Northeastern University
Bouvé College *of* Health Sciences
School *of* Nursing

**Doctor of Nursing Practice
(DNP) Program Guidebook**

September 2014

Doctor of Nursing Practice (DNP) Program Guidebook

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 the School of Nursing Graduate Program Student Handbook, which can be accessed at http://www.northeastern.edu/bouve/pdf/son-grad-handbook.pdf, and the Bouvé College of Health Science's Graduate Policies and Regulations, 2014-2015 http://www.northeastern.edu/bouve/pdf/grad-handbook.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 shared with you via the DNP Blackboard site. Students are accountable for the information available in all three documents.

Although many professional nursing standards and guidelines are used to some degree in the development and refinement of all SON programs, the major documents used consistently by faculty to guide the initial DNP curriculum development, evaluation, and revision are as follows:

- American Association of Colleges of Nursing. (2006). *Essentials of Doctoral Education for Advanced Nursing Practice*
- *National Organization of Nurse Practitioner Faculty (2013). DNP Toolkit: Process and Approach to DNP Competency Based Evaluation*

In addition, faculty has used the following major reports to guide further curriculum revisions in relation to the specific aspects such as interprofessional practice, evidence-based practice (EBP), quality care, and cultural and linguistic competence, and threads that are currently the pillars on which all nursing curricula are based (SON 2012).

- Interprofessional Education Collaborative Expert Panel (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel.* Washington, D.C. Institute of Medicine (2001). *Crossing the quality chasm.* Washington, DC: National Academies Press. (http://iom.edu/Reports/2001/Crossing-the-Quality-Chasm-A-New-Health-System-for-the-21st-Century.aspx)
- Institute of Medicine. (2003). *Health professions education: A bridge to quality.* Washington, DC: National Academies Press. (http://iom.edu//Reports/2003/Health-Professions-Education-A-Bridge-to-Quality.aspx)
- Institute of Medicine. (2010). *The future of nursing. Leading change, advancing health*. Washington, DC: National Academies Press.
- American Nurses' Association. (2010). *Guide to the Code of Ethics for Nurses: Interpretation and Application*
- National Organization of Nurse Practitioner Faculties (2007). *Nurse Practitioner competency based education evaluation: Using a portfolio approach*.

Also, individual specialty competencies are used in accordance with individual student educational backgrounds and certifications. Examples are:
- National Task Force on Quality Nurse Practitioner Education (2012). *Criteria for Evaluation of Nurse Practitioner Programs* National Organization of Nurse Practitioner Faculties (NONPF) (2011; revised 2012). *Nurse Practitioner Core Competencies*The Council on Accreditation of Nurse Anesthesia Educational

Programs (COA) *Standards for Accreditation of Nurse Anesthesia Educational Programs* (2004; Revised 2012)

Doctor of Nursing Practice (DNP) Program Description

The DNP is a practice-oriented doctoral degree designed to prepare clinical nurses at the highest level of leadership. This change was driven by evolving nursing roles in an increasing complex health care system, new scientific knowledge and ongoing concerns about the quality and outcomes of patient care. Keeping pace with the demands of today's changing health care environment requires clinical experts who have the knowledge and skills to be effective and practical change agents. Graduates of DNP programs across the country are assuming clinical and leadership positions in advanced nursing practice in a variety of roles, including health care providers, faculty, nurse executives and community leaders. Our program is designed to promote *Leadership in Advanced Practice* in four areas: Clinical leadership; Professional leadership; Systems leadership; and Health Policy leadership.

This Post MS DNP program includes advance coursework in leadership, research translation, population health, informatics, and health policy. Our goal is to prepare the next generation of nurses with a greater breadth of expertise so they can collaborate more effectively as partners with other health care professionals and provide leadership to enhance quality and safety. The DNP program curriculum is delivered in an on-line Hybrid executive model and was developed as noted previously in accordance with the *DNP Essentials* and guided by the *DNP Toolkit* utilizing a gap analysis methodology of curricular design and first offered in fall 2009. Our DNP programs 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.

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. Graduates of the DNP program will be prepared to address clinical concerns surrounding quality patient care.

Outcomes for the DNP Graduate

Expected Student Learning Outcomes (DNP)
Translate evidence to develop new models for nursing practice that will transform care.
Lead and diffuse interprofessional care coordination teams and collaborative efforts.
Direct the development and implementation of social, economic, political, and health polcy initiatives to ensure the qualityi of health care.
Lead the design, implementation, evaluation, and dissemination of evidence-based practice improvement initiatives.
Evaluate the impact of health information technology on organizations and nursing practice.

Faculty

The program's core faculty consists of 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, students 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 Director of the DNP Program is Michelle Beauchesne, DNSc, RN, CPNP, FAAN, FAANP, FNAP. As DNP Program Director, Dr. Beauchesne is responsible for facilitating the day-to-day management of the program and overall achievement of program goals and outcomes.

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 scholarly projects. Close and continuous involvement with the Program Advisor, program faculty, and other DNP students fosters socialization into the clinical scholar role.

Length of Program

For the full-time post-master's DNP student the <u>minimum</u> time to complete the degree is 4 semesters with one continuous full summer semester in between for a total of 21 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 three 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. Forms are available on the Registrar site.

This blended-learning community supports students' knowledge acquisition through on-campus immersion and on-line learning. FT Students meet on campus approximately 2 times per

semester, for 1 ½ days and for one day in Capstone 1 with the remaining course work completed online. The curriculum sequence is as follows:

Sequencing of Post MS DNP FT Curriculum

Year	Fall		Spring		Summer	
1	Leadership in Adv Prac Nsg	3SH	Steps to Practice Inquiry	3SH	Elective	3SH
	Health Informatics	3SH	Health Fin & Marketing	3SH	*Capstone1	3SH
	Epidemiology & Pop Health	3SH	Health Policy & Law	3SH		
	Total	9SH	Total	9SH	Total	6 SH
Year	Fall					
2	*Capstone 2	3SH	*Capstone 3	3SH	Total Program	30SH
	Total	3SH	Total	3SH		

* designated clinical scholarly hour courses

The rationale for this sequence is to help advanced practice nurses return to the academic setting and begin the DNP program with content that is foundational to the expansion of their role and the building of essential content across the curriculum. The *DNP Essentials* explicated in the program student learning outcomes are mapped across each course in the curriculum in the individual student learning outcomes within the context of the pillars/themes of the program. Progression through this content prepares students to begin their DNP Project and supports them in completing the project requirements.

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 30 SH program:

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)
The Steps to Practice Inquiry: Analyze, Evaluate, Synthesize, and Apply the Evidence (3 SH)
Capstone I: Design and Ethical Consideration of Practice Application (3 SH)
Capstone II: Applying Practice Knowledge: Implementation/Outcomes (3 SH)
Capstone III: Dissemination of Practice Inquiry (3 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 4

semesters (12 semester hours). The scholarly project must be a significant, evidence-based contribution to practice inquiry and contribute to existing nursing knowledge. It must 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 having identified a topical area but prior to Capstone I.

Students work with a Capstone Committee consisting of the assigned Capstone Advisor who is a faculty member within NEU, an Expert Mentor chosen by the student, usually from the outside community in an area that will contribute to the quality of the project. The Expert Mentor must be in the area in which the student wishes to seek further practice expertise.

The DNP Program Director serves as faculty facilitator of the Capstone seminars and is an ex-officio member of all capstone individual projects. In addition, each student has an assigned peer who serves as a reviewer of each stage of the project. The Capstone Advisor assists the student in developing the topic, design, and evaluation of the project in collaboration with the Capstone I & II professor. In addition, the capstone advisor is the faculty member responsible for overseeing the student's application to the institutional review board for protection of human subjects in collaboration with the capstone seminar facilitator. Prior to implementation of the project the faculty advisor and expert mentor must indicate approval of the project by signing the approval form and again indicating completion by signing the completion form. The DNP Director must also indicate approval at each step of the process.

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. In 2014 the sequence was revised to follow the process of practice inquiry over 4 semesters.

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)

Scholarly Practice Hours

This 30-credit Post MS online hybrid DNP curriculum builds on the master's curricula, Thus, DNP applicants must be master's prepared, have a current license to practice as a registered professional nurse (RN), and 2 years of recent experience in the advanced nursing. All applicants must document that they have had 500 clinical practice hours prior to admission into our program. Those applicants who are nationally certified are given 500 maximum hours. Those applicants who cannot show evidence of 500 pre-hours may be accepted with interview an dreview, but then need to accrue more hours to meet the post-MS 500 additional hours. The SON DNP program is a post-master's offering. As such, these individuals enter the program with a strong clinical foundation in direct patient care currently functioning in roles such as licensed certified nurse practitioners, clinical nurse specialists, nurse anesthetists, nurse midwives, nurse managers in acute care institutions and community agencies. Unlike traditional master's program clinical experiences, clinical activities in the DNP program are unique to each student's competency needs. We require all DNP students to have an RN license and appropriate APRN certification if indicated, and be in active practice. Some students do not have national

certification because it is not required for public health or administration applicants. Students meet the scholarly practice hours and required clinical activities in a variety of ways through their own practice, professional activities, and course work, especially the capstone project. The clinical/practice activities are aimed toward achieving the DNP Essentials and specialty competencies not met in original master's programs. These may include health policy activities, leadership activities, budgeting skills, informatics, population health, and change and quality improvement projects. Students may be mentored by faculty teaching courses, their capstone advisor, or identified experts in their practice, depending on the specific activity.

All students are given a form to document hours during orientation. (Appendix) They must also map practice hours against *DNP Essential & IPEC* document grids and if NPs the *NONPF Core Competencies* or identified specialty competencies. (Appendix). In addition to Capstone projects, all DNP courses include activities intended to provide scholarly practice hours. Students are expected to provide documentation of these hours through a digital electronic portfolio as described in *Competency Based Education Evaluation: A Portfolio Approach* Washington, DC: NONPF. (2007)

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 students must abide by all Northeastern University Graduate Council Bylaws (See Section IV.B.4, in particular of http://www.facultysenate.neu.edu/documents/Graduate_Council_Bylaws.pdf and the Bouvé College of Health Sciences Graduate Policies and Regulations http://www.northeastern.edu/bouve/grad/pdf/bouve_grad_handbook_2014_15.pdf.

Program Evaluation

Student 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 as well as standardized alumna and program evaluations. Onsite networking opportunities will be offered each semester. Student representation is requested for the DNP Advisory Board, which meets a minimal of twice a year. We have also encouraged a student to represent us to the Eastern Nursing Research Network and the American Association of Colleges of Nursing (AACN) Graduate Student Association. There will be opportunities to meet both SON and Bouve leadership at the onsite networking receptions held 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 students should seek out other sources of funding that are specific to 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.northeastern.edu/financialaid/graduate/, 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 should be explored for possible funding. Key word can access searchable databases through Snell Library that can provide leads for funding for dissertation research.

Graduate Student Government (GSG)

http://www.northeastern.edu/gsg/?page_id=28
Apply for GSG Funding! Put your student activities fee to work! Part of your student activities fee goes directly to a fund controlled and dispersed by GSG. Its purpose is to provide funding for both graduate student groups as well as individual students traveling to conferences, competitions, and other academic activities. All Northeastern graduate students are invited to apply. How does this work?

Individual Funding: Attending a conference? Graduate students currently in good standing are eligible for up to $375 per academic year for reimbursement of conference expenses. Only individual funding requests have hard deadlines for application submission.

Student Group Funding: Sponsoring an event? Graduate student groups recognized by the Campus Activities and Program Office are eligible for up to $3000 per academic year to fund events that enhance the graduate student experience as a whole. Funds are transferred to the student groups' SABO account. Student group funding requests must be submitted 2-3 weeks prior to an event.
PLEASE NOTE:

*Check important deadlines for individual funding applications important deadlines***Conference/Activity Funding Deadlines for Applications and Authentication:**

2014-15

Period/Conference Date	Application Date	Approval	Reimbursement Due
I (June/July 2014)	May 16, 2014	May 30, 2014	August 8, 2014
II (Aug/Sept. 2014)	July 11, 2014	July 25, 2014	October 10, 2014
III (Oct./Nov. 2014)	Sept. 12, 2014	Sept. 26, 2014	December 5, 2014
IV (Dec./Jan. 2015)	Nov. 14, 2014	Nov. 28, 2014	Feb. 6, 2015
V (Feb./March 2015)	Jan. 9, 2015	Jan. 23, 2015	April 10, 2015
VI (April/May)	March 6, 2015	March 20, 2015	June 12, 2015

Resources and Technical Assistance

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All these services are more fully described on the Library's website

http://library.northeastern.edu/

- Information Services/Customer Service, which (http://www.northeastern.edu/infoservices/) provides support and training over the phone, in person and through classes (e.g, multiple operating systems, Microsoft Outlook, office productivity software, web-based training, or customized training).
- Digital Media Services (http://www.northeastern.edu/infoservices/?page_id=1036), which provides equipment and materials to create graphic, photographic, audio, video, and multimedia presentation materials for instruction, research, or University-related activities.
- The Educational Technology Center (http://www.northeastern.edu/edtech/), part of the Provost's Office, is the hub for research, development, and dissemination of technology to enhance teaching and learning. Staff include instructional designers, programmers, multimedia experts and graphic designers who offer workshops and open Lab Hours to help with *Blackboard* and web-based resources.
- Audio/Visual Consulting (http://www.northeastern.edu/infoservices/?page_id=74) provides access to media and computer technologies used to present media for group instruction.
- Academic Technology Service provides support and instruction on Blackboard, Blackboard Collaborate, remote polling software, lecture capture software, and other technologies that enhance the teaching and learning experience.
- For eportfolio tutorials: http://www.ats.neu.edu/teaching-technology/digication/

Appendix 1

School of Nursing Faculty

Steve L. Alves, PhD, CRNA
Clinical Professor
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.

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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, FAAN (2014)
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
Director of the Direct Entry Program

Education: DNP from Northeastern University, MS from Boston College, BSN from 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 Labs. **Community Engagement**:   Doctors of Nursi
Practice Organization   Journal of Com
Public Hearing Association   Sigma Theta Ta
member, Gamma Epsilon Chapter (Northeastern University); Member,   Alpha Chi Chapter
(Boston College)

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Pam Burke, RN, PhD, FNP, PNP, FSAHM
Associate Professor, Interim Dean School of Nursing

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 was inducted as a Fellow in the American Academy of Nursing (FAAN) in recognition of her career accomplishments and scholarship with adolescents.

Connie Lorette, PhD, CRNA, APRN
Clinical Assistant Professor

Dr. Lorette is a Northeastern University alumna having graduated from the nurse anesthesia program in 1996. She practices cardiac anesthesia and teaches in the nurse anesthesia program. Dr Lorette earned her PhD In Nursing from Boston College. Her program of research focuses on postoperative neurocognitive changes associated with cardiac surgery. Dr. Lorette 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. Lorette'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.

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: Dolce, M. C. (2012). Nurse faculty enrichment and competency development in oral health. *Nursing Research and Practice*, *2012*, 1-5. doi:10.1155/2012/567058 ; Dolce, M. C., Haber, J., & Shelley, D. (2012). Oral health nursing education and practice program. *Nursing Research and Practice*, *2012*, 1-5. doi:10.1155/2012/149673

Brenda Douglas PhD, MS, RN
Associate Clinical Professor

Education: PhD, 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.

Susan Gallagher, MSN, ACNP-BC, AN
Director, Adult-Gerontology Acute Care Nurse Practitioner Program

Barbara Guthrie, PhD, RN, FAAN
Professor and Director of PhD Program

Currently Dr. Guthrie is the Independence Foundation Professor of Nursing and for seven years, she was the Associate Dean for Academic Affairs at the Yale University School of Nursing (YSN). Dr. Guthrie received her bachelor's degree in nursing from Boston University, her master's of science in nursing in family health from Duquesne University in Pittsburgh, and her PhD from the New York University School of Nursing. Prior to accepting the position at Yale University School of Nursing, Dr. Guthrie held a dual appointment at the University of Michigan as an associate professor in the Division of Health Promotion and Risk Reduction and Women Studies.

She has published several articles that focus on girls' health as a socially embedded process that is influenced by their contact with the juvenile justice system. She also has received funding from Josiah Macy Foundation for her Yale Howard Interdisciplinary Health Equity Scholars' program. Dr. Guthrie is in the third year of a five-year, National Institute of Mental Health (NIMH) grant to implement the intensive HIV/AIDS summer institute for diverse post-doctoral fellows and junior faculty titled "Research Education Institute for Diverse Scholars" (REIDS). The REIDS program provides four post-doctoral fellows and/or junior faculty from Public Health, Medicine, Nursing, Psychology, and other health-related professions the opportunity to spend two summers at Yale University, enhancing their knowledge and research skills related to community-based HIV/AIDS intervention through treatment. The ultimate goal is to increase the number of underrepresented researchers to secure NIH funding in the area of community-based HIV/AIDS across the health spectrum.

She has served as a member of adolescent female health advisory boards, such as the first National Female Adolescent Technical Expert Group, American Bar Association Advisory Board for Girls in Juvenile Justice Systems, Columbia University's National Center on Addiction and Substance Abuse, Adolescent Commission on High School Students Use and Abuse of Substances, and the Girl Scouts of American's Research Board. Currently, she is a member of the State of Connecticut's Girls Advisory committee. Nationally, she was a member of the Institute of Medicine's Committee; its most recent report was titled "Commercial Sexual Exploitation and Sex Trafficking of Minors in the United States." She also was a five-year

member of the National Institute of Health's National Advisory Council of Nursing Research, and was recently appointed to the National Institutes of Health's Council of Council.

Elizabeth Howard, PhD, RN, NP, FNAP
Associate Professor

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
Senior Research Scholar

Education/degrees: PhD, MS, BSN New York University. **Certifications:** RN, Family Nurse Practitione. **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:** Jones, R.& Lacroix, L.A. (2012). Using Smartphones to View Weekly Soap Opera Videos in a Randomized Controlled Trial to Reduce HIV Risk in Young Adult, Urban African American/Black Women. DOI 10.1007/s10461-012-0170-9 *AIDS & Behavior,* 16, 1341–

1358. Jones, R. (2012). Handheld computers to run ACASI to assess HIV risk and deliver tailored soap opera video feedback: Acceptability among young adult urban women. DOI: 10.1016/j.jana.2011.04.001 *Journal of the Association of Nurses in AIDS Care, 23* (3).Jones, R. & Gulick, E. (2009).The Sexual Pressure Scale for Women-Revised. *Research in Nursing and Health.* 32, 71–85.Jones, R. (2008). Soap opera video on handheld computers to reduce urban women's HIV risk. *AIDS and Behavior*,12, 876–884

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
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.

Linda Malone, DNP, RN, CPNP,
Assistant Clinical Professor and Director PNP Program

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 Doctor 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.
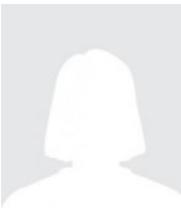
Mary Mayville DNP, RN
Clinical Assistant Professor

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

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

Laura Mylott, PhD, ANP, FNAP
Clinical Professor
Director of Leadership in Nursing Administration

Education/degrees:
PhD, Nursing-Boston College, Boston, MA
MSN, Nursing-Yale University, New Haven, CT
BSN, Nursing-Salve Regina University, Newport, RI
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)

updated September 30, 2014

Ann Polcari, PhD, RN
Assistant Professor
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
Clinical Assistant Professor

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.
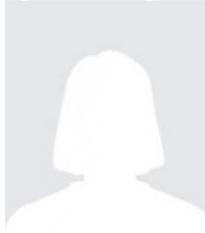
Marketa Rejtarova, DNP, RN, CPNP-AC-PC
Clinical Assistant Professor
Lead Faculty, Acute Care PNP Program

Marketa is an acute care PNP with the Inpatient General Surgery team at Boston Children's Hospital. She graduated from Northeastern University's PNP Program in 2007 and is a certified PNP in both acute and primary care. In her PNP role, she has been taking care of a complex acute general surgery patient population. She received her DNP degree with specialization in Advanced Clinical Practice in 2009 from the MGH Institute of Health Professions. The following year she joined Northeastern University as an Adjunct Faculty and later became the Lead Acute Care PNP Faculty for our PNP program. She has been teaching both didactic and seminar courses to PNP students in their final stages of their program. Marketa has been involved in various leadership activities including research and QI projects as well as the professional reimbursement appeal process. She became an executive board member for the Mass NAPNAP chapter in 2013 and has presented at several meetings, including NAPNAP's National Conference.

Janet Sweeney Rico, PhD, RN, FNP-BC
Assistant Dean for Graduate Programs
Associate Clinical Professor

Janet is the former Director of Simmons College's Family Nurse Practitioner Program and has practiced in nursing homes, rehab and clinic settings, homecare, emergency, urgent care and in-patient settings. She has sought out these experiences in order to better understand the transitions of care to help change the care provided in community settings. Presently she works as a Nurse Practitioner in the emergency department at Massachusetts General Hospital. She recently received her PhD from Northeastern University's Law and Policy Program. Her doctoral research examined the retention of frontline caregivers, certified nursing assistants in nursing homes. She is very interested in pursuing future research on healthcare disparities and community supports for individuals living with disabilities. She received her B.S. in Nursing from St. Anselm College, a Masters in Primary Care/Family Nurse Practitioner from the University of North Carolina at Chapel Hill and a MBA with a specialization in healthcare from Boston University.

She has served as the Chair of the Massachusetts Board of Registration in Nursing, as a member of the Massachusetts Patient Centered Medical Home Council, as Co-Chair of the Massachusetts Department of Developmental Services Turning 22 Task Force for Medically Intensive Individuals with Developmental Disabilities, the Massachusetts Nurse of the Future Competency Task Force and on the Massachusetts Health Information Technology Advisory Committee. All of this work has required extensive work with healthcare stakeholders and healthcare providers. Janet presently serves on the board for the ARC of Massachusetts and is past board member for Vinfen Corporation. She presently serves on the Massachusetts General Hospital Youth with Special Healthcare Needs Transitions Committee and their Autism Education Committee. Janet was recently appointed as a fellow in the National Academy of Practice. She has been awarded Simmons College's School of Nursing and Health Sciences' "Teacher of the Year" as well as the School's Faculty Service Award. Sigma Theta Tau International awarded her the Mary Ann Garrigan Award for excellence in teaching, leadership, scholarship and service in 2012.

Susan Jo Roberts, DNSc, RN, ANP, FAAN
Professor
Director Adult/Gero and Family Primary Care Nurse Practitioner 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

updated September 30, 2014
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 NRSG 5115 Advanced Health Assessment.

Paulette Thabault, DNP, APRN, JD, FAANP
Director, DE Hybrid & Online RN to BSN Programs
Associate Clinical Professor

Dr. Paulette Thabault has dedicated her nursing career to clinical practice, policy and nursing education. Her practice at Goodhealth focuses on the treatment of obesity and related chronic diseases. She previously was Chief Nurse Practitioner Officer for CVS Minute Clinics and she also practiced as a Nurse Pracitioner for many years at Massachusetts General Hospital. She has held leadership positions in the State of Vermont, including Deputy Commissioner and Commissioner with responsibilities for Health Care Administration, under Governor James Douglas. She currently also directs the Direct Entry Nursing Program at Northeastern University, a mostly online program for individuals with an undergraduate degree in another field who want to pursue and Masters in Nursing. She holds an AD in Nursing from the University of Vermont, BSN from University of Washington, MS/Nursing from Simmons College and DNP from Northeastern University. She also holds a JD from New England School of Law.

Sample Part Time Faculty, Adjunct Faculty and Expert Mentors

Karla Damus, PhD, MSPH, MN, FAAN
Professor, Boston Medical School
DNP Advisory Board
Capstone Advisor
NRSG 5121

Michele DeGrazia, **PhD, RN, NNP, FAAN (2014)**
Nurse Scientist, Children's Hospital Boston
Neonatal Health and Genetics
DNP Advisory Board
Capstone Advisor
NRSG 7920

Susan Distasio, DNP RN
Children's Hospital at Dartmouth
Capstone Advisor

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Colleen Dutile, DNP, RN, PNP
Director of Undergraduate Education, Kaplan University
DNP Advisory Board
Capstone Advisor

Karen Farnum, DNp,Rn, PNP-BC
Primary Care Practice
Global Education
DNP Advisory Board
Capstone Advisor

John Hanlon, DNP, RN, CRNA
Vice-President AANA
DNP Advisory Board

Tiffany Kelly, PhD RN
Informatics Research and Education,
DNP Advisory Board
NRSG6306

Sharon Kuhrt, DNP, RN
 DNP Advisory Board
Capstone Advisor
NRSG6300

Dorothy M. Mullaney, **DNP, MHSc., APRN**
Director, Neonatal Nurse Practitioners, Children's Hospital at Dartmouth,
DNP Advisory Board
Capstone Advisor

Richard Ricciardi, Phd, RN, PNP, FNP, FAAN, FAANP
 Agency for Healthcare Research and Quality, Center for Primary Care,
Prevention and Clinical Partnerships
(AHRQ)
NRSG6302

Mary Samost, DNP, RN
DNP Advisory Board
Capstone Advisor

Ann Stadtler, DNP, RN,CPNP
Children's Hospital, Boston
DNP Advisory Board
Capstone Advisor

updated September 30, 2014

Appendix 2

General Sources of Financial Aid

Loan programs that can be accessed through NU Student Financial Services

http://www.northeastern.edu/financialaid/graduate/index.html

Contact Student Financial Services, 356 Richards Hall, 617-373-5899, sfs@neu.edu, for eligibility criteria and other information about these loan programs.

SCHOOL OF NURSING Doctor of Nursing Practice (DNP) FT Program Plan 2014-
STUDENT NAME_____xx_____NU ID#__ __ __ __ __ __ __

Part Time___   **Full Time__X__**

	Post-Master's DNP Option	**Cr**	**Semester/Year**			
			F	**Sp**	**Su1**	**Su2**
NRSG7100	Leadership and Advanced Practice Nursing	3	**14**			
NRSG5121	Epidemiology & Population Health	3	**14**			
NRSG6306	Health Informatics I	3	**14**			
NRSG7920	Steps to Practice Inquiry	3		**15**		
NRSG6300	Health Care Finance & Marketing	3		**15**		
NRSG6302	Health Policy & Law	3		**15**		
NRSG7921	Capstone I	3			**15**	**15**
NRSG 7922	Capstone II	3	**15**			
NRSG 7923	Capstone III	3		**16**		
Any grad level course-needs DNP director approval	Elective	3			**15**	
	Total Credits Required	**30**				

Expected Leadership Symposium Dec. 2015_____
Expected graduation May 2016_____
Advanced Standing_____
Transfer credits_____
Waived courses_____ (Must be replaced with equivalent elective credits)

_____   _____

    DNP Student signature & date   DNP Director signature Date

8.11.14 MB

Northeastern University
Bouvé College *of* Health Sciences
School *of* Nursing

Doctor of Nursing Practice Program: Scholarly Practice Hours

Student_____   ID#_____

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_____

National APRN Certification_____ exp._____

Scholarly Practice Hours from Northeastern University-attach E-Portfolio

DNP Director Signature:_____   Date:_____

Student Signature:_____   Date:_____

Approved DNP Task Force 11/09; Revised 9/2012
insert new E-Portfolio grid and guide 8.5.14

Doctor of Nursing Practice (DNP) Program

DNP Capstone Structure

Phase I

Each DNP student work 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 –
    e. Evaluation
        Based upon project design
    f. Significance for practice
        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. If student plans on conducting project in a practice site that has a separate IRB Board, then it is recommended that he/she submits project for approval to that IRB Board first prior to submitting to NU IRB.

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 Capstone III, the DNP student 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 -7minute 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 with the preselected 'Guidelines for Authors" from an approved 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.

    D. Results and Analyses

    E. Discussion

    F. Recommendations.

    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 9/2014

Northeastern University

Bouvé College *of* Health Sciences
School *of* Nursing

Doctor of Nursing Practice (DNP) Program

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_____

Northeastern University
Bouvé College *of* Health Sciences
School *of* Nursing

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

Doctor of Nursing Practice Essentials
Competency Based
E- Portfolio Sample Template

Introductory Page
- Student Name& ID
- DNP Program Director/Advisor
- Capstone Advisor
- Capstone Expert Mentor
- Student Peer Reviewer

Insert Scholarly Hours form

Selected examples-minimum documents

DNP Essentials	IPEC Competencies	ICM Competencies Chart	Documents
Curriculum Vitae		DNP Program	3
Leadership Style Self-Analysis		NRSG 7100	1
Leader Analysis Paper		NRSG 7100	1
NIH Certificate		NRSG 5121/ NRSG 7120	1
EPI in the News		NRSG 5121	1
Data Analysis		NRSG 6306	1
Data in Practice Exercise		NRSG 6306	1
QI Framework analysis		NRSG 7120	1
Critical appraisal		NRSG 7120	1
Op-Ed/Fact Sheet		NRSG 6302	1
Policy Paper		NRSG 6302	1
Budget		NRSG 6300	1
Marketing Project		NRSG 6300	1
		Elective	Up To (2)
Capstone Approval Form		NRSG 7121	1
IRB Application		NRSG 7121	1
Ethics In Publication Case Studies		NRSG 7122	1
PPT Slide Oral Peer Presentation		NRSG 7122	1
Capstone Scholarly Abstract		NRSG 7123	1
Capstone Manuscript		NRSG 7123	1
Other-Documentation Specific to Individual Student		Role Specific Competencies	10
Capstone Completion Form			1

The University has a site license for the Digication eportfolio platform. You can log into the program to look at it at http:www.northeastern.edu/myneufolio. You can find some tutorials at http://www.ats.neu.edu/teaching-technology/digication/.