pediatric, Adult, and Neonatal.

This change will enable current and future NPs to continue to provide essential health services and be responsive to changing healthcare and populations needs. The change is possible as a previous analysis of Nurse Practitioner practice across Canada indicated that NPs have common competencies and behavioural indicators, and that foundational, entry-level NP practice does not differ greatly, regardless of where the NP practices. NPs educated and licensed to practice across the client life span and practice settings will have the entry-level / foundational knowledge, skills, and judgement to begin providing care. They will continue to require orientation and onboarding in their employers specific practice settings.

In some jurisdictions, Neonatal NPs will continue to be educated and licensed as they are now. NPs educated and licensed with a neonatal focus will need to complete the full licensure requirements for Nurse Practitioners in this new model (i.e., a full Nurse Practitioner education program and the Canadian Nurse Practitioner Licensure Exam) if they wish to practice with a different client population.

The Canadian NP Licensure Exam (CNPLE) will be the licensure exam for NP candidates when the national NP regulatory model is in place. This exam will be ready in 2026 and available to NP students who are graduating from the revised NP programs, across the client life span and practice settings.

Licensure exams will be available for Nurse Practitioner students who have taken the Family / All Ages or Adult Nurse Practitioner education programs up until the end of 2028 depending on the jurisdiction. The Pediatric Nurse Practitioner licensure exam is no longer available since the Pediatric Nurse Practitioner education program is now completed.

NP university education programs across Canada are updating their Nurse Practitioner programs based on the revised NP Entry Level Competencies (ELCs) and are beginning to offer programs to educate Nurse Practitioner students across the client life span and practice settings.

Students began the updated Nurse Practitioner education programs at some Canadian universities starting in September 2024. During the transition period, some NP university education programs will run more than one type of NP program such as finishing a population or setting focused program (e.g., Family All Ages and/or Adult) while also offering the revised Nurse Practitioner education programs.

Currently registered Nurse Practitioners will continue to work within their current education, training, and competence, and maintain their competencies by participating in their jurisdiction's quality assurance program and continuing education for ongoing career growth. NPs will continue to be accountable to practice within their scope of practice and competencies.

Nurse Practitioners currently registered with CANNN will be transitioned into the new model without having to complete any further education, examination, or training.



NWT AND NUNAVUT HIGHLIGHTS

National RN and LPN ELC Project

CANNN is a member of the Canadian Council of Registered Nurse Regulators (CCRNRR). In March, 2025 the CCRNR contracted Sense and Nous to review and provide recommendations for updating Registered Nurse (RN) and Licenced Practical Nurse (LPN) Entry Level Competencies (ELCs) nationally.

Entry level competencies (ELCs) are defined as an observable ability of a nurse at entry-level that integrates the knowledge, skills, abilities and judgment required to practice nursing safely and ethically. ELCs are used by CANNN for a number of purposes, including, but not limited to:

- Academic program approval/recognition
- Assessment of applicants for the purpose of re-entry into the profession
- Input into the content and scope of entry-to-practice exams
- Practice advice/guidance to clinicians
- Reference for professional conduct matters
- Public and employer awareness of the practice expectations of nurses

Since March, Sense and Nous has conducted an extensive literature review on the subject of RN and LPN ELCs. They have consulted with Nursing Regulators and Subject Matter Experts from every jurisdiction across Canada. They have also conducted virtual focus groups and launched an online survey for RNs and LPNs across Canada to collect structured feedback on both the RN and LPN entry-level competencies.

A few of the topics reviewed included:

- Expectations of new graduates
- System changes impacting practice (e.g., virtual care, equity, interprofessionalism)
- Gaps in current competencies
- Recommendations for improvement

In November 2025, CCRNR's RN and LPN working groups met in Toronto to review, discuss and revise new ELCs proposed by Sense and Nous. Revised drafts of RN and LPN ELCs will be discussed by the working groups in early December. Registrant feedback on the new ELCs will be requested via a survey that will be launched in January, 2026.



NWT AND NUNAVUT HIGHLIGHTS

Updated Code of Conduct

CANNN's Code of Conduct sets the standard of practice all nurses are accountable to. It also explains the professional behaviour and ethical conduct people can expect from a nurse when receiving care.

The Code of Conduct:

- Establishes accountability to clients, colleagues, and the public.
- Emphasizes professionalism, cultural safety, and ethical behavior.
- Upholds public trust in nursing through six key principles, including respect, integrity, and client-centered care.

As CANNN's central practice standard, the Code summarizes the accountabilities existing in all CANNN practice standards. CANNN's Code of Conduct for the nursing profession was revised over the summer following a legal review and opinion.

The updated Code of Conduct can be viewed here:

[UPDATED CODE OF CONDUCT](#)



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