



LICENSURE OF INTERNATIONALLY EDUCATED NURSES WITH IDENTIFIED EDUCATIONAL GAPS IN NOVA SCOTIA

Author: Damilola Iduye, Dalhousie University, Cathy Rose & Sheri Price

Evidence suggests that many internationally educated nurses (IENs) find it difficult to complete the registration process, thereby resulting in a waste of human capital. This presentation discusses the opportunities for licencing IENs with identified educational gaps while they complete the required remedial education. Helping IENs enter into the nursing workforce as soon as possible can enhance their effective utilization in meeting the Canadian workforce demands.

CHWC 2016

PURPOSE/OBJECTIVES

The aims of this project are twofold. The first is to identify best practices related to the issuance of licences for IENs with educational gaps identified upon their initial assessment by the College of Registered Nurses of Nova Scotia (CRNNS). The second is to make policy recommendations to the CRNNS on the issuance of such licences.

FINDINGS/IMPACT/OUTCOMES

Preliminary findings show that issuing a restricted form of licence to IENs with educational gaps may contribute to their successful licensure and integration into the Canadian nursing workforce. However, there are some legislative and regulatory factors to be considered in making such decisions. Some of these factors include: what form of licence to issue, whether conditions and restrictions will be attached to the licence, at what stage in the application process or during the remedial education should such licence be issued, what measures need to be put in place for monitoring IENs' practices, and the duration of holding such licence. Furthermore, it is important to examine the potential risks and benefits of such licensure process to the public as well as the nursing profession, CRNNS, and IENs themselves.

CONCLUSIONS

Not yet known, the project is still in progress.