

## 2026 Track Descriptions

1. **Natural and human-made disasters and public health emergencies:** This track focuses on how issues from natural and man-made disasters can be taught in nursing education.
  - Public health emergencies (e.g., opioid crisis, infectious disease outbreaks, workplace violence)
  - Natural disasters (e.g., heat-, cold-, and weather-related emergencies)
  - Human-made disasters (e.g., war, conflict, and bioterrorism)
  - Emergency preparedness and disaster management
  - Mental health and disaster
  - Public health law and legal considerations (e.g., quarantine, evacuation)
  - Ethics and culture in public health emergencies and disaster management
  - Adapting to changes in public policy
2. **Advance Practice Education:** This track focuses on the specific opportunities, needs, and challenges of advance practice programs. It addresses the issues related to advance practice preparation and role transition.
  - Revisioning clinical practicum
  - Integrating competency-based education
  - Leadership and role transition
  - Clinical Placement Challenges and Solutions
  - Evaluating Clinical Competencies
3. **Academic Progression and Building Capacity for Nursing Education and Practice Workforce:** This track focuses on advancing the nursing workforce by addressing academic progression and the necessary resources for building capacity in nursing education and practice. The goal is to create innovative pathways for workforce development and to develop a robust pipeline of nurses prepared to meet the evolving demands of healthcare.
  - Professional identity of the nurse educator
  - Mentoring/coaching
  - Academic-practice partnerships
  - Transition to practice
  - Models of interprofessional education
  - Developing pathways programs from high school to doctoral preparation

- 4. Facilitate Active Learning:** This track focuses on promoting contemporary and evidence-based teaching and learning strategies that advance the art and science of teaching. Emphasis is placed on teaching innovations supported by the evidence generated by various disciplines (i.e. education, neuroscience, sociology, psychology) and integrated across lab, clinical, and classroom environments.
- Science of teaching
  - Verified competence
  - Developing faculty expertise
- 5. Structural and Social Determinants of Health and Social Change:** This track focuses on the nurse educator's role in addressing the social and structural determinants of health, the social determinants of education, and structural racism. It explores diversity, equity, inclusion, and belonging, accessibility, justice, social change and health equity.
- Diversity, equity, inclusion, and belonging
  - Structural Racism
  - Structural Competency
  - Social and structural determinants of health
  - Social and structural determinants of education
  - Inclusive learning environments
- 6. Assessment and Evaluation** This track focuses on measuring performance, providing feedback to enhance performance, and documenting a level of attainment of student learning.
- Formative assessment (classroom, clinical, simulation)
  - Summative evaluation (classroom, clinical, simulation)
- 7. Competency-Based Education:** This track focuses on innovative models and evidence-based strategies for the integration, assessment, and evaluation of competency-based education. It includes the planning, design, and process of implementing competency-based education as well as the time, cost, and challenges.
- Curriculum integration
  - Competency-based education models and tools
  - Assessment and evaluation

**8. Climate Change and Health and Decarbonization:** This track addresses innovative education and health initiatives and curricula that include disaster planning and preparation and climate mitigation, adaptation, and resilience strategies in the context of health equity locally, regionally, and globally. This includes acknowledging environmental stewardship as it relates to promoting healthy communities.

- Advancing the knowledge
- Inequitable impacts on people, families, communities, and populations
- Teaching and learning strategies, curricular integration
- Community partnerships, advocacy and policy implications

### **9. Leadership and Advocacy in Nursing**

This track combines leadership development and advocacy in nursing, focusing on empowering nurse educators to lead organizational change and influence health policy.

- Leading organizational systems and change
- Leading CBE curricular transformation in academic institutions
- Educating leaders on policy and advocacy
- Nurses as policymakers: navigating the legislative process

### **10. Mental Health and Well Being**

This track focuses on addressing the growing mental health challenges within the nursing profession, exploring strategies to build resilience, prevent burnout, and promote emotional well-being. By fostering supportive environments and offering innovative tools, this track aims to improve mental health outcomes for nurse educators and students.

- Managing stress, burnout, and compassion fatigue
- Maintaining work-life balance and healthy habits
- Building resilience and emotional well-being
- Innovative programs and initiatives to foster well-being