Doctor of Nursing Practice (DNP) Program Guidebook

September 2013
Welcome to the Northeastern University School of Nursing Doctor of Nursing Practice (DNP) program. You are beginning an exciting phase of your nursing career. This Guidebook was developed to provide you with specific information about the DNP program. It is to be used in conjunction with Northeastern University’s Graduate Student Handbook, which can be accessed at http://www.northeastern.edu/gradhandbook/, and the Bouvé College of Health Science’s Graduate Policies and Regulations, 2013-2014 http://www.northeastern.edu/bouve/grad/pdf/bouve_grad_handbook_2013_14.pdf. This Guidebook complements the information, policies, procedures and regulations outlined in the other two documents. As additions are made to the Guidebook, they will be distributed to you. Students are accountable for the information available in all three documents.

Doctorate of Nursing Practice (DNP) Program Description

The DNP program provides the opportunity for nurses to earn a practice doctorate and make contributions to health care and nursing through scholarly practice, and professional leadership in health care systems and clinical arenas. The DNP program prepares nursing leaders for advanced nursing practice and health care system administration and is consistent with the standards of the profession. The nursing profession recognizes the need to incorporate the breadth of new knowledge in health care science and health care technology to produce leaders who can design, oversee and implement systems that will improve both quality and safety of health care and strengthen the capacity for advanced nursing practice. There is also a need for clinical nurse educators and administrators who can incorporate clinical competencies relevant to contemporary health care needs and practice.

The DNP focuses on utilizing evidence-based nursing and health care research to support current practice. Translation of research findings into sustainable improvements in clinical outcomes and patient outcomes remains a substantial obstacle to improving the quality of care. Best practices in all areas of nursing come from the development of new knowledge and its application to nursing practice and education. You and other graduates of the DNP program will be prepared to address the serious clinical concerns surrounding patient safety, medication errors, health literacy, financial burden caused by health care fragmentation, system failures in health care. With additional coursework you will be prepared to help address the clinical nursing faculty shortage.

Outcomes for the DNP Graduate

The outcomes of the post-master’s DNP are in keeping with a belief in practice-oriented and community-based education to prepare students for leadership and professional competence and the collaborative goal of the SON and Bouvé College of Health Sciences to provide innovative, high quality curricula.

Upon completion of the DNP program students will be able to:

1. demonstrate advanced levels of clinical judgment and scholarship in nursing practice;
2. critically analyze complex clinical situations and practice systems in relationship to the needs of urban populations;
3. synthesize theories and research findings to develop conceptual models for nursing practice that will lead to improvements in health care of diverse populations from increasingly diverse parts of the world;
4. analyze the social, economic, political and policy components of health care systems that affect planning, delivery and evaluation of care;
5. assume leadership roles in clinical practice, health policy, clinical education and health care systems organizations;
6. infuse professional values and ethical decision-making in advance nursing practice and nursing care systems.

Faculty

The program’s core faculty consists of full-time nursing faculty members whose practice and research addresses a broad spectrum of clinical populations and urban health care problems. The faculty has expertise in a variety of research methods, including qualitative inquiry, biobehavioral studies, clinical trials, use of existing data sets, and more. In addition, you have access to faculty in other Northeastern University departments and centers and nurse researchers in the greater Boston community who have expertise consistent with the program’s focus on clinical nursing research and leadership in health care. The list of current SON program faculty and affiliate faculty appears in Appendix 1.

Program Oversight

The DNP is managed by the School of Nursing (SON) faculty. One nursing faculty member is designated as Program Director, currently Dr. Michelle Beauchesne. The Program Director is responsible for facilitating the day-to-day management of the program and overall achievement of program goals.

DNP Program Advisor

Upon admission to the program the DNP Director will be your Program Advisor. She will guide you in developing your program of study. As Program Advisor, she will also assist you in identifying your elective course(s) and other types of learning experiences that will foster your development as a scholar in your chosen focus area. You are responsible for maintaining contact with the Program Advisor at least once per semester. This interaction is intended to provide structure for the development of a close professional relationship, yet you are encouraged to develop relationships with other faculty through your class work, and professional projects. Close and continuous involvement with the Program Advisor, program faculty, and other DNP students fosters socialization to the researcher and scholar role.

Length of Program

For the full-time post-master’s student the minimum time to complete the degree is 16 months. Time to degree for part-time students will vary depending on how many courses are taken each term, but is usually 28-40 months. You may find that additional courses or learning experiences are needed to assure adequate preparation for conducting the scholarly work that is planned. Although Northeastern University policy requires that all degree requirements must be completed within seven years of matriculation, we encourage no more than five years. Information and guidelines for program extension or leave of absence are provided in the Bouvé College of Health Science’s Graduate Policies and Regulations.
Curriculum

The curriculum consists of coursework that is designed to provide you with the skills and knowledge to be successful as a leader in advanced practice nursing. Required courses for the program include:
Leadership in Advanced Practice Nursing (3 SH)
Health Informatics I (3 SH)
Epidemiology & Population-based Health (3 SH)
Health Care Finance & Marketing (3 SH)
Health Care Policy & Law (3 SH)
Translating Evidence into Practice (3 SH)
Capstone 1 and 2 (9 SH)
Elective (3 SH)

The DNP program culminates in the successful completion of a scholarly “Capstone” project that demonstrates mastery of expert practice knowledge and is completed over a minimal of 2 semesters (9 semester hours). The scholarly project must be a significant, evidence-based contribution to existing nursing knowledge and be suitable for publication in a peer reviewed journal or a book. This Capstone Project could be a program needs assessment with program development and evaluation, evaluation of an existing program, development of an assessment instrument/protocol, a cost/benefit analysis of program models, or other scholarly project as approved by the student’s Capstone Advisor, who will be assigned after you have identified a topical area but prior to Capstone I.

Students will apply knowledge and skills obtained in the didactic and integrative courses in order to address the ethical, legal, financial and organizational aspects of the scholarly project. The DNP student will discuss his/her topic of interest, the development of the project and how it addressed the needs of a selected population; and evaluate the implementation and outcomes of the project.

Each student will have a Capstone Advisor and Expert Mentor working with him/her on the project. Clinical scholarly hours will be used to carry out the project in a practice setting (work settings may be included, but specific objectives will be developed that may be different from the student’s employment).

Progression

DNP students must maintain a GPA of 3.00 or better to progress in the program. While enrolled in the nursing DNP program at Northeastern University you will abide by all Northeastern University Graduate Council Bylaws (See Section 4.6, in particular of http://www.northeastern.edu/bouve/admin/bylaws.html and the Bouvé College of Health Sciences Graduate Policies and Regulations http://www.northeastern.edu/bouve/grad/pdf/bouve_grad_handbook_2013_14.pdf.).
Program Evaluation

Your feedback about all aspects of the DNP program will be solicited through course evaluations, formal and informal feedback to Program faculty and the Program Director. Onsite networking opportunities will be offered each semester.

Financial Aid

The DNP Blackboard site provides a list of sources of financial aid, including assistance available through the School of Nursing, Bouvé College, the University, and extramural funding agencies and organizations. This is not an exhaustive list, so you should seek out other sources of funding that are specific to your own area of work and specialty practice. Various types of financial aid are available through the University and School of Nursing. Students are encouraged to contact the Student Financial Services Office (http://www.financialaid.neu.edu/select_by_type/graduate.php, 617.373.3190) for more information about other grant and loan programs administered through the University.

(Appendix 2)

Many foundations and professional nursing and healthcare associations also have educational grant programs that you should explore for possible funding. You can access key word searchable databases through Snell Library that can provide leads for funding for dissertation research.

Graduate and Professional Student Association

The Northeastern University Graduate and Professional Student Association (GSPA) is the official voice of the graduate student community on campus. The GSPA actively pursues a goal of improving graduate student life by listening to those it represents. The Association serves all graduate and professional students enrolled in the graduate colleges of Northeastern University. An Executive Board consists of the elected officers and the GSPA Senate has representatives elected from each university college. In addition to being a venue for communication about graduate student life on campus, the Association co-sponsors a Graduate Student Awards program and has funding to support graduate student travel to professional conferences. Nursing DNP students interested in getting involved in the GSPA can contact them through their web site at http://www.gspa.neu.edu/about_us.php. Information about the travel funding and the Graduate Student Awards program are also available on this site.
Appendix 1
Program Faculty

School of Nursing Faculty

Steve L. Alves, PhD, CRNA
Clinical Professor and Director of Nurse Anesthesia Programs

Dr. Alves has been practicing nurse anesthesia for two decades and serves as the Director of the graduate Nurse Anesthesia Programs. His program of research focuses on collaborative practice in anesthesia care team setting and occupational stress in nurse anesthetists. Dr. Alves has also received significant nurse anesthesia program expansion funding since 2001 through Health Resources Services Administration (HRSA). The primary aim of the enhancement project was to expand program enrollment and to educate nurses from diverse ethnic backgrounds to integrate concepts throughout the curriculum, and prepare students in cultural competency, patient safety and interdisciplinary team training. Dr. Alves is also the project director for the United States Army Graduate Program in Anesthesia Nursing (USAGPAN) and was a recent recipient of the Army Surgeon Generals Excalibur Award for exemplary performance as a team member on the USAGPAN project. In 2013 he was inducted as a Fellow in the National Academies of Practice (FNAP).

Jane Aroian, EdD, RN
Associate Professor

Dr. Aroian’s research focus is twofold: first, her work has been on developing nurse leaders for today and tomorrow by teaching, implementing, and testing the “Leader as Developer” model. She has coauthored five database publications as an outcome of that research. With the call for Evidence-Based Practice and Health Care, her second research foci centers on Experiential Education, where she is currently validating the Nursing Administration Standards of Practice and Professional Performance and the learning outcomes from the graduate students’ practicum and post graduation. This work on experiential education has been presented in posters internationally, nationally, regionally and locally. D. Aroian is a well respected leader in nursing administration.
Michelle Beauchesne, DNSc, RN, CPNP, FAAN, FNAP, FAANP  
Associate Professor and Director DNP Program

Dr. Beauchesne has been caring for children with developmental disabilities and their families for 35 years. She is a past president of the National Association of Pediatric Nurse Practitioners (NAPNAP). Her program of research has a two-fold focus: to improve pediatric nurse practitioners’ (PNP’s) understanding of child development and better prepare advanced practice nurses to care for children and other vulnerable populations. As a post-doctoral LEND Fellow in Neurodevelopmental Disabilities, Dr. Beauchesne completed an analysis of Head Start Services for the Administration for Children and Families. She has studied children’s response to stressful events such as the war in Iraq and international adoption. In addition, Dr. Beauchesne led an international project examining similarities and differences in APN education and practice. Currently, she is investigating group mentoring as an approach to foster enthusiasm for health professions at an early age, and to improve emergent literacy in urban children at risk. Beauchesne’s research projects have received funding from the National Association of Pediatric Nurse Practitioners Research Foundation, Sigma Theta Tau International, the Commonwealth Fund, the National Health Research Foundation for Mental Hygiene, and the Health Resource Service Administration (HRSA). Dr. Beauchesne serves as an international consultant on advanced practice nursing, most recently on a study on advanced practice nursing conducted under the Council of Nursing and Midwifery in Ireland. She is the recipient of two Senior Specialists Fulbright Awards to consult on international nursing education and practice.

Rhonda Board, PhD, RN, CCRN  
Associate Professor

Dr. Board’s program of research is focused on investigating the effects of a pediatric critical care hospitalization on children and their families. Her work has moved from investigating parental stress to include a focus on understanding children’s stress in the pediatric intensive care unit and expansion from use of self-report to projective measures to inclusion of neuroendocrine measures. She has received research funding from the American Association of Critical Care Nurses, American Nurses Foundation, John W. Alden Trust, and National Institute for Nursing Research.
Alice Bonner, PhD, RN, GNP, FAANP
Associate Professor

Dr. Bonner joins us this fall from her most recent position as Deputy Associate Regional Administrator for the Northeast Region, Centers for Medicare and Medicaid Services (CMS), U.S. Department of Health and Human Services. Prior to that, she served as the Director of the CMS Division of Nursing Homes. Dr. Bonner received her PhD in Nursing from the University of Massachusetts, Worcester; her MSN with specialization in Gerontological Nursing from the University of Lowell and her BSN from Columbia University. She also has an AB in Biology from Cornell University. Dr. Bonner is a nationally and internationally known expert in the area of clinical models of LTC service delivery, health policy and gerontological nursing. She is a Fellow in the American Academy of Nurse Practitioners and the Gerontological Society of America. In 2009, she received a Practice Change Fellowship and oversaw a statewide project that expanded a successful care transitions intervention to numerous nursing homes in Massachusetts. In 2013, she received the Burton Grebin Innovator of the Year Award. Over the past two years, under Dr. Bonner’s leadership, the CMS Division of Nursing Homes has launched a successful QAPI pilot, developed national QAPI technical assistance, produced a number of surveyor training programs, worked to develop new guidance in a number of important clinical areas, established a new triage team to research and analyze questions from around the country and implemented various sections of the Affordable Care Act.

Janet Briand-McGowan DNP, MS, RN
Assistant Clinical Professor and Director of the Direct Entry Program

Education: DNP, Northeastern University MS, Boston College BSN, Northeastern University. Specializations: Community Health, accelerated Second Degree Nursing Education. Research Interests: Outcomes of accelerated Second Degree Nursing Education. Teaching: Influences on Health & Illness: Nursing Perspective Nursing Care of Adults in the Community Interventions, Assessment & Community Care I & II Interventions, Assessment & Community Care I & II Labs. Community Engagement: Doctors of Nursing Practice Organization Journal of Community Health Nursing, Editorial Board Massachusetts Public Hearing Association Sigma Theta Tau International Honor Society of Nursing; Board member, Gamma Epsilon Chapter
Pam Burke, RN, PhD, FNP, PNP, FSAHM
Associate Professor

Dr. Burke's research focuses on adolescent reproductive health and adolescent substance abuse. She is a nurse practitioner in the Division of Adolescent Medicine at Children's Hospital Boston and is a fellow in the Society for Adolescent Health and Medicine. Dr. Burke currently holds faculty appointments at Harvard Medical School and Harvard School of Public Health, and is a Visiting Scholar in the William F. Connell School of Nursing at Boston College, where she taught maternal child health nursing for twenty years. Dr. Burke is PI for a pilot study to explore Adolescents’ Knowledge, Attitudes and Use of Long Acting Reversible Contraception (LARC), which is funded by the Children’s Hospital Department of Patient Services. She is also co-investigator with Dr. Lydia Shrier (PI, Division of Adolescent Medicine), for a pilot study of the Development of a Real-time, Contextual Intervention Using PDA Technology to Reduce Marijuana Use among Adolescents and Young Adults, which is funded by the Children’s Hospital Clinical Research Program. Dr. Burke will be inducted as a Fellow in the American Academy of Nursing (FAAN) this fall in recognition of her career accomplishments and scholarship with adolescents.

Connie Lorette Calvin, PhD, CRNA, APRN
Clinical Assistant Clinical Professor

Dr. Calvin is a Northeastern University alumna having graduated from the nurse anesthesia program in 1996. She has been practicing cardiac anesthesia for 17 years and teaching in the nurse anesthesia program for 7 years. Dr Calvin earned her PhD In Nursing from Boston College. Her program of research focuses on postoperative neurocognitive changes associated with cardiac surgery. Dr. Calvin and her team from the Northern New England Cardiovascular Disease Study group are working to identify intra-operative processes of care associated with precursors of neurologic injury secondary to cardiac surgery and to identify valid instruments to compare with biological markers of neurologic injury. In addition, Dr. Calvin’s research focused on implementation of a neurocognitive intervention for postoperative cardiac surgical patients. She has received funding from the American Association of Nurse Anesthetist and presented her research regionally, nationally, and internationally.
Karla Damus, PhD, MSPH, MN, FAAN  
Clinical Professor

Dr. Karla Damus is a nurse and a perinatal epidemiologist who is internationally recognized for her research and scholarly activities in perinatal health, especially in the prevention of preterm birth. Her research interests also include pre/interconceptional risk assessment and health promotion, infant and perinatal mortality, promoting equity and eliminating disparities in health outcomes and health care through a life course perspective, health literacy, genomics, health policy, and quality improvement. Dr. Damus is a Fellow of the American Academy of Nursing, a Fellow of the New York Academy of Medicine, a member of the National March of Dimes Nurse Advisory Council, and a board member for the Preterm Birth International Collaborative (PREBIC). She was the Senior Research Associate at the National March of Dimes for more than a decade and was the Director and co-PI for the 2007-9 national model program, *Healthy Babies are Worth the Wait*, which she designed to reduce late preterm births in Kentucky.

Deborah D’Avolio, PhD, BC-ACNP, ANP  
Associate Professor

Dr. Deborah D’Avolio, PhD, has professional experience, which includes leadership, research, university teaching, critical care nursing, and staff development. She has a Masters in Adult Acute and Critical Care Nursing from Northeastern University (1997) and a Doctor of Philosophy from the Boston College Graduate School of Nursing (2003). Deborah completed geriatric research postdoctoral fellowship through the John A Hartford/Atlantic Philanthropies Claire Fagin Fellowship at the University of Pennsylvania, Center for Geriatric Nursing Excellence. Dr. D’Avolio’s research focuses on the needs of acutely ill older adults, geriatric syndromes, cognitive impairment, and translational research. Dr. D’Avolio has created policies, guidelines, and innovative programs to improve the care of older adults. In 2009, she served as a Leadership Mentor in the inaugural cohort of the Sigma Theta Tau International Geriatric Nursing Leadership Academy. Deborah presently serves on the Clinical Practice Committee of the National Geriatric Nurses Association and is Co-Chair of Education Committee of the Greater Boston National Geriatric Nurses Association. Dr. Deborah D'Avolio has been selected as the 2011 International Award recipient of the Sigma Theta Tau 2011 International Award for Geriatric Nursing Leadership. Dr. D’Avolio holds an appointment as a Nurse Scientist at the Yvonne L. Munn Center for Nursing Research, Massachusetts General Hospital.
Maria Dolce, PhD, RN, CNE, NEA-BC, FACHE
Associate Professor

**Education/degrees:** PhD New York University, MA New York University, BS New York University

**Certification:** Nurse Executive, Advanced – American Nurses Credentialing Center; Healthcare Management – American College of Healthcare Executives; Nurse Educator – National League for Nursing. 

**Specializations:** Nursing administration, Nursing education

**Research Interests:** Interprofessional education/collaborative practice, Technology and health, Qualitative research methods

**Public Service:** Eastern Nursing Research Society, Organizational Development, Elected Member

**Publications:**
- Dolce, M. C. (2011). The Internet as a source of health information: Experiences of cancer survivors and caregivers with healthcare providers. *Oncology Nursing Forum, 38*, 353-359:

Brenda Douglas PhD, MS, RN
Associate Clinical Professor; Coordinator, Nursing Skills Lab

**Education:** Ph D, MS, Northeastern University; BSN, Eastern Mennonite University.

**Certification:** RN. Dr. Douglas’s area of research has two foci: the elderly and hypertension, and simulation. 

**Courses:** Nursing Interventions, Assessment & Community Care; Intermediate Interventions & Assessment. Dr. Douglas is an expert in simulation and technology in the nursing laboratory.
Karen Farnum, DNP, RN, PNP-BC
Clinical Assistant Professor, Director of PNP Programs

Dr. Karen B. Farnum is an Assistant Clinical Professor in the School of Nursing. Prior to coming to Northeastern full time, she was adjunct faculty for 3 years and a Clinical Preceptor for PNP students for 19 years in the Pediatric Primary Care program. Karen served as faculty for 5 years in an undergraduate/graduate International Nursing Exchange to Bucks New University, England under the direction and mentoring of Dr Michelle Beauchesne. She has presented research in national and international forums, regarding Mentoring and Advanced Practice Nursing Education. She practices as a PNP at Merrimack Valley Pediatric Associates in Billerica, MA. She completed her Master's and Doctor of Nursing Practice Degrees at Northeastern.

Elizabeth Howard, PhD, RN, NP
Associate Professor and Director PhD Program

Dr. Howard has focused most of her research on the functional ability of older adults. She began her work in this area two decades ago examining functional decline among hospitalized older adults. She has examined the effects of behavioral counseling and exercise interventions on cardiovascular risk reduction for female, older adults in urban, faith-based communities. Dr. Howard is a Faculty Nurse Scientist at the Yvonne L. Munn Center for Nursing Research, Massachusetts General Hospital and a Scholar with The Hartford Foundation Institute for Geriatric Nursing Research, a leading organization in training and supporting geriatric nurse researchers. Currently, Dr. Howard holds a joint appointment as a Visiting Scientist at the Institute for Aging Research, Hebrew Senior Life. In this role she is studying the implementation and evaluation of interventions to improve health and quality of life for older adults in various settings. In 2013 she was inducted as a Fellow in the National Academies of Practice (FNAP)
Rachel Jones, PhD, MS, BSN, FAAN
Associate Professor

**Education/degrees:** PhD, MS, BSN New York University. **Certifications:** RN, Family Nurse Practitioner. **Research Interests:** HIV risk reduction in urban women, health promotion through creation of film and media, smartphone use for public health. **Public Service:** Fellow in the American Academy of Nursing, Ad Hoc Reviewer for the National Institutes of Health (NIH), Special Emphasis Panel (Behavioral and Social Consequences of HIV/AIDS Study Section [BSCH]) Scientific Review Group; Board member NJ AIDS Network Advisory Board; manuscript reviewer for several nursing, women’s health, and AIDS prevention journals. **Publications:**


Carole Kenner, PhD, MSN, BSN, FAAN
Professor and Dean School of Nursing

Dr. Carole Kenner, Dean and Professor of the School of Nursing and Associate Dean of the Bouve College of Health Sciences at Northeastern University, is an internationally recognized leader in maternal-child nursing with special emphasis in neonatal palliative care. Dr. Kenner is a Fellow in the American Academy of Nursing, president of the Council of International Neonatal Nurses, past president of the National Association of Neonatal Nurses and the Foundation of Nursing Research and Education. Her research interests are in the areas of transition from hospital to home for mothers and babies, fetal alcohol syndrome, family context for clinical genetics, as well as her current NINR project focusing on families of newly diagnosed children with cancer. In 2013 she was inducted as a Fellow in the National Academies of Practice. (FNAP)
Tiffany Kim, PhD, RN, WHCNP-BC
Assistant Professor

Education/degrees: PhD, Nursing, University of Pennsylvania MS, Women’s Health Nurse Practitioner, University of Pennsylvania BS, Nursing, The College of New Jersey. Certification: Women’s Health Nurse Practitioner. Specializations: Women’s Health, Immigrant Health, Sexual Violence, Health Equity, Qualitative Research Methods. Research Interests: My work is focused on women in transition, and how women’s movement across borders affects their health. In particular, I am interested in migrant/immigrant women’s experiences of sexual violence. My dissertation, titled Somos Hermanas del Mismo Dolor (We Are Sisters of the Same Pain): Intimate Partner Sexual Violence Narratives Among Mexican Immigrant Women Living in Philadelphia, was the first study to specifically examine intimate partner sexual violence among immigrant Latinas in the US. I have also worked on a community based participatory research project in Oregon examining the problem of workplace sexual violence among Mexican indigenous farmworkers, and partnered with a farmworker organization in Southern NJ to conduct oral histories of farmworker women.

Barbara Levine, PhD, ANP-BC, GNP-BC
Clinical Associate Professor

Dr. Levine’s clinical practice has focused on the care of adults and older adults with acute and chronic cardiovascular illness. Her research interests include factors affecting recovery from acute illness events and the ongoing management of chronic illness as it affects both patient and family. Additional research and practice interests include comprehensive geriatric evaluation and management and family caregiving.
updated September 5, 2013

Linda Malone, DNP, RN, CPNP,
Assistant Clinical Professor and Liaison to the School Health Institute

Dr. Linda Malone joined the school as an Assistant Clinical Professor in the School of Nursing. Linda has been a clinical preceptor for over ten years and has been teaching in the graduate nursing program on a part time basis since 2010. Linda received her Masters from Northeastern University in 1999 and recently completed her doctorate in nursing practice from Northeastern as well in 2010. Linda has over 25 years experience working in many areas of pediatric / adolescent nursing. In addition to working as a pediatric nurse practitioner in primary care, Linda has interests in school based health care and international healthcare and travels on an annual basis with students to deliver health care in the rural areas of the Dominican Republic.

Carol Anne Marchetti, PhD, RN, PMHCNS-BC, SANE
Assistant Professor

Dr. Carol Anne Marchetti is a Child and Adolescent Psychiatric/Mental Health Clinical Nurse Specialist, a Massachusetts Sexual Assault Nurse Examiner (SANE), and a Visiting Scholar at the Boston College Connell School of Nursing. She received a BS in Management/Marketing and a BS in Nursing from UMass/Boston, and she earned a master’s and doctoral degree in Nursing from Boston College. Dr. Marchetti has practiced as a pediatric nurse for many years and has cared for patients in a variety of settings, including pediatric medical and surgical units, pediatric and neonatal intensive care units, hospital Emergency Departments, and in-patient and out-patient psychiatric settings. Dr. Marchetti’s research interests are focused on decision-making and victims’ responses to trauma, particularly sexual assault. She would like to develop evidence-based interventions that help patient heal in the aftermath of trauma.

Mary Mayville DNP, RN
Clinical Assistant Professor
(Picture Not available)
updated September 5, 2013

**Education/degrees:** DNP- enrolled, Northeastern University
MSN- Nursing Administration, Marymount University
BSN- San Diego State University

**Certification:** Childbirth Educator, Resolve Grief Counselor, Neonatal Resuscitation Instructor

**Specializations:** Maternal-Child Health

**Research Interests:** Simulation in Healthcare

**Courses:** Women and the Family, Comprehensive Senior Practicum Review

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**Jane McCool, PhD, RN**
Clinical Assistant Professor

**Education/degrees:**
PhD, University of Rhode Island
MS, Boston University
BS, University of Rhode Island

**Certification:** Advanced Holistic Nursing-Board Certified

**Specializations:** Holistic Nursing; Community Health

**Research Interests:** Health Promotion and Well-Being

**Public Service:** Mindfulness Based Stress Reduction- Newport County Community Mental Health Center

**Teaching:** Health and Illness; Care of the Adult in the Community; Public Health Nursing

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**Laura Mylott, PhD, ANP**
Clinical Professor

**Education/degrees:**
PhD, Nursing-Boston College, Boston, MA
MSN, Nursing-Yale University, New Haven, CT
BSN, Nursing-Salve Regina University, Newport, RI
updated September 5, 2013

**Certification:** Adult Nurse Practitioner  
**Specializations:** acute and critical care nursing, nursing leadership  
**Research Interests:** innovative clinical education pedagogies, situated cognition, high fidelity simulation,  
**Public Service:**  
International Health Care – volunteer with Rotary International Amigos de Honduras Health care and Water Project, International Rotary  
Project Volunteer with Milford, New Hampshire Rotary Club  
**Courses:**  
Health Care Research, Nursing Care of Adults  
In 2013 she was inducted as a Fellow in the National Academies of Practice. (FNAP)

![Ann Polcari, PhD, MSN, BSN](image)

**Ann Polcari, PhD, MSN, BSN**  
Assistant Professor and Director Psychiatric Mental Health Program

**Education:**  
Ph.D., Boston College  
M.S.N. Boston College  
B.S.N., University of Massachusetts - Lowell  
**Certification:**  
Adult Psychiatric- Mental Health Nursing Certified Specialist,  
Child and Adolescent Psychiatric- Mental Health Nursing Certified Specialist  
**Specialization:** Psychiatric / Mental Health  
**Clinical Practice:** McLean Hospital  
**Patient Population:** Children, Adolescents, Adults  
**Research:**  
Child and Adolescent Mental Health, Enduring Effects of Childhood Trauma on Adults, Protective Factors, Depression and Wellbeing in Adults

![Karen Pounds, PhD, RN](image)

Karen Pounds, PhD, RN
Dr. Karen Pounds is an Assistant Professor in the School of Nursing. She is a Clinical Nurse Specialist in Psychiatric Mental Health Nursing. Karen taught the clinical portion of the Psychiatric – Mental Health course in the School of Nursing prior to her arrival as full time faculty. Her area of research interest is care of those individuals with schizophrenia and other psychotic disorders. She is a Research Associate at McLean Hospital, a Harvard teaching hospital.

Susan Jo Roberts, DNSc, RN, ANP, FAAN
Professor and Assistant Dean Graduate Programs

As principal investigator of the Boston Lesbian Health Project, Dr. Roberts has been researching the health care needs of lesbians for the last three decades. This program of research has clarified health care priorities and mental health needs for this population and contributed to more informed and sensitive care. Currently she is using focus groups to determine attitudes and beliefs of lesbians related to cardiovascular risk reduction, a study funded by the Lesbian Health Fund. A second area of research interest is the relationship between oppressed group behavior and empowerment in nurses and patients. A third area involves exploring the relationships between depression, aggression and health behaviors. She is also the Director of the Primary Care Adult and Family Programs.

Suzie Tarmina, PhD, Rn, FNP-BC
Clinical Associate Professor

Education:
PhD, MS, University of Utah
BSN, University of Minnesota
BS, University of Montana
Certificate, Dietetic Internship
Certification: Family Nurse Practitioner
Research Interests: Nutrition and women's health; Role of the nurse practitioner
Specializations: Dietetics, Primary Care, Children and Women's Health
Dr. Tarmina is the lead faculty in Advanced health assessment.
Adjunct Faculty and Expert Mentors

Christopher Callahan, DNP, RN, Patient Safety, Massachusetts General Hospital, Boston

Michele DeGrazia, PhD, RN, NNP. Nurse Scientist, Children’s Hospital Boston
Neonatal health and genetics

Susan Distasio, DNP RN  Children’s Hospital at Dartmouth

Colleen Dutile, DNP, RN, PNP, Director of Undergraduate Education, Kaplan University

John Hanlon, DNP, RN, CRNA

Maura Heckmann, DNP, RN, CPNP, Childrens Hospital Boston

Tiffany Kelly, PhD RN, Informatics Research and Education

Sharon Kuhrt, DNP, RN

Janice Lexton, DNP, RN-BC, LNCC. Apple Rehab Connecticut

Michael Loughren, CRNA, PhD, Madigan Army Medical Center

Margaret McCabe, PhD, RN. Clinical Nurse Researcher, Children’s Hospital, Boston.

Dorothy M. Mullaney, DNP, MHSc., APRN
Director, Neonatal Nurse Practitioners, Children’s Hospital at Dartmouth

Angelleen Peters-Lewis, PhD, RN, FNP. Director, Women and Newborn’s Nursing and Clinical Services, Brigham and Women’s Hospital, Boston.

Marketa Rejtarova DNP RN CPNP-PC/AC Northeastern University,
Childrens Hospital Boston

Richard Ricciardi, Phd, RN, PNP, FNP, FAANP, Agency for Healthcare Research and Quality, Center for Primary Care, Prevention and Clinical Partnerships (AHRQ)

Mary Samost DNP RN

Ann Stadtler, DNp, RN,CPNP, Children’s Hospital, Boston
Appendix 2

General Sources of Financial Aid

Loan Programs that can be Accessed through NU Student Financial Services

Contact Student Financial Services, 356 Richards Hall, 617-373-3190, sfs@neu.edu, for eligibility criteria and other information about these loan programs.
SCHOOL OF NURSING Doctor of Nursing Practice (DNP) Program Plan

STUDENT NAME_________________________________ ID# __ __ __ __ __ __ __ __ __

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<tr>
<td>NRSG6302 Health Policy &amp; Law</td>
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<td>NRSG7115 Capstone I</td>
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<tr>
<td>NRSG7117 Capstone II</td>
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<tr>
<td>Elective</td>
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<tr>
<td><strong>Total Credits Required</strong></td>
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Capstone Project Proposal Approved: ____________________________

Semester        Year

Capstone Project Completed: ____________________________

Semester        Year

Convocation:      month year
Graduation:       month year

Advanced Standing credits________
Transfer credits_________________
Waived credits__________________

DNP Director Signature   Date

21
Doctorate of Nursing Practice Program: Scholarly Practice Hours

Student__________________________
Entry into Program_________________ Expected Graduation_________________

Scholarly Practice Hours accepted from previous master’s and certificate programs (500 hrs expected pre admission)

University or College____________________ Specialty Program___________________
Dates_________________________________ Hours___________________________

Scholarly Practice Hours from Northeastern University

Class Projects
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Project Description</th>
<th>Hours:</th>
</tr>
</thead>
<tbody>
<tr>
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<td>_____</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<td>_____</td>
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<tr>
<td>5.</td>
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Scholarly Professional Activities
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<tr>
<th>Description</th>
<th>Hours:</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
<td>_____</td>
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<tr>
<td>3.</td>
<td>_____</td>
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<td>4.</td>
<td>_____</td>
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<tr>
<td>5.</td>
<td>_____</td>
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</tbody>
</table>
Total: ________

DNP Director Signature:_______________________________ Date:_____________

Student Signature:_______________________________ Date:_____________

Approved DNP Task Force 11/09; Revised 9/2012
DNP Capstone Structure

Phase I
Each DNP student works with a Capstone Committee consisting of an assigned Capstone Advisor who is a Faculty Member within Northeastern University, an expert/mentor chosen by the student from the outside community in an area that will contribute to the quality of the project, and the DNP Director who will serve ex-officio as facilitator of the Capstone seminars and individual projects. In addition, each student will have an assigned peer who will serve as a reviewer of each stage of the project. During Capstone I, the DNP student presents a written project proposal in the form of an Executive Summary that summarizes the content outlined below as well as begins the more formal written description of the background and design of project. The final paper is to be a manuscript in acceptable format for publication. Therefore, each student is asked to choose at the beginning of Capstone I, sample ‘Guidelines for Authors’ from 2 professional journals for submission of the Executive Summary and final paper, eventually deciding upon one to use as a guiding format. All students will address in some way the following content but final papers will look different since each will be submitted in manuscript form according to the predetermined ‘Guidelines for Authors’ of the chosen journal.

1. Title
2. Body of the Proposal/Executive summary
   a. Background and Significance of Proposed Project/Intervention
      - Review of Literature
      - Problem Statement - Identification of the challenges, problems, situations, opportunities leading to the proposed project. Succinct.
   b. Theoretical Framework
   c. Project Description
      - Literature Review and Synthesis
      - Project Goals
   d. Project Design
      - Evidence Based Project /Intervention Plan
      - Timeline of Project Phases
      - Resources – Personnel, Technology, Budget, etc.
   e. Evaluation
   f. Significance for practice
      - Based upon project goals
      - Provide a discussion of how this project will impact upon practice both specifically and globally. Address future directions and plans for follow up.

When Capstone I is complete, and the project plan is completed, the DNP Capstone Project Plan is presented to and evaluated by the DNP Capstone Advisor, Project Expert/Mentor, assigned peer, and DNP Director/Capstone I Professor (ex-officio committee member). The committee provides feedback to the student about the final project proposal, and formally approves the proposal by signing the form. If approved, the student moves to Phase II.
Phase II
Many DNP projects will be considered to be “expedited reviews or not human subjects research”, however all projects are required to be filed with the IRB for review and designation. Upon approval of the capstone proposal and Executive Summary by the Capstone Advisor and committee, the DNP student is ready to file with the IRB. The DNP Director will meet with the University Director, Human Subject Research Protection initially to screen projects and streamline submission process. The student is not permitted to start official data collection and official work on the project until the project has been reviewed by the IRB, approved, and given a specific category designation. If the IRB deems the project to be “human subjects research”, then a further level of IRB review is warranted, and the student works with the DNP Capstone Advisor and also the DNP Director through Capstone I seminar to fulfill the IRB requirements.

Phase III
Once the IRB approval has been obtained the DNP student starts the official capstone project. Communications with the Project Expert/Mentor are guided by individual need and Capstone Advisor advice (monthly updates at a minimum are anticipated). Students will be following an agreed upon timeline as determined in Capstone I and II.

Phase IV
Upon Final Completion of the DNP Capstone Project, the DNP Candidate is required to submit a formal oral and written project report. These reports are to include the following elements:

Oral Presentation
The oral report of the DNP project is to be presented to a designated peer group and include the following slides:
1. Each student must present his/her project. Most will present to the new cohort of DNP students in the DNP NRSG 7100 Leadership class. Students who present in another peer review forum may substitute that presentation for this requirement if approved.
2. Each student will prepare a 5 minute PPT presentation of his/her project - using template provided here:
   - Title slide-include advisor and expert mentor names & NU logo as provided
   - Background of project
   - Purpose of project
   - Challenges
   - Implications for practice
3. Submit slides for approval.

Final Written Project Manuscript
The report of the DNP project is to be submitted in both electronic format and a written hard copy (once revisions are complete & approved).

1. The report is to be consistent the preselected ‘Guidelines for Authors” from the professional journal. There will be an additional appendix addressing those required items not applicable in a final manuscript. It is not required (although it is encouraged!) that the manuscript is actually submitted to the journal but written in ‘acceptable for publication’ format.

2. The report should be organized and at a minimum the report should include:
   A. Title Page. This includes the name of the project, student name and academic credentials, Name of Academic Institution, and the words, “in partial fulfillment of the requirements for the Doctor of Nursing Practice Degree”; copyright.
B. Executive Summary. This is no more than 1 page long and inserted as the first page behind the title page according to format provided in capstone II. The Executive summary should contain summary elements C-F below. The executive summary provides an overview of the project and will be published in DNP Capstone Booklet. Bullet point format is acceptable and should be used to conserve space in the executive summary.

C. Body of Report. This section includes: background and significance, problem statement, theoretical framework, project description, and project design. Descriptions of technical equipment, instruments, key personnel etc should be placed in the appendices.

D. Evaluation Plan. For each objective, include specific details as to how your project was evaluated. What evidence-based measures were applied to the evaluation plan? What evidence-based measures/instruments were used for each objective? What method of analysis was used for each objective? Appendix

E. Results. These should be written against each project goal. To what extent was the goal achieved? Discuss the key facilitators that made the objective achievable and the key barriers. Then write a section that describes unintended consequences. Remember, unintended consequences can be positive or negative. Appendix

F. Recommendations. In writing this section, discuss the recommendations for the site at which the project was conducted and be specific. Should the project be continued, reduced, phased out, or expanded? Are any ongoing evaluations needed for phases outside the scope of the DNP project? Place your recommendation within the framework of the organization’s strategic plan and be sure to recommend who needs to be involved in or responsible for future phases. Next, write recommendations regarding the possible application of this project in other settings. Appendix

G. Although not part of a typical report, include a section detailing the contribution of the project to the attainment of your personal leadership goals. This too may be included as an appendix.

Final Approval
The student provides the written report to the DNP Capstone Advisor, Project Expert/Mentor, peer and DNP Director. The student will provide an oral PPT presentation of the report to peers/faculty according to specific guidelines identified in Capstone II. Upon completion and approval of both the written and oral presentation, the DNP Capstone Advisor in concert with the DNP Director certifies the student has completed the capstone requirement as indicated by the signatures upon the capstone completion form.

Approved DNP Task Force 11/09; Revised 9/2011 and 9/2013
Capstone Project Proposal Approval Form

This is to certify that the capstone project, titled_________________________ for ______________________(name)______________________(ID#) has been approved.

DNP Capstone Advisor______________________________Date_________

Project Mentor_______________________Date_________

Received and approved by DNP Director           _____________________________

Date___________________

Submitted to IRB

Date___________________

IRB approval

Date___________________
Doctor of Nursing Practice (DNP) Program

Capstone Project Completion Approval Form

This is to certify that _________________________________________________,
ID#_____________________,
a DNP candidate in the School of Nursing has completed his/her capstone project on
______________ (date).

DNP Capstone Advisor ___________________________ Date _______________

Expert Mentor ________________________________ Date ________________

Written:   Approved ___________   Failed ___________

Oral:        Approved ___________   Failed ___________

DNP Director ________________________________ Date ________________

Approved DNP Task Force 11/09; Revised 9/2012