



**Dr. Jennifer Arnold** (left) and **Anna Quindlen** will be the featured speakers at AACN's Deans Annual Meeting in Washington, DC.

## DEANS ANNUAL MEETING TO FOCUS ON TACKLING THE UNKNOWN

“At the Crossroads of Innovation: Anticipating the Unknown” is the theme of this year’s [AACN Deans Annual Meeting](#), which will take place at The Fairmont Hotel in Washington, DC, March 21-24. The Deans Meeting is open to the primary Dean/Chair/Director of AACN member schools.

This year’s meeting will feature two prominent speakers: Dr. Jennifer Arnold and Anna Quindlen. Dr. Arnold is the Medical Director for the Center for Medical Simulation and Innovation Education at Johns Hopkins All Children’s Hospital in Florida. She and her family are featured on the TLC channel reality show “The Little Couple.” Dr. Arnold will discuss her life experience and philosophy to triumph over unique challenges and adversity.

Anna Quindlen is a Pulitzer Prize-winning journalist and author and a former columnist for *The New York Times*. Ms. Quindlen will discuss the helpful relationship that can be forged between daily living, health care, and technology.

Speaking on leading innovation in healthcare education and systems will be Dr. Dan Weberg, Head of Clinical Innovations at Trusted Health in San Francisco. Dr. Weberg will discuss how leaders can build innovation into their systems in order to create the future.

Another meeting highlight will be the presentation of the Geraldine “Polly” Bednash Lectureship Award to Dr. Darrell Kirch, former President and Chief Executive Officer of the Association of American Medical Colleges. Dr. Kirch will address attendees after the award presentation and discuss how health care can and should become the place in which we find national (and even global) common ground.

In addition, there will be a Re-envisioning of the Essentials Program and Workshop for Deans, as well as a deep dive by experts into three current, pertinent nursing topics: healthcare technologies, diversity, and competency-based education.

A new dean and member orientation will be held on the first day of the meeting (March 21), as will a meet-and-greet for first-time attendees. Like-Schools discussions, exhibits, and an evening welcome reception will take place on Sunday, March 22.

On Monday afternoon, March 23, members will be able to make Capitol Hill visits to their representatives’ offices and attend a reception on the Hill.

*Executive Development Series: March 20–21*

Preceding the Deans Annual Meeting will be the popular Executive Development Series, which is designed for leaders in higher education to gain high-level leadership and management skills. Tailored to the challenges and opportunities of those that serve as the Chief Academic Nursing Officer (Deans/ Directors), this program examines The Inner Game of Leading Change and has been developed by The Nebo Company, a top DC-based leadership development firm, in consultation with AACN. For registration and other information, visit [AACN’s website](#).

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## AACN PARTNERS WITH SCRUBIN UNIFORMS TO OFFER CUSTOMIZED, DISCOUNTED SERVICES TO NURSING SCHOOLS NATIONWIDE

AACN and Scrubin Uniforms are pleased to announce a new partnership to provide nursing schools, faculty, staff, and students with easy access to high quality scrubs and uniforms at a highly discounted rate. Through this collaboration, Scrubin Uniforms will create customized web portals for participating schools, which will allow students and staff to easily order the apparel needed to practice at various clinical training sites.

“Presenting a professional image is important for nursing students and faculty working with patients and providing healthcare services in hospitals, clinics, and across community settings,” said Dr. Deborah Trautman, President and Chief Executive Officer of AACN. “Through our new collaboration with Scrubin Uniforms, we are providing a turnkey solution for our member schools to help ensure that students and faculty can easily order discounted scrubs and uniforms that meet site-specific needs.”

Through this partnership, AACN member schools will work directly with Scrubin Uniforms to create an online apparel store, which will be accessible directly from each school’s website and will feature the exact items needed for on-site clinical training at hospitals and in other settings requiring a uniform. The apparel, which will be selected by individual schools, can be branded with each school’s logo to help students and staff present a professional image to patients receiving care. Participating schools will receive, at minimum, a 15% discount off the lowest advertised price for scrubs and uniforms.

“We look forward to working directly with AACN’s 825 member institutions to help facilitate access to the apparel needed as part of the clinical education process, which is essential to preparing future nurses,” said Vicki Linn, Chief Executive Officer of Scrubin Uniforms. “My company is committed to tailoring our services to meet the individualized needs of nursing schools of all sizes from coast to coast.”

Schools interested in finding out more about this opportunity and scheduling a demonstration call are encouraged to visit [www.aacn.scrubin.com](http://www.aacn.scrubin.com). Representatives from Scrubin Uniforms will be available to meet with AACN members at the Doctoral Education Conference in Naples, Florida on January 30-31; at the Deans Annual Meeting in Washington, DC on March 22; and at future AACN events. For more information, please contact Matt PaneGasser at [mattp@scrubin.com](mailto:mattp@scrubin.com) or Robert Rosseter at [rosseter@aacnnursing.org](mailto:rosseter@aacnnursing.org).



## Where Nurse Faculty and Innovation Meet **TRANSFORM** 2020

DECEMBER 3-5, 2020, CHICAGO, IL

Launching in December 2020, AACN is hosting *Transform 2020* - our first national conference for faculty teaching in baccalaureate and/or master’s nursing programs. *Transform 2020* combines AACN’s Baccalaureate Education and Master’s Education Conferences into a single event and will feature thought leaders who are redefining how professional nurses are educated and how they practice. New developments in academic nursing along with the latest innovations impacting higher education and healthcare delivery will be presented during program sessions that are offered exclusively for faculty teaching in baccalaureate and master’s programs. Abstract presentations, which are selected following a competitive peer-review process, will allow participants the opportunity to explore how their peers from across the nation are developing and inspiring future generations of nursing professionals. Don’t miss this opportunity for robust discussions and network-building with those on the leading edge of nursing education.

Additional information will be posted. If you have any questions, please contact [conferences@aacnnursing.org](mailto:conferences@aacnnursing.org).



# News & Information

## REGIONAL MEETINGS SET FOR AACN'S RE-ENVISIONING OF THE ESSENTIALS

As part of our work to build consensus around the new AACN Essentials, AACN will host four regional meetings to collect feedback from our members and stakeholders. At these events, the Essentials Task Force will share key elements of the Essentials, which are used to shape the development of undergraduate and graduate nursing programs, including domains, domain descriptors, competencies, and sub-competencies. Attendees will be able to review and provide input on the materials presented, which will shape future iterations of the Essentials as the re-envisioning process moves forward. We encourage deans, faculty, and students from member schools to attend the regional meetings along with their practice partners. In addition, national nursing organization representatives are welcome to attend.

**Note:** *The first two regional meetings will focus on the Essentials related to Entry into Professional Nursing Practice; the last two meetings will focus on Advanced Professional Nursing Practice.*

### [San Antonio Regional Meeting: Entry into Professional Nursing Practice](#) February 17-18, 2020

Hotel del Palacio, 200 South Alamo Street  
San Antonio, Texas  
Registration fee: \$149

### [Atlanta Regional Meeting: Entry into Professional Nursing Practice](#) March 5-6, 2020

Hilton Atlanta Airport, 1031 Virginia Avenue  
Atlanta, Georgia  
Registration fee: \$149

### **Additional Opportunities to Provide Feedback**

Regional meetings focused on Advanced Professional Nursing Practice will be announced later this Spring. Visit [AACN's website](#) for a listing of other upcoming opportunities to provide feedback on the Essentials.

If you have any questions or need additional information, please e-mail [essentials@aacnnursing.org](mailto:essentials@aacnnursing.org).

## CCNE SEEKS VOLUNTEER EVALUATORS FOR ACCREDITATION REVIEW TEAMS

The Commission on Collegiate Nursing Education (CCNE) is seeking applications from individuals who represent education and practice to serve as volunteer evaluators on its accreditation review teams for baccalaureate and graduate nursing programs. Competition for on-site evaluator positions will be keen; those who are selected will be required to attend a two-day training workshop in the Washington, DC area between May 17-20, 2020 (final dates to be confirmed). The application deadline is **February 17, 2020 at 11:59 pm ET**.

**To review a full description of specific requirements and expectations for volunteer on-site evaluators, please review [CCNE Seeks Applicants to Serve as On-Site Evaluators for Accreditation of Baccalaureate and Graduate Nursing Programs](#). To learn more about the value of serving as a volunteer evaluator, please watch [Volunteering as a CCNE Evaluator in the Accreditation Process](#).**

To be considered for service as a volunteer on-site evaluator in the CCNE accreditation review process, interested individuals must complete an [online application](#) and upload a current CV/resume. Two [letters of recommendation](#) must be submitted directly to CCNE from individuals who can address the applicant's specific qualifications and suitability to serve as a CCNE on-site evaluator. CCNE will only consider applications that are submitted using CCNE's online application form and that include a CV/resume and two letters of recommendation.

## ARE ALL YOUR STUDENTS PREPARED TO DELIVER PRIMARY PALLIATIVE CARE?

With the growing need for palliative care for those with serious illness and their families and the limited palliative care resources available, the 2018 National Consensus Project Clinical Guidelines for Quality Palliative Care (4<sup>th</sup> ed.) strongly recommends that all healthcare professionals be educated to provide primary palliative care. Since it is the Year of the Nurse, let's make sure all nurses are educated to provide this essential care!

The AACN Board of Directors endorsed primary palliative care competencies for undergraduate/prelicensure (2016) and graduate nursing students (2019).

Meeting these competencies is easy with the online ELNEC-Undergraduate and ELNEC-Graduate Curricula. Over 400 schools have enrolled their students and over 35,000 students have completed the curricula. Thank you and congratulations to those nursing programs listed on our Hall of Fame on the ELNEC website! For those faculty not familiar with the AACN CARES and G-CARES competencies or would like to access to the curricula, please visit the website at <https://aacnnursing.org/ELNEC> or contact Dr. Polly Mazanec at [pmm@case.edu](mailto:pmm@case.edu) or Andrea Garcia-Ortiz at [elnec@coh.org](mailto:elnec@coh.org).

# Q&A with Susan Bindon



## SUSAN BINDON, DNP, RN-BC, CNE

Dr. Susan Bindon is an Associate Professor in the Institute for Educators and Director of the Post-Master's DNP program at the University of Maryland School of Nursing. She maintains a faculty practice in nursing professional development at the University of Maryland Medical Center and is President-Elect of the Association for Nursing Professional Development. She is a participant in AACN's 2019-20 Elevating Leaders in Academic Nursing (ELAN) program. She served five years as Co-Editor-in-Chief of the *Journal for Nurses in Professional Development* and was the 2016 winner of AACN's Excellence and Innovation in Teaching Award.

### What led to your focused interest in professional development for nurses?

My clinical background is as an acute care nurse and clinical nurse specialist, and I've always had a keen interest in teaching and learning. I've enjoyed working with nursing students, new nurse graduates, mid-career, and veteran nurses alike. I then gravitated toward a nursing professional development (NPD) role with responsibilities for orientation, competency management, regulatory readiness, best practice updates and implementation, academic partnerships, and other aspects of professional role development. In this role I felt I could best influence practice and others' growth and development, while developing my own teaching and leadership skills. It has been gratifying to see the specialty of NPD expand and grow as nurse residency programs become standardized, partnerships grow, and organizations recognize the value of NPD teams and departments in terms of helping nurses and others maintain safe and effective practice. As part of my faculty appointment, I maintain a role with the NPD team at the University of Maryland Medical Center. I'm active with the local Association for Nursing Professional Development (ANPD) affiliate, allowing me to provide another link between the University of Maryland School of Nursing

(UMSON) and our practice partners. My background and interest in NPD has definitely informed my current faculty role as associate professor, Institute for Educators and director, Doctor of Nursing Practice Post-Master's Option, which focuses on developing and mentoring new and existing nursing faculty, helping them to develop their skills so they can meet the learning needs of students at all levels and in various settings.

### What is the mission of the Association for Nursing Professional Development (ANPD)?

ANPD's mission is to advance quality health care by defining and promoting nursing professional development practice. Nursing professional development is a specialty of nursing practice defined by standards, based on research, and critical to quality patient and organizational outcomes. NPD practitioners are nurses who develop individuals, teams, and organizations to provide optimal care for patients and communities. They achieve this by focusing on orientation/onboarding, competencies, education and quality improvement.

### What inspired you to seek the position of President at ANPD?

In 2007, I participated in and won the *Star Search* competition at my first ANPD (then the National Nursing Staff Development Organization) convention, designed to encourage aspiring speakers to compete for an opportunity to present a concurrent session at the next annual convention. As a result, in 2008 I presented a session on imposter phenomenon in nursing. Since then I've been an active member of the organization, serving on the board of directors from 2012-14 and as a mentor in their leadership development program in 2017-18. I also served from 2014-18 as co-editor of the *Journal for Nurses in Professional Development*. With encouragement from others, I understood that these experiences, along with my current academic position, gave me a unique perspective and opportunity to listen, learn, and lead the organization and serve its members. I look forward to doing so beginning in May 2020.

### Can you describe the "thinking wall" you have used with your students?

There is an oversized white board in my office that I refer to as the thinking wall. Almost any time a student or colleague comes to me with a question or for help thinking things through, one or both of us will pick up a marker to draw, explain, or diagram an idea. Soon, there are shapes, lines, and colors connecting various words and figures. Things are added, erased, or rearranged during the process. Very often there are blanks and question marks. I love to see how the scribbling can become more confusing as the learner's thinking becomes clearer. Usually, one of us takes and saves a quick photo to capture our "work" so we know where to begin next time.

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# Q&A with Susan Bindon

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## **What is involved in the adjunct clinical faculty workshop you developed for new clinical instructors?**

In Maryland, we are fortunate to have the Nurse Support Program II (NSP II), a grant program funded through the Maryland Health Services Cost Review Commission and administered by the Maryland Higher Education Commission. One of the program's goals is nursing faculty development, which aligns perfectly with the mission of the School of Nursing's Institute for Educators. For this grant program, I chose to focus on preparation of new, novice, and adjunct clinical faculty or clinical instructors. These expert clinicians are not consistently prepared to take on the faculty role and are often unsure what to expect. With the generous support of NSP II (\$264,677 over two years), we are able to offer a free, two-day workshop three times a year for clinical faculty across the state. The Clinical Faculty Workshop content is built upon a "4R" framework, addressing the roles, responsibilities, resources, and realities of clinical teaching and designed to maximize engagement and interactivity with a mix of didactic and active learning activities. Kathleen Gaberson, PhD, RN, CNOR, CNE, ANEF, a nationally recognized nurse expert on clinical teaching, presents foundational concepts and frameworks of clinical teaching. We then practice skills such as creating assignments, providing student feedback, and assessing learning using case studies, real-life examples, videos, and most uniquely, working with standardized students (trained actors) in collaboration with UMSON's Standardized Patient Program. Participants also benefit from networking and additional support following the workshop. Program evaluations are consistently positive, with nearly 100% of attendees saying

they would recommend it to a colleague, and many stating the training should be mandatory for all clinical faculty. To date, we have had more than 175 attendees from 36 nursing programs across Maryland and the surrounding area.

## **What advice do you have for practicing nurses who wish to transition into teaching roles?**

I would first advise them to find a mentor or mentors who can help guide them through this decision. I would ask them to think carefully about their goals, their specialty, and skill set and how they view themselves. They should consider if they plan to maintain their clinical or other practice while teaching, and in what environment they wish to teach. I would also encourage them to understand the full scope and scale of the faculty role, including teaching, scholarship, and service and other responsibilities. For them to succeed, I would strongly recommend that they have some formal preparation and practice as an educator, as clinical expertise does not automatically transfer to skills as an academic educator.

## **What makes a person a good mentor?**

A willingness to listen and an ability to provide honest feedback are key elements of a good mentor. A good mentor must also be willing to invest time and energy to help mentees reach (and sometimes even determine) their goals. Good mentors should focus on asking the right questions rather than giving the right answers. It seems as if this would go without saying, but mentors must also be open and willing to share their skills, knowledge, and expertise. Mentors should understand that mentee relationships can last a lifetime and be ready to expect changing dynamics as both the mentee and mentor grow and develop across their careers. I served as a mentor in UMSON's Nursing Leadership Institute for nurse leaders in Maryland,

and I was energized by the opportunity to help a new faculty member develop her own vision and next career steps. Serving others also gives mentors a chance to reflect on and refresh their own goals.

## **How important were mentors in your early academic nursing career?**

Extremely! I am grateful for the mentors I've had my entire career. They have helped me identify strengths and areas for growth, challenged me to take certain steps or paths that I hadn't considered before, and offered me their honest critiques and ongoing support. They have helped me face failures, make difficult decisions, and celebrate successes. They have connected me with other people and opportunities that I may not have had access to. This mentoring has allowed me to develop my own professional network, something that is as individual as it is invaluable to every nurse. My mentors have helped me grow not only by taking me under their wing by also by pushing me beyond my comfort zone.

## **Switching gears to another focus for you, what are the hallmarks for an effective online learning environment?**

Good teaching is equal parts design and delivery. The hallmark of effective teaching in any format is the instructor's ability to create a safe, interesting learning environment in which learners can engage, explore, ask questions, and learn. A teacher's role is to clarify, extend, and challenge a learner's progress toward meeting goals. Online, faculty must be especially present and agile in several ways. Guided by the Community of Inquiry model (Garrison, Anderson, & Archer, 2000) teachers must be instructionally present to teach and guide. They must be cognitively present to be sure all is

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## KEAN UNIVERSITY

### Anticipated Tenure-Track Faculty Positions 2020-2021, School of Nursing

Kean University is a world-class, vibrant and diverse institution offering more than 50 undergraduate majors, 60-plus graduate options and six doctoral degree programs. Kean distinguishes itself through excellence in academics, strategic investments in both research and cultural facilities and initiatives and a commitment to the success of every student.

*School of Nursing (Assistant/Associate Professor)* – to teach courses and perform faculty responsibilities for the Ph.D. program (and graduate Nursing programs as needed), as well as provide academic and career advisement at the Union and Ocean campuses. Faculty activities include, but are not limited to: teaching Ph.D. research-related courses through dissertation supervision; serving as the Ph.D. Program Coordinator; curriculum development; assessment of student outcomes measurements; and other initiatives.

*Qualifications:* Ph.D. or Ed.D. in Nursing or a related field and current Registered Nurse license in the State of NJ is required. A minimum of two years of teaching experience and experience chairing dissertation committees is preferred. Out-of-state licensed applicants must apply and receive a New Jersey RN license through reciprocity/endorsement in order to be hired: <https://www.njconsumeraffairs.gov/nur/Pages/applications.aspx>.

*Contact:* Search Committee Chairperson, at [nursingjobs@kean.edu](mailto:nursingjobs@kean.edu).

Online App. Form: <https://www.kean.edu/offices/human-resources/anticipated-tenure-track-faculty-positions-2020-2021>

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Questions can be directed to Martha Sexton, Ph.D. R.N. Associate Dean of Academic Affairs, [martha.sexton@utoledo.edu](mailto:martha.sexton@utoledo.edu)



### UPCOMING AACN CONFERENCES

February 20-22

#### [CNL Summit](#)

Hilton Palacio Del Rio, San Antonio, TX

March 20-21

#### [Nursing Advancement Professionals \(NAP\) Conference](#)

The Fairmont Washington, Washington, DC

March 20-21

#### [Executive Development Series for Deans](#)

The Fairmont Washington, Washington, DC

March 21-24

#### [AACN Deans Annual Meeting](#)

The Fairmont Washington, Washington, DC

March 22-24

#### [Student Policy Summit](#)

Washington Marriott Georgetown, Washington, DC

April 13-15

#### [Graduate Nursing Admissions Professionals \(GNAP\) Conference](#)

Disney's Coronado Springs Resort, Orlando, FL

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moving along as planned in terms of content, mechanics, and technology. They must be socially present to share the learning experience with students in an expressive and human way. Online learning environments must be organized, accessible to all, current, and interactive. Today's learners expect and deserve detailed, individualized, timely feedback, which can be challenging in an asynchronous class or course. Faculty need to find creative ways to be available and accessible without creating a 24/7, boundary-less expectation.

### What is the biggest challenge ahead for professional nursing?

While there are several challenges ahead for professional nursing in terms of identity, workload, civility, and technology, I believe that nurse retention and succession planning are two of the most pressing challenges. There is an urgent need for intergenerational communication and respect. We have much to learn from each other! In both academia and practice settings, the experience-complexity gap and the widening space left as experienced and veteran faculty and staff leave or retire is a major concern. The rapid loss of experienced nurses and the wisdom they possess threatens to affect the quality of education and practice at a time when there is an increased demand for highly skilled nurses and nursing faculty to meet changing workforce and population demands. The value of and need for continued mentoring and leadership development in nursing cannot be overstated. To this end, I am fortunate to be involved in AACN's Elevating Nurse Leaders in Academic Nursing (ELAN) program this year. The content, networking, and ongoing dialogue will help shape leaders who can then "pay it forward" to others.

## UPCOMING AACN WEBINARS

### [Telehealth: Nurses Called to Action](#)

*February 12, 3:00–4:00 PM*

This webinar will explore the current telehealth landscape and examine essential telehealth components that influence nursing practice and the ability to reach patients with vital healthcare services by telehealth.

### [Establishing Inter-Rater Reliability for Holistic Admissions Review](#)

*February 27, 2:00–3:00 PM*

This webinar will cover models developed and implemented for establishing inter-rater reliability in holistic admissions processes. These models have shown to help admissions committees and programs at the University of Washington by providing a fair and equitable review process for undergraduate and graduate admissions, while ensuring faculty and staff workload efficiency and integrity in making decisions.

### [Culturally Responsive Pedagogy](#)

*March 10, 2:00–3:00 PM*

To create not only inclusive classrooms but equitable ones, practitioners must expand their capacity for cultural understanding, get proximal to their students and learn about their lives—their culture. In order to strengthen the inclusivity of a classroom, educators should infuse pedagogical techniques that are culturally responsive and relevant. This will ensure students feel connected inside and outside the learning environment. During this webinar, culturally relevant approaches by Hammond, Ladson-Billings, Museus will be examined.

### [Preparing for a Successful Student Policy Summit \(Members Only\)](#)

*March 11, 3:00–4:00 PM*

This webinar is the second in the series of preparatory material targeted to the attendees of AACN's 2020 Student Policy Summit but is open to any AACN member. This webinar focuses on professional and logistical aspects that will help ensure students maximize their Summit experience. This content serves as a vital asset to attendees before their trip to Washington, DC to represent their school, fellow students, and the nursing profession. For more information about the Student Policy Summit, visit the [summit website](#).

## ABOUT SYLLABUS

*Syllabus* is published bimonthly by the American Association of Colleges of Nursing (AACN). Address Changes: Send to *Syllabus*, AACN, 655 K Street, NW, Suite 750, Washington, DC 20001.

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