DORIS KEARNS GOODWIN TO BE FEATURED SPEAKER AT ACADEMIC NURSING LEADERSHIP CONFERENCE

Pulitzer Prize-winning author Doris Kearns Goodwin will be the featured speaker at the Academic Nursing Leadership Conference (ANLC), October 19-22, 2019, in Washington, DC. Dr. Goodwin is a world-renowned presidential historian, public speaker, and New York Times #1 best-selling author.

AACN’s 50th Anniversary Gala will be held in conjunction with the ANLC. You will not want to miss this momentous conference. Registration is now open!

INSIDE SYLLABUS:

AACN MOVES TO ADOPT NEW GOVERNANCE STRUCTURES

Q&A WITH WANDA MONTALVO

AACN CALLS ON MEMBER SCHOOLS TO HELP COUNTER THE U.S. OPIOID EPIDEMIC

The 2019 Summer Seminar is set for Portland, Oregon! With an oceanic climate, Portland’s summer is absolutely beautiful, warm, dry, and sunny. Enjoy the Summer Seminar and take time to enjoy Portland’s parks, bridges, and bicycle paths, as well as the city’s thriving art, theater, and music scenes.

DISCOVER THE SCIENCE OF ART AND CREATIVITY AT THE SUMMER SEMINAR

“Innovation: A Journey Through Art and Creativity” is the theme of this year’s AACN Summer Seminar, to be held July 21-24. The destination is Portland, Oregon, in the quintessential Pacific northwest, close to the Oregon Coastal Range, the Cascade Range, and Mt. Hood. Make your plans now and enjoy the beautiful summer climate of Portland while gaining new learning, networking, and team building immersed in the arts!

The seminar’s featured speaker is Harvey Seifter, one of the world’s leading authorities on arts-based learning and organizational creativity. Mr. Seifter is founder and director of The Art of Science Learning (AOSL), a National Science Foundation-funded initiative that uses the arts to spark creativity and innovation in science, technology, and education. He also is a classically trained musician with a 20-year career at the helm of distinguished arts organizations, including the Orpheus Chamber Orchestra and New York’s Circle in the Square Theater on Broadway. His cutting-edge work, which marries the science of learning and neurodevelopment with the performing arts and artistry with pen and ink, has brought the arts from the fringes to the center of business and organizational development practice, and he brings that expertise to the Summer Seminar. Using a unique approach to leadership development, Mr. Seifter offers arts-infused strategies using music, improvisational theater, movement, sculpture, and drawing to spark creativity, empathy, collaboration, and resilience. His leadership training is experiential, expands perceptual intelligence, and will assist you in becoming an authentic leader.

You and your team are invited to join AACN on an interactive journey on how to change an academic culture, inspire others, and achieve optimum fulfillment in your career. This program also offers 9 continuing education (CE) hours. Register today!
AACN MOVES TO ADOPT NEW GOVERNANCE STRUCTURES

AACN is moving forward with plans to update and expand its governance structures to ensure that the organization remains nimble and responsive to the needs of its diverse membership. The chief academic administrators from schools affiliated with AACN voted to amend the association’s bylaws to accommodate these changes at the Deans Annual Meeting held in Washington, DC in March 2019. Based on recommendations advanced by AACN’s Governance Task Force, proposed changes to AACN operations will impact the size and constitution of AACN’s Board of Directors and Nominating Committee, the composition and structure of committees and advisory groups, the creation of new advisory councils, and membership criteria in AACN. Specific innovations include:

• Expanding the number of seats on the AACN Board of Directors from 11 to 13 seats with the addition of two leaders from practice.
• Limiting service on the Board to no more than 4 terms (8 years).
• Naming the President/CEO as an ex-officio, non-voting member of the Board.
• Adding an additional elected seat to the Nominating Committee.
• Allowing electronic voting at the Board’s discretion.
• Designating committees as either Board Committees or other Advisory Committees/Councils. Board Committees include the Finance, Audit (new), and Governance (new) Committees.
• Forming two new councils, including a Joint Council comprised of the chairs of committees, task forces, advisory groups, like-school groups, Leadership Network steering committees, the Leadership Council of the Graduate Nursing Student Academy, and other internal groups to engage with and share feedback directly with the Board of Directors; and an Advisory Council to include external stakeholders from a variety of sources, such as consumers, the public, higher education, and business.
• Requiring AACN member institutions to have one or more nursing programs accredited or pursuing accreditation by the Commission on Collegiate Nursing Education or other U.S. Department of Education-recognized nursing accreditation agency.

The amendments to AACN’s bylaws, which are needed to move these recommendations forward, were approved by AACN members in March 2019. Governance changes will be implemented over the next two years.

SIX SCHOOLS RECEIVE FUNDING TO SUPPORT EFFORTS TO ACCELERATE HEALTH RESEARCH AND EXTEND PRECISION HEALTH

Six nursing schools have been selected to receive funding through AACN’s mini-grants awards program to educate diverse communities about the All of Us Research Program. To date, AACN has awarded $295,000 in grants to 26 nursing schools across the country through this initiative. The latest schools selected to receive funding include:

• Morningside College (IA)
• Pace University (NY)
• Portland, Oregon Consortium: University of Portland, Linfield College, and Concordia University
• University of New Mexico
• University of Texas, El Paso
• Washington, D.C. Consortium: Howard University and Marymount University (VA)

Launched by the National Institutes of Health (NIH), the All of Us Research Program seeks to build a national research cohort of one million or more participants reflecting the diversity of those living in the United States. AACN joined NIH to advance this initiative by administering a mini-grants program to facilitate the engagement of the nursing education community with the All of Us Research Program, and in particular, its focus on including historically underrepresented communities in biomedical research (UBR). Funding received by schools is used to increase awareness of the program and the importance of participation from UBR communities. This initiative encourages collaboration between established community partners and nursing schools to disseminate information on the All of Us Research Program.
AACN CALLS ON MEMBER SCHOOLS TO HELP COUNTER THE U.S. OPIOID EPIDEMIC

In 2015, AACN partnered with the White House to educate America’s nurses on opioid abuse, treatment, and prescription practices. We thank the over 200 AACN nursing institutions that took swift action and pledged to address this crisis by teaching the Centers for Disease Control and Prevention's Guideline for Prescribing Opioids for Chronic Pain to advanced practice registered nursing students.

AACN continues its commitment to mobilize the academic nursing response by joining the National Academy of Medicine's Action Collaborative on Countering the U.S. Opioid Epidemic. As part of this new initiative, AACN is reaching out to all our member schools – not only those with APRN programs – to rally support for taking action at the local level.

Please sign the pledge form here.

Please fill out the opioid education survey here.

We appreciate your continued support and collaboration. Learn more about the NAM Action Collaborative and read AACN’s Commitment Statement. If you have any questions, please contact Kate Priddy, Policy Coordinator, at kpriddy@aacnnursing.org.

AACN STUDENT AWARDS – NOMINATE SOMEONE TODAY!

AACN recognizes and showcases outstanding dissertations and final DNP projects completed by students in research- and practice-focused doctoral programs. Many doctoral students are advancing groundbreaking research and practice innovations that are worthy of national recognition and could serve as exemplars for other students to emulate.

**Excellence in Advancing Nursing Science Award** for an outstanding dissertation from a student in a PhD in nursing or DNS program. A dissertation is an original research project that focuses on advancing nursing science and developing new evidence with the potential to guide nursing practice.

**Excellence in Advancing Nursing Practice Award** for an outstanding final project from a student in a Doctor of Nursing Practice (DNP) program. A DNP project demonstrates high-level mastery of an area of advanced nursing practice and focuses on the translation of evidence into practice.

**GNSA Award for PhD-DNP Collaboration Excellence**

The Graduate Nursing Student Academy (GNSA) is offering an award recognizing excellence in collaboration among students in PhD and DNP programs. As the need for greater interaction among students in these two doctoral-level programs becomes more evident, this award will recognize the outstanding work underway to advance the nursing profession through an innovative and synergistic approach in translating research into practice and generating new knowledge. Award recipients will offer examples for how future doctoral students can collaborate in ways that advance nursing science and practice.

Nomination deadline for all awards is August 26, 2019.

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**UPCOMING AACN WEBINAR**

**Accreditation Guidance on Developing & Implementing IPE: Deep Dive - 2019 HPAC-National Center Report**

June 6, 2019 | 2-3 pm (ET)

Panelists from the Health Professions Accreditors Collaborative (HPAC) and the National Center for Interprofessional Practice and Education will share the report’s development process and the implications for institutions on communication and collaboration within interprofessional education (IPE).

The writing team members will also discuss the document’s consensus on terminology, a systematic approach for IPE, a framework to develop an IPE program, and direction for accreditation boards/commissions to assess IPE standards.

Health professions faculty, students, and clinicians will discover best practices that they can use to assist with IPE efforts at their home institutions in anticipation of accreditation.
How did you become interested in leadership as the focus for your doctoral research?

The 2010 *Future of Nursing* Report was the major influence in my decision to focus on leadership. The report showed a significant need for more transformational nurse leaders, but there was no clear road map for how to solve the problem. This inspired me to take action by focusing my doctoral research on this specific type of leadership development.

First, I conducted a qualitative study where I interviewed five well-respected national nurse leaders, many of whom waited several years into their leadership tenure before mentoring emerging nurse leaders, partly because they believed they lacked professional “readiness” to mentor. Nurse leaders were selective and identified protégés only after demonstrating learning proficiency. Their mentoring focused primarily on psychosocial support: role modeling, building a relationship, and providing a safe environment as compared to expanding social networks, learning strategies to intentionally influence, and support the type of skill development needed to navigate organizational politics. These initial findings led to further research of organizational psychology and the type of mentoring interventions that may support the development of transformational nurse leaders.

Did you have any mentors as you began your career in nursing and nursing leadership?

I was fortunate enough to find a strong community of mentors in the 2004 cohort of the Robert Wood Johnson Foundation (RWJF) Executive Nurse Fellowship and more than a decade later, continue to benefit from the peer-to-peer mentoring. I have Dr. Diana Mason to thank for influencing my decision to pursue doctoral education, and Dr. Bobbie Berkowitz, who served as my dissertation sponsor for helping me to develop my emotional intelligence on how to best navigate the academic environment. These mentorship experiences helped me learn the importance of being balanced between being task-focused and person-focused, especially since most of my career has focused on improving patient outcomes among underinsured and vulnerable populations. Most valuable of all was the advice and encouragement I was given as a minority. The challenges for minorities are different, and we often experience unconscious bias regardless of level of preparation. Mentorship helped ease this disadvantage and grow my career regardless of the challenge and proactively attempt to model the way for others, reach back, and pull others up as a way to pay it forward.

What attracted you to working with Jonas Nursing & Veterans Healthcare?

I was a 2012-2014 Jonas Scholar and, oddly enough, my research focus is what drew me to Jonas Nursing and request permission to survey this group of scholars on leadership, mentoring, and political skill. As part of my research, I grew to better understand the mission of the program and the important role philanthropy played in supporting doctoral education. This core group of nurses represented the next generation of leaders, and I was interested in learning the type of mentoring interventions that supported transformational leadership skills and political savvy to navigate organizational politics. After graduation, I moved onto another job but felt it was important to keep the Jonas Center updated on my progress. Several years later, two key people—Darlene Curley and Bobbie Berkowitz—encouraged me to apply for the job as Executive Director. Life came full circle and I knew this institution matched my passion and commitment to support doctoral nursing education and help equip nurse leaders to influence system change across multiple sectors and across the nation. These nurse scholars are incredible, and we are just getting started in realizing the importance of being balanced between being task-focused and person-focused, especially since most of my career has focused on improving patient outcomes among underinsured and vulnerable populations. Most valuable of all was the advice and encouragement I was given as a minority. The challenges for minorities are different, and we often experience unconscious bias regardless of level of preparation. Mentorship helped ease this disadvantage and grow my career regardless of the challenge and proactively attempt to model the way for others, reach back, and pull others up as a way to pay it forward.

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the impact of their research, clinical practice, advancement of nursing education, and influence on policy. Together, I knew we could make a difference in empowering the next generation of true nursing scholars and leaders.

What is the mission of Jonas Nursing & Veterans Healthcare?

Jonas Philanthropies works to transform healthcare by investing where it matters most, in solutions that can be scaled for the greatest impact. In partnership with schools of nursing across the country, private donors, and foundations, Jonas Philanthropies identifies and invests in high-potential doctoral nursing scholars. The organization aims to support nurses who will address our nation’s most pressing healthcare needs and increase the number of nurses with advanced training filling leadership roles as faculty, clinical leaders, and researchers. It also is dedicated to improving the health of veterans by supporting doctoral-level nursing candidates committed to advancing veterans health care.

Why is Jonas Nursing & Veterans Healthcare important for nursing education?

Future doctoral nurse leaders must be agile and adept at handling organizational changes while innovating and implementing improvement strategies. Leaders play a critical role for setting and communicating vision, influencing followers, decision making, and facilitating good teamwork. Jonas Nursing & Veterans Healthcare is investing in promising nurses, helping them develop these leadership skills that are essential to their education and career. Additionally, Jonas Philanthropies is one of the few foundations across the country investing in nursing education at the doctoral level. National data on doctoral nursing education indicates a growing shortage of PhD-prepared nurse researchers, more foundation partners need to be at the table because our nation’s health benefits when nurses lead innovation, especially if we aim to achieve a culture of health.

Why is it important for more nurses to get actively involved in nursing policy?

Nurses provide essential leadership in research, performance improvement, evidence-based practice, advancing education, and directing interdisciplinary teams, making them ideal for providing feedback on healthcare policy. While nurses are critical to improving quality and safety in patient care and research, the healthcare industry and policy leaders perceive nurses as “functional doers” rather than “thoughtful strategists.” Sadly, nurses are sometimes perceived as having less influence as compared to our physician colleagues or administrative leaders. This paradigm is unacceptable and only influential nurse leaders will help change this storyline while also helping emerging nurse leaders find their voice and power to influence. Policy issues impact nurses’ ability to lead, but they must be politically skilled both at the organizational and health policy level to make the changes they want to see. We need nurses to get actively involved in policy so they can realign and advance our healthcare system for long-term changes, inform and implement the design of health-care practice, and improve health access to both the civilian and veteran population.

What can AACN member schools do to better prepare future nurse leaders?

As Wayne Gretzky said, “Skate to where the puck is going, not where it has been.” We would all do well to advise future nurse leaders to dig into the areas of healthcare that may be currently lacking in attention, these are the disciplines where the most impact can be made. I encourage nursing leaders to look at prevention, primary care, and veterans health care in the civilian space. In my view, the earlier the better for students to learn the diversity and power of nursing and for them to know we’re not just at the bedside. We need to speak about the research doctorate beyond the walls of academia or faculty position. Nurses working in various sectors and various populations are interested in research, not just hospitals. In addition, move beyond speaking about diversity and creating diversity committees, commit to diversifying leadership.

What advice do you have for nurses who aspire to leadership positions, whether in education or practice?

Leadership is not a title but a skill-set. Nurse leaders are increasingly responsible for meeting organizational goals while working with constrained budgets and dealing with staff retention and turnover. Therefore, seek out and participate in leadership development programs, especially those that provide assessments and feedback to help hone your skills. Nurse leaders are required to manage relationships between groups, subordinates and the environment to advance team performance as well as personal and organizational goals. The demand for emotional intelligence is high and often these skills are learned over time, benefit from mentoring support and embracing life-long learning. Nurses looking to become leaders must hone their skills at juggling these responsibilities and think strategically to fulfill all their roles.

Continued on page 6
Where do you see nursing education headed in the future?

The future of nursing education is headed toward instilling more leadership qualities in nurses earlier on in their careers, helping them to identify and navigate organizational politics, and be seen and known in the healthcare community as the “thoughtful strategists” they are. This involves more intentional mentorship for these skills and a larger focus in nursing programs of the skills that will create policy-defining nurses. In addition, an opportunity exists to collaborate with schools of business and engineering. In this country, the nursing profession is 4 million strong, the business sector is interested in keeping healthcare costs down, and nurses can play a key strategic role.

Looking ahead, what challenges and opportunities do you see for the nursing profession?

Nurses are notoriously overworked and understaffed across the country. With a rumored nursing shortage on the horizon, I expect this challenge will only increase in severity. The quality and ingenuity of the nurses we are training now will be critical in solving this problem and propelling health care into a more streamlined and efficient future. I see an opportunity here for nurses to expand their influence in healthcare settings by setting policy and improving the performance of the facilities where they work, live, and play. In addition, we need more nurses with a research doctorate to help inform nursing science, educate the next generation, and help lead the dissemination of innovation to help transform our care delivery system at the civilian, veteran, and military levels.
**NOTRE DAME OF MARYLAND UNIVERSITY**

Notre Dame of Maryland University (NDMU) is a private, Catholic university established in 1895 with the mission to educate leaders to transform the world. Grounded in caring science, the School of Nursing challenges women and men to transform nursing and healthcare. Inspired by the longstanding commitment of the founding School Sisters of Notre Dame to the underserved, the School of Nursing works to improve the health of the Baltimore metropolitan area’s most vulnerable residents.

**Job Description**

Notre Dame of Maryland University is seeking a visionary nursing scholar for the newly developed Jim and Kay Pitts Endowed Chair in Women’s and Children’s Health. The ideal candidate will have expertise in scholarship, research, teaching, and program development.

**Requirements**

The focus of the candidate’s scholarship may include issues such as health promotion, chronic disease management, health policy, and special needs, as well as interventions to address poverty, violence, and human trafficking. Evidence of extramurally funded research, a publication history, and the potential to sustain a defined program of research are preferred.

Candidates must have an earned doctorate in nursing or a related field and be eligible to obtain a current unencumbered registered nurse (RN) or Advanced Practice license in Maryland. The position is at the rank of Associate or full Professor, tenured/tenure-track, carries a 12-month appointment, and reports to the Dean.

Applications can be submitted at [http://ndm.interviewexchange.com](http://ndm.interviewexchange.com)

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**VANDERBILT UNIVERSITY**

Vanderbilt University School of Nursing (VUSN) invites applications for full-time faculty positions in the Master of Science in Nursing program.

Positions are 12-month, non-tenure appointments at rank commensurate with experience. Scholarship related to advanced practice is expected, and clinical practice opportunities are available.

Current Faculty Openings in the following specialties:

- Academic Director, Nursing and Health Care Leadership Specialty
- Neonatal Nurse Practitioner Specialty
- Psychiatric-Mental Health Nurse Practitioner (Lifespan) Specialty
- Pre-Licensure Program

VUSN is a leader in education, research/scholarship, and currently ranked top 10 in the country by US News and World Report for schools of nursing. There is exceptional informatics support for faculty and students. A Clinical Scholarship Program supports the non-tenured faculty in their scholarly practice investigation activities. The MSN is the largest program at VUSN with approximately 700 enrolled students. Our programs draw students from across the country and offers multiple entry routes. The specialty curriculum is implemented in a blended format with concentrated face-to-face sessions and online learning activities between sessions, which provides maximum flexibility for students. Specific teaching responsibilities include student clinical evaluations, academic advising, and teaching in didactic, seminar, and laboratory settings.

**Qualifications**

- A doctorate in nursing or related field
- National board certification
- An unencumbered license as a registered nurse and advanced practice nurse in Tennessee or eligibility to obtain licensure in Tennessee
- A commitment to working with diverse populations
- Three years high-quality formal teaching experience in an advanced practice program preferred
- Five years of advanced practice clinical experience in the area of teaching preferred
- Must be willing to relocate

Interested candidates should submit a curriculum vitae and cover letter using the application link at: [http://www.nursing.vanderbilt.edu/faculty/employopp.html](http://www.nursing.vanderbilt.edu/faculty/employopp.html). Screening of applicants begins immediately and applications are accepted until the position is filled. All inquiries, submitted materials, and correspondence are confidential.

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**VIRGINIA COMMONWEALTH UNIVERSITY**

Associate Dean for Research, Scholarship and Innovation

The Virginia Commonwealth University (VCU) School of Nursing seeks a dynamic and energetic leader for the school’s research enterprise, which includes strategic directions and oversight of all research and scholarly activities within the school.

The Associate Dean for Research, Scholarship, and Innovation (ADRSI) serves as the chief research officer at the School of Nursing and provides leadership in strategic planning for research and scholarly activities. The ADRSI is accountable to the Dean, based on a competitive application process.

Qualifications include: an earned doctorate in nursing or related discipline, from an accredited institution; if PhD is in a related field, a master’s degree in nursing is highly preferred; experience conducting research in the nursing discipline, with preference for experience in an academic health science setting; full-time senior faculty rank of Associate Professor or Professor with tenure; expertise in research methods and grant management; administrative experience at a senior level; a significant record of scholarly achievement and history of extramural funding; experience on NIH study section is preferred; and enjoys mentoring faculty and students on both tenure and non-tenure tracks to enhance their research programs and other scholarship.

Please respond confidentially with a letter of interest and CV in Word format to: Amy Z. Rose, Tyler & Company, arose@tylerandco.com

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**MentorLINK: Connecting for Success**

MentorLINK is a personalized service that brings experienced deans together with deans looking for wisdom and support to overcome challenges and maximize impact. This structured, 8-month experience features:

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LEARN MORE
https://www.aacnnursing.org/Academic-Nursing/Professional-Development/AACN-LEADS/MentorLINK

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JOURNAL OF PROFESSIONAL NURSING

CALL FOR JOURNAL OF PROFESSIONAL NURSING REVIEWERS

The Journal of Professional Nursing (JPN) is seeking to add reviewers to assist in the peer review of submitted manuscripts.

JPN uses an electronic system for the submission and processing of manuscripts. Reviewers are matched to manuscripts by their area of expertise.

To select the appropriate reviewers for each manuscript, the editor needs detailed information. When providing your areas of expertise, please be as specific as possible. For example, “graduate nursing education” is too general. “Community health,” “advocacy,” and “partnerships” are examples of better specificity. Currently, JPN is in particular need of reviewers with expertise in qualitative research methods. However, we welcome anyone with appropriate proficiency to help us in the review process.

If you would like to be considered as a JPN reviewer, please send an e-mail highlighting the topics for which you have expertise to Bill O’Connor, JPN Managing Editor, at jpn@aacnnursing.org.

ABOUT SYLLABUS

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Rates: The classified ad rate is $14 per line for AACN members; $18 per line for nonmembers (approximately 40 characters and spaces per line).

Deadlines: Opportunities is published bimonthly beginning with the January issue. Deadline for including, changing, or cancelling ads is the 15th of the month preceding publication date. Advertisers are invoiced with proof of publication.

Send Copy To: All copy must be submitted electronically, preferably in Word format (or PDFs for display ads) to Cat Proulx (cproulx@aacnnursing.org).