



Northeastern University

Bouvé College *of* Health Sciences

**School of Nursing
PhD Program Guidebook**

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PhD in Nursing Program Guidebook

Welcome to the Northeastern University School of Nursing PhD program. You are beginning an exciting phase of your nursing career. This Guidebook was developed to provide you with specific information about the Doctor of Philosophy in Nursing 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, 2011-2012](#). 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.

PhD in Nursing Program Description

The Doctor of Philosophy (PhD) in Nursing program prepares clinical nurse researchers who possess the knowledge and skills needed to identify and examine health problems that affect urban and underserved populations, designing and testing the effectiveness of social and environmental interventions, nursing interventions, and new health care programs on health outcomes of urban populations. You will be prepared to assume a position as a researcher, educator, and scholar in a school of nursing, clinical agency, research center, or other health care organization. You will be equipped to disseminate your research findings to students, colleagues, and other health professionals, who can then translate the research findings into practice with urban and underserved populations. If you pursue a faculty position upon graduation, you will have the added benefit of being able to teach future nurses how to address the needs of the growing urban population in the US.

You and other program graduates will be on the forefront of the emerging urban health specialization. Galea and Vlahov¹ define urban health research as the “explicit investigation of the relation between the urban context and population distribution of health and disease. Urban health concerns itself with the determinants of health and diseases in urban areas and with the urban context itself as the exposure of interest” (p. 342). Freudenberg² asserted that because we do not yet have a systematic body of literature about the health consequences of urban environments we are limited in designing interventions to improve urban health. The SON faculty posits that our PhD students will learn how to incorporate “upstream” solutions to urban health problems³. Upstream solutions focus on social and environmental conditions and complement the study of individual risk factors, health behavior, and psychological and biologic factors. Students also will be introduced to the concepts and practice of interdisciplinary, collaborative research as they begin their scholarly training. Emerging models of urban health hypothesize that the fundamental determinants of healthy city living include economic systems, governmental policies, urban physical environments, urban social environments, culture,

¹ Galea, S., & Vlahov, D. (2005). Urban health: Evidence, challenges and directions. *Annual Review of Public Health, 26*, 341-365.

² Freudenberg, N. (2000). Time for a national agenda to improve the health of urban populations [editorial]. *American Journal of Public Health, 90*, 837-840.

³ Barnett, E., Anderson, T., Blosnich, J., et al. (2005). Promoting cardiovascular health: From individual goals to social environmental change. *Journal of Preventive Medicine, 29* (5S1), 107-112.

geography, labor and housing markets, and other factors⁴. You will learn about these models and their paradigmatic and historical grounding. Through linkages with other Northeastern departments and centers, such as the Institute on Urban Health Research and the School of Social Sciences, Urban Affairs, and Public Policy, and with community agencies such as the Center for Community Health Education, Research, and Service and the Boston Public Health Commission, you will develop your scholarship within and upon an interdisciplinary platform for urban health research.

Educational Objectives

Upon completion of the PhD in nursing, you will be able to:

- Exhibit leadership in the identification and examination of health problems that impact urban, underserved populations.
- Use knowledge of the historical and philosophical contributions in healthcare and nursing to design a program of research that will contribute to nursing's body of knowledge.
- Design and implement clinical nursing studies to improve the health outcomes of individuals from urban and underserved populations.
- Participate in the examination of urban health care issues and community-based participatory research as a member of a cross-disciplinary cadre of researchers.
- Effectively use multiple methods for the dissemination of research to improve health outcomes for all individuals.
- Assume the roles of nurse faculty/scholar and nurse scientist.
- Develop the skills and commitment for a lifetime of intellectual inquiry.

Faculty

The program's core faculty consists of full-time nursing faculty members whose research addresses a broad spectrum of clinical nursing questions and urban health care problems. The faculty have 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. You may also reach out to nurse researchers in the greater Boston community who have expertise consistent with the program's focus on clinical nursing research and health care for urban and underserved populations. The list of current SON program faculty and affiliate faculty appears in *Appendix 1*.

⁴ Freudenberg, N., Galea, S., & Vlahov, D. (Eds.) (2006). *Cities and the health of the public*. Nashville: Vanderbilt Press.
Israel, B.A., Schulz, A., Estrada-Martinez, L., et al. (2006). Engaging urban residents in assessing environments and their implications for health. *Journal of Urban Health*, 83, 523-539.

Glouberman, S., Gemar, M., Philippa, C., et al. (2006). A framework for improving health in cities: A discussion paper. *Journal of Urban Health*, 83, 325-338.

Program Oversight

The PhD in Nursing program is managed by the School of Nursing (SON) faculty. A PhD Program Committee meets regularly to develop program policies, which are then presented to the SON faculty for approval. The PhD Program Committee also responds to student, faculty, and larger professional needs and concerns, and has overall responsibility for evaluation of the PhD program. One nursing faculty member is designated as Program Director, currently Dr. Elizabeth Howard. The Program Director is responsible for facilitating the day-to-day management of the program.

PhD Program Advisor

Upon admission to the program you were assigned a faculty Program Advisor. This faculty advisor will guide you in developing your program of study. The Program Advisor will assure that the PhD Plan of Study (Appendix 2) is completed during the first semester of enrollment and updated as necessary. The Advisor also will assist you in identifying elective courses and other types of learning and research experiences that will foster your development as a scholar in your chosen focus area. You are responsible for maintaining contact with your Program Advisor. 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, research activities, and professional projects. Close and continuous involvement with the program advisor, program faculty, and other PhD students helps you to establish your role as a researcher and scholar.

Length of Program

For the full-time post-master's student the minimum time to complete the degree is three years, two years for coursework and one year for the dissertation. For full-time students who enter the PhD program with a baccalaureate degree the minimum time for completion is four years, three years for coursework and one year for the dissertation. Time to degree for part-time students will vary depending on how many courses are taken each term. You may find that additional courses or learning experiences are needed to assure adequate preparation for conducting the scholarly work that is planned. Northeastern University policy requires that all degree requirements must be completed within seven years of matriculation. Information and guidelines for program extension or leave of absence are provided in the [Bouvé College of Health Science's Graduate Policies and Regulations 2011-1012](#).

Curriculum

The curriculum consists of coursework, comprehensive examinations, and completion of a dissertation. The coursework is designed to help you to begin exploring a topical area that will eventually result in a dissertation and, in turn, lay the foundation for a program of research in an area of significance. Course assignments will guide you in exploring previous research in a particular line of inquiry, common theories and frameworks that are the foundation for urban health research, methodologic approaches, as well as means of advancing inquiry on the topic. You will be expected and supported to develop professional presentations and publications from your coursework.

All nursing PhD students complete the following courses:

- Research courses, 21 credits, provide a broad understanding of how knowledge is generated for clinical practice and of quantitative and qualitative research approaches. In the two dissertation seminars you develop your dissertation proposal.
- Urban health course, 3 credits, addresses concepts, models, theories and research techniques pertaining to urban health and specific to urban health research.
- Statistics courses, 7 credits, address advanced statistical methods and use of a statistical software program.
- Electives, 6-9 credits, are chosen to add depth in topics specific to your area of interest and research, and might include research methods, urban health, and/or statistics courses. You can also complete directed readings with faculty to gain specialized knowledge or skills by enrolling in a Doctoral Directed Study Course or gain teaching experience by enrolling in a Teaching Practicum.

Post-baccalaureate nursing PhD students also complete coursework in a fifth area:

- Clinical courses, 17 credits, enable you to gain advanced clinical knowledge in a specific nursing specialty.

Enrollment in Doctoral Directed Study or Teaching Practicum

Doctoral students may choose to enroll in any of the following courses to complete program requirements:

NRSG 7976 Doctoral Directed Study - 1 credit, 2 credits, 3 credits

NRSG 6550 Teaching Practicum - 2 credits

The procedure for enrollment follows. The number of credits you register for will determine the amount of tuition charged.

1. Find a faculty member who is willing to sponsor your enrollment in the course.
2. Meet with the faculty member to develop a contract that includes the course goals, objectives for the learning experience, and a timeline for completion. The contract is signed by you and the faculty member.
3. For Doctoral Directed Studies (NRSG7976) you will need to complete the *Bouvé College of Health Sciences Directed Study* form (you can find the form in the [Bouvé College Graduate Policies and Regulations 2011-1012](#)) and to attach a copy of the signed contract.
4. The form must be signed by the faculty member, the nursing PhD Program Director and the Director of the Bouvé College Graduate School.
5. For Teaching Practicum (NRSG 6550) complete steps 1 and 2. Send a copy of the contract to the nursing PhD Program Director for review. The copy will be filed in the SON Academic Programs Office. If your Graduate Assistantship includes teaching responsibilities, you cannot use those teaching responsibilities as part of the contract for the Teaching Practicum. You may register for NRSG 6550 with the faculty to whom you are assigned for the Assistantship, but the contract must include a different teaching experience(s).
6. Directed Studies may not substitute for required courses. They are to be used only as electives.
7. Previously completed study or activities may not be used to satisfy the requirements of any of the courses listed above. You must register for the course during the semester in which the learning activity occurs.

8. Although there is no specific rule, in general, a weekly minimum of 3 hours of effort in reading/writing classroom activity equates to one credit of directed study and 4 hours of teaching experience per week equates to one credit of practicum.

Progression

PhD students must maintain a GPA of 3.00 or better to progress in the program. While enrolled in the nursing PhD program at Northeastern University you will abide by all [Northeastern University Graduate Student Handbook](#) and the [Bouvé College Graduate Policies and Regulations 2011-1012](#).

Expectations for Students

1. Active participation in all classes and seminars.
2. Regular meetings with advisor to track progress in the program. Students are responsible for scheduling these meetings.
3. Professional presentations (both poster and podium) at various scientific events, including the School of Nursing Annual Research Symposium, Eastern Nursing Research Society, Sigma Theta Tau as well as specialty professional meetings.
4. Submission of three manuscripts for publication in peer reviewed journals (approved by advisor) within a program of study. The timing of these submissions should correspond to specific course requirements.
5. Authorship. If collaborating with a nurse scientist other than your advisor, you should discuss authorship with collaborators before submitting manuscripts. If your advisor assists with development of a project and/or a manuscript, your advisor will be second author on any manuscripts submitted for publication.

Program Evaluation

Your feedback about all aspects of the PhD program will be solicited through course evaluations, end of the program evaluation, alumni follow-up surveys as well as formal and informal feedback to Program Advisors and the Program Director.

Oral and Written Comprehensive Examination

Introduction

The second part of the curriculum is the comprehensive examination. The comprehensive examination is designed to ascertain whether the student is to advance to doctoral candidacy. The examination is intended to provide a sample of the student's capacity for original thought, research knowledge, substantive knowledge, and the analysis and synthesis of knowledge in nursing science. It allows faculty to assess the student's ability to assimilate, synthesize and articulate an understanding of clinical research methods for studying urban health and approaches to knowledge development to improve health care for urban and underserved populations.

Comprehensive Examination Committee

All members of the Examination Committee must be members of the SON faculty. With the student's advisor, the student selects two members of the Examination Committee. These two faculty members may be any doctorate-prepared faculty member with an active program of research. The third member of the Committee will be selected by the PhD Program Committee. The Examination Committee elects a chair. The Examination Committee is subject to approval by the Director of the PhD Program.

Scheduling

Comprehensive examinations are offered once each semester, in February during the Spring Semester, in May during the Summer Semester, and in September during the Fall Semester. All eligible students will complete the written exam at the same time during the semester in which they are eligible to complete the exam.

Written Examination

The written component of the comprehensive examination is a take-home exam. Students may use their own computers and resources or complete the exam on campus. All students will have the **same 3-day period of time in which to write the exam**. For example, questions will be emailed to students at 8:30 AM on a Friday and answers must be emailed back by 8:30 AM the following Monday.

The exam consists of 3 questions. Two questions are written by the PhD Program Committee and are posed to all students; these questions will address the knowledge development, concepts and theories, research/statistics and urban health components of the PhD curriculum. The third question is developed by the individual student's Comprehensive Examination Committee and addresses her/his focus of inquiry. Questions are to be answered in writing.

Answers must be in the form of an essay, be complete and concise, and include references to the work of key authors in these areas. The examination should be typed in 12-point font, double spaced with 1-inch margins. Page limit is 10-12 pages per question. A reference list should be included, using APA format.

Oral Examination

No later than two weeks after the completion of the written portion of the exam, an oral examination will be held. The oral exam will focus on the student's area of research but include knowledge within the discipline, health care of urban and underserved populations, and clinical research methods. The oral examination will last no more than one hour. Members of the student's comprehensive examination committee will conduct the oral examination.

Immediately following the oral examination, the committee members will determine whether the student passed or failed the comprehensive exam. The student must pass both the written and oral components of the exam. Successful completion of the comprehensive examination requires a unanimous affirmative vote of the comprehensive examination committee. The Chair of the examination committee is responsible for completing the *Comprehensive Examination Application Form and Ballot* (Appendix 3) and submitting this form to the PhD Program Director.

Eligibility

A student in good academic standing (no incompletes or failures in required course work) may take the comprehensive examination after the last semester of course work. Students may be

enrolled in NRS 9846, Dissertation Seminar 2, during the semester in which they sit for the comprehensive examination.

Registration for Comprehensive Exams

Students must be officially registered for the semester in which they will be taking the exam. In addition, students intending to sit for the comprehensive examination should deliver a *Comprehensive Examination Application Form* (see Appendix 3) to the Academic Programs Office within the first three weeks of the semester prior to the posted dates for the examination. The student must also notify her/his advisor by the same date. If the student has special needs that require accommodation during the written exam, a letter explaining the needs should be submitted to the Director of the PhD program with the application form.

Evaluation

To adequately complete the examination the candidate's responses should:

- a. thoroughly address each aspect of each question
- b. reflect accurate, consistent and appropriate application and synthesis of concepts to the situation presented in the question
- c. show evidence of in-depth application and synthesis of the content of the courses
- d. reflect the appropriate use of references, e.g. statistical texts for statistical issues, peer reviewed journal articles.

Results of the Examination and Retesting

The student must successfully complete each of the three questions to pass the exam. If a student fails to adequately answer one or more of the questions, she/he must rewrite the questions that were unsatisfactory. A prenegotiated time-line for completion will be developed by the committee and student. If the questions are not adequately answered on the second attempt, the student fails. The following grading system is used:

Pass P

Fail F

After completion of the comprehensive examination, the chairperson of the student's Examination Committee submits an official ballot, graded and signed by each member of the Committee, to the Director of the PhD program. The student receives a copy of the ballot.

Consequences of Failure

A student who fails the doctoral comprehensive examination may repeat the examination once within **2 years** of the original examination pending approval of the PhD Director. Based on the evaluation of the examination, the Comprehensive Examination Committee may make recommendations for additional course work or other instruction. These recommendations will be kept in the student's academic file. Failure to pass upon second attempt will lead to dismissal from the program.

Dissertation Process

Introduction

A dissertation is required for satisfactory completion of the requirements for the Doctor of Philosophy Degree (PhD). The student's program of study should support the dissertation research. The Academic Advisor will help the student plan a program of study appropriate to the student's specific research interest.

The dissertation is a written report of an individual student's investigation of a significant

research question. Dissertations address a substantive issue through theoretically based research relevant to nursing practice or education and may serve as a preliminary study in developing a program of research.

Currently, there are two choices for the format of the final written product, Options I and II (defined next). **Applicants admitted in Fall, 2010 can choose only Option II for the dissertation format.** (PhD Committee, April, 2010)

Option I is the traditional five chapter manuscript. Option II is the submission of an introduction chapter, a minimum of three (3) manuscripts based on and related to the student's research submitted to or published in peer reviewed journals, and a summary chapter synthesizing the three (3) manuscripts as well as the overall limitations of the research and the next needed steps. The three manuscripts should follow a logical plan on a selected research topic. Option II is strongly recommended to enhance the scholarship record of the student. Regardless of which option is selected, regular submission of manuscripts is encouraged or, in some instances, required throughout the entire PhD program. Scholarship developed during course work should be refined and submitted as appropriate. Students should be encouraged to begin "pilot" work early in the PhD program, solicit funding when possible (small grants), and publish findings along the way.

Phases of Dissertation Development

The dissertation process is generally viewed as having six phases: 1) dissertation committee selection and formation; 2) proposal development; 3) proposal defense; 4) data collection and analysis; 5) scholarly written outcome of the investigation; and 6) oral defense and committee approval. Each phase has several steps, which are defined below.

Authorship of future publications from the research should be discussed with the Dissertation Chair early in the proposal development process. All publications resulting from the dissertation should include the Dissertation Chair as second author. It is expected that the student will invite committee members to participate in authoring and/or acknowledge their expertise in the writing of any publishable articles. It is expected that the authors in co-authored articles take full responsibility to work together in terms of the substance of the article.

Dissertation Committee Formation and Concept Paper

Upon qualification as a PhD candidate you will select a three-member Dissertation Committee. The chair of the Committee must be a member of the School of Nursing faculty. At least two committee members (including the chair) must have faculty appointments in Bouvé College of Health Sciences. You may elect to have your third member and, if desired, any additional members from outside Bouve or the University.

Prior to approaching potential Committee members, the student will develop a 2-5 page concept paper that will be given to potential Committee members. The paper will include: 1) brief overview of topic, 2) brief summary of literature (ideally in table form), 3) summary of methods, 4) statement of plan to use Option I or II with brief rationale (for students entering program before Fall, 2010). If Option II is chosen, list: 5) anticipated or completed manuscripts, and 6) proposed time-line for completion. The purpose of the concept paper is to fully inform the Dissertation Committee of the content and scope of the research proposal.

Once all members have agreed to serve on the student's committee, the student, with support of

the Chair, should complete the *Dissertation Committee Appointment Form* (Appendix 4) and return it to the Director of the PhD Program. If committee members change over the course of the dissertation process, the student will complete *the Change in Dissertation Committee Appointments Form* (Appendix 5).

The curriculum culminates when you design, conduct, and present a dissertation. Dissertations may result from ongoing research with faculty or may consist of a separate topic. You are encouraged to think about the dissertation beginning in the first semester of the program, using each course to explore some aspect of the topic of interest. Through this process you become increasingly familiar with the literature in the field and make progress in defining the research question. Dissertations are not developed in a vacuum; they are the result of intensive immersion in a topic of interest. In the final two courses of the program, NRS 9845 Dissertation Seminar 1, and NRS 9846 Dissertation Seminar 2, you will write the first draft of the dissertation proposal. After the proposal has been approved by your Dissertation Committee, you will enroll in 12 semester hours of dissertation credits, NRS 9990, over as many semesters as estimated to complete the research. If after enrolling in 12 semester hours of dissertation you have not completed the research, you will be required to register and pay for NRS 9996 Dissertation Continuation until the research is completed, the final product has been approved by your Dissertation Committee, and you graduate.

Proposal Development

Once a student has completed course work and passed the Comprehensive Examination, he or she is eligible to write and defend the research proposal. Students shall defend their proposal within one year from the time of achieving Candidacy. The Dissertation Chair is responsible for certifying that all necessary courses and requirements have been completed. The Dissertation Proposal is developed in close collaboration with the Dissertation Chair and Committee members. The proposal may be in one of two formats depending on the option selected by the student for the final product of the program of study. Both options will include the following components:

- purpose and aims of the study
- succinct review of the related research and conceptual/theoretical basis of the study,
- specific hypothesis to be tested (if appropriate) or research questions
- description and proposed research design and methods
(including sample, setting, instruments or methods, and data collection procedures)
- data analysis plans
- human subjects protection.

Option I (for students entering the program before Fall, 2010)

Dissertation Proposal Outline: Quantitative

Chapter 1: Introduction/Problem

Introduction

Broad area of concern

Lays the groundwork for the questions posed

Problem statement

Purpose/Aim may include: specific questions; hypotheses

Operational definitions of central concepts

Assumptions

Theoretical framework or rationale

- Concepts/variables: definitions
- Significance/Rationale
- Importance
- Projected outcomes
- Contributions to future knowledge

Chapter 2: Review of the Literature

- Succinct, relevant literature review
- Focus on relationship between the research question(s) and the literature reviewed
- Summary of state of the knowledge concerning the stated question(s) intent

Chapter 3: Methodology, Research Design

- Content should flow from Chapter 1 and Chapter 2

- Design strategy

- Rationale as to why this design

- Expected outcomes from this design/justification for it

- Background of method if necessary

- If part of a larger project, specify:

 - Relationship to the project

 - How the student will control the dissertation research part of the project

 - Whether permission to utilize data or source has been obtained or is in the process of being obtained

- Status in regard to human subject review

- Anticipated problems and how to overcome each

- Extent to which the design, methodology, collection of data and interpretation of findings will be the student's responsibility

- Obligations to the larger project and restriction to publications, if any

- Agreements as to manuscripts or material review

- Report on pilot work, completed or planned

- Specify methodology as appropriate to the design

 - Population/Sample/Participants

 - Description of subjects

 - Source of subjects

 - Selection process

 - Numbers

 - Criteria

 - Description of design and treatments if appropriate

 - Data collection

 - Concepts/variables and how measures

 - Specify sources such as interviews, histories, instruments, etc.

 - Describe each used

 - Type, number of items

 - Task for respondents

 - Administration and scoring procedures

 - Storage

 - Context

 - Adoption, adaptation or invention

 - Validity

 - Reliability

 - Description of data collection should be in sufficient detail to enable any other researcher to carry it out

 - Protection of human subjects

- Consents
- IRB status
- Confidentiality issues
- Data analysis
 - Strategies that will be used to analyze the data to answer the question(s)/hypotheses/purposes posed, such as statistical, historical, philosophical, comparative analysis, etc.
- Limitations of the study
 - Obstacles
 - Difficulties expected and ways to overcome them
- Time table
- Instruments, instructions, consent forms, letters of invitation to participated, permission to use copyright material, letters of support and other communications not included.
- References
- Appendices

Dissertation Proposal Outline: Qualitative

- Chapter One Aim of the Study
 - Phenomenon of interest
 - Perceived justification within specific context
 - Assumptions and biases
 - Qualitative research methods and its justification
 - Relevance to nursing
- Chapter Two Evolution of the Study
 - Rationale
 - Historical context
 - Experiential context
 - Theoretical context
- Chapter Three Method of Inquiry
 - Introduction to methodological approach
 - Rationale for chosen approach
 - Data collection and analysis
 - Data coding
 - Sampling
 - Reliability and validity
 - Coding and field notes

 - Storing and sorting of data
 - Data analysis
 - Negotiating the field experience
 - Entering the field
 - Ethical situation in context
 - Problems that are valued, and ethical problems
 - Identifying cultural values and norms
 - Overlapping of data collection strategies

Sampling issues
Interaction style in handling ethical situations
Human subjectivity considerations
Limits to confidentiality

Limitations
Implications for Nursing
References
Appendices

Option II:

[PHS 424 application](#) (A – D) electronic version

http://grants.nih.gov/grants/funding/424/SF424_RR_Guide_General_Adobe_VerB.pdf

Proposal Defense

The student and Dissertation Committee determine a date and time for the defense of the proposed research. The proposal defense meeting is confined to the student and Dissertation Committee only. The student will present a 20 to 30 minute overview of the proposed research. The committee members will have the opportunity to ask questions in relation to the oral presentation or the written proposal. All members of the Dissertation Committee must approve the proposal. If there are conditions that require further development, the student will continue to work with the committee to fulfill any requirements before proceeding with the research. The student should bring/send the *Approval of Dissertation Proposal* Form (Appendix 6) to the defense.

IRB Approval (Research involving human subjects)

Following the proposal defense, but prior to any data collection, research involving human subjects (or data derived from human subjects) must be submitted to the Northeastern University Institutional Review Board (IRB) for approval. Information about the IRB approval process and the forms and documents, which must be completed and submitted to the IRB, is available from the NEU website at:

http://www.northeastern.edu/research/facts_rates_forms/forms/#human_forms. To ensure timely follow-up with all issues, students will place the name, phone and email address of the administrative support person for the PhD Program as the “Contact Person” for all IRB communication. It is important to remember that the IRB process includes terminating the proposal at the end of the research process and maintaining necessary updates with IRB. You may also contact Nan Regina, Director, Division of Human Subjects Research Protection at n.regina@ne.edu if you have any questions or concerns regarding IRB approval for your study.

Data Collection and Analysis

After the proposal has been reviewed and approved by the IRB, the candidate may proceed with data collection. It is advised that the candidate, with consultation of the Dissertation Chair, establish timelines for data collection and analysis.

Unanticipated events or IRB requirements may necessitate changes in the study methods of the original proposal. If such changes are required, the candidate must secure approval of all committee members. Any committee member may request that the committee meet to discuss the changes. The Dissertation Chair is responsible for resolving any conflicting points of view among committee members regarding the dissertation. Any change in methods must be approved by the Northeastern University IRB.

All candidates use computerized data management and analysis strategies, which should be planned during the proposal stage. It is strongly recommended that candidates are knowledgeable in the use of the appropriate analysis software at the time they finalize the proposal. This will assist in preparing instruments for coding. The candidate should prepare a codebook and preliminary plans for data analysis at this time also.

The candidate should plan on working closely with the Dissertation Chair and/or other committee members in the interpretation of the data and in determining additional analyses to be conducted. It is strongly encouraged that candidates meet with their full committee after initial analysis is completed to review findings and determine if additional analysis should be conducted. The candidate should allow ample time for interpreting and writing the results of the study.

Dissertation Manuscript Style and Preparation

Writing the manuscript(s) related to the research requires a significant amount of time, regardless of the option for the dissertation selected. Regularly scheduled meetings between the Dissertation Chair and the candidate will facilitate progress in a timely manner.

The format of the manuscript must adhere to the guidelines in the [*Publication Manual of the American Psychological Association*](#).

You can find guidelines for the preparation of your dissertation document at <http://www.etsadmin.com/cgi-bin/school?siteId=251> or see Appendix 10.

Option I (for students entering the program before Fall, 2010)

If the student selects Dissertation Option I, the product is an integrated, scholarly report. This report includes the essential components of a dissertation (i.e., the introduction to the question, review of the literature, subjects and methodology, results of study, and discussion of the results). However, the organization and emphasis may vary depending on the particular research question, methods selected, and committee preference. The Dissertation Chair should be consulted on issues of developing the appropriate format for the dissertation based on whether the study was quantitative or qualitative.

Typically, the dissertation will include five chapters including revisions of the three chapters that constituted the proposal as well as chapters four and five addressing the results and the discussion and implications of the results. References and appendices are also included.

Option II

If the student selects Dissertation Option II, the final product will consist of a minimum of three (3) manuscripts published, submitted, or to be submitted for publication to a peer reviewed journal while a matriculated student is in the School of Nursing PhD program. The specific number of articles suitable for a particular dissertation report is based on the agreement of the PhD candidate and the Dissertation Committee. The student must be the first author and original scholar of the work. The faculty advisor will be the second author. The articles will require approval by the Dissertation Committee for inclusion in the dissertation compendium. The manuscripts must contribute to a unified work and include a sequence of articles of publishable quality that have been submitted, will be submitted, or are already published in an appropriate peer reviewed journal. One manuscript must be data-based and report the results of the student's dissertation research. The other manuscripts may be of other types, such as an integrative review of the literature pertinent to the program of study, instrument development, methodological issues, conceptual analysis and/or theory application related to the study, clinical application of

the findings to practice (significance to nursing). The format of the manuscripts will be dictated by the guidelines of the peer reviewed journal to which it is submitted. The journals selected need to be approved by the Dissertation Chair, when appropriate.

Students, whose manuscripts are accepted for publication before completion of the dissertation, should be aware of the agreement that is signed when a journal (hard copy or electronic) accepts an article for publication. At that time, the student assigns rights to the journal as publisher. The student must obtain written permission from the copyright holder to include the material in the dissertation. Failure to do so would be breaking U.S. copyright laws. All copyright permissions should be secured before finalizing the formatting of the dissertation.

The published article format must include four sections: (1) introduction, (2) publications, including the dissertation findings, (3) discussion and (4) literature cited. (The candidate may include other sections at his or her discretion.)

The following table of contents format is recommended for your dissertation:

The Table of Contents (sample)

It should include page numbers. Use Arabic numerals starting with “Chapters”.

Dissertation Title Page (no page # inserted but counted as page i)

Copyright (blank).....ii

Dedication and Acknowledgement (if desired).....iii

Abstract

Table of Contents

List of Tables (if appropriate).....

List of Figures (if appropriate).....

Chapters

1 Introduction (no page # inserted but counted as page 1)

2 Paper 1 (paginated separately)

3 Paper 2 (paginated separately)

4 Paper 3 (paginated separately)

5 Summary and Conclusions (Summarizes the 3 papers as a whole).....

Appendices

References

The Introduction will address the knowledge in the field of study, identify gaps in knowledge, and provide a theoretical foundation for the research. The Summary/Conclusions will include a concise summary tying the work and the manuscripts together and discuss the contribution the research makes to science and nursing, as well as the limitation of the research and next steps. If the student so chooses and with the approval of the Dissertation Chair, appendices may be included that contain other relevant materials including an IRB approval letter, forms used for the research process, and data if relevant.

When the Dissertation Chair believes that the dissertation manuscript is ready (minimum of three articles, one of which is the written report of the study), the manuscript will be circulated to the members of the Dissertation Committee. Within two weeks, the Chair will contact the committee members to determine the state of readiness of the manuscript(s) for the final oral defense. If revisions are recommended the chair will notify the candidate. When, in the opinion of the Chair

and the candidate the appropriate revisions have been made, the final defense may be scheduled. At that time, the candidate will communicate the date to the Program Manager for the PhD Program who in his/her turn will inform the Bouvé College of Health Sciences Graduate School Office about the date and make arrangements for a room, AV equipment, and notices within the School of Nursing and the Bouvé College of Health Sciences.

Dissertation Defense

The final defense meeting date should be scheduled at a time that all Dissertation Committee members are available. The School of Nursing encourages all dissertation defenses to be publicized well in advance and to be open to all faculty and graduate students.

The candidate may wish to distribute copies of the abstract(s) of the research to the faculty and students in attendance. The candidate will open the defense with a brief (no more than 30 minute) presentation with appropriate slides, after which the Dissertation Chair will open the examination to appropriate questions from the audience and the Committee. The public questioning will last no more than 30 minutes. The candidate is expected to respond to substantive and methodological questions related to the research.

At the end of the questioning, the Dissertation Chair will excuse everyone except the Dissertation Committee members and the candidate. The candidate will be evaluated both upon the quality and significance of the research manuscripts and the oral defense of the findings. The Dissertation Committee will have primary responsibility for evaluating the candidate's research, including the written dissertation, the formal oral presentation, and the candidate's responses to questions. The candidate will be excused and the committee members will be polled for their vote (pass or fail). Approval of the Dissertation Committee, with no more than one dissenting vote, is necessary for the recommendation for awarding the degree. The decision of the Dissertation Committee will be forwarded to the Director of the PhD Program.

Upon successful defense, the student will have committee members sign two documents:

- School of Nursing *Dissertation Approval Form*
- Bouve College *Approval of Dissertation Form*

The Chair will forward the School of Nursing and Bouvé College *Dissertation Approval Forms* to the Director of the PhD Program. The Chair will maintain the forms until all edits are completed to the satisfaction of the committee members.

Note: If major edits of the dissertation are required, the Committee Chair may decide to withhold the forms for signature by the Committee Members until after the major edits are approved.

Faculty are reminded the dissertation is either approved or disapproved, and there are no "conditional" passes. In the event of disapproval, the candidate may be permitted to redo the defense in not less than six months and not more than two years from the time the initial defense was held. Only one opportunity for another defense is given. Any candidate who is granted this privilege shall retain the status and obligations of a graduate student until the time of the second defense (i.e., must maintain matriculation through continuous enrollment).

Final Editing and Submission

After a successful defense, the candidate will edit the dissertation based on recommendations. Upon completion of all edits to the satisfaction of committee members, the committee members will sign the School of Nursing and Bouvé College Dissertation Approval Forms.

The University requires graduate students to submit their dissertation electronically at [UMI ETD Administrator](#) following the outlined directions (Appendix 9).

Once the dissertation is submitted electronically, the candidate must make an appointment with the Dean of Graduate School, Bouvé College, to submit a copy of the dissertation together with the Bouvé College *Dissertation Approval* form (Appendix 7) signed and dated by all the members of his/her dissertation committee. See the [Bouvé College Graduate Policies and Regulations Handbook 2011-2012](#) on requirements for dissertation submission.

After the dissertation is submitted electronically and approved by the graduate school, it will be cataloged in [NUCAT](#) and within 8-12 weeks made available on line in both [ProQuest](#) and [IRis](#), the Northeastern University Libraries Institutional Repository, for research purposes.

The School of Nursing requires PhD students to submit one copy of their bound dissertation to the PhD Program Director. This copy will remain in the School of Nursing Archives for research purposes and is available for consultation by scholars. For this reason, the physical quality of this bound copy is very important. The minimum requirements for this submitted copy are:

- Paper used in the submitted copy must be chosen for its permanence and durability. The paper must weigh a minimum of 20 lbs. and have a watermark that confirms that the paper is either one of the brands listed below, or that it is acid-neutral or 100% rag (cotton) content. The following papers or their equivalents are acceptable:

Crane's Thesis Paper
Eaton Thesis Paper
Hollinger Acid-Free Bond
Mead Premium Business Stationery with 100% Cotton Fiber
Permalife Bond Paper
Perma-Dur Papers
Southworth 100% Cotton Fiber Paper
Strathmore Bond or 100% Cotton Paper
Xerox Archival Bond

- Print resolution of the copy must be laser quality and double spaced. Either single or double sided printing may be used.
- Left and right hand margins must be at least 1¼" (one and one-quarter inches) to allow for binding and trimming. Top and bottom margins must each measure 1" (one inch) or 2.54 centimeters.
- The original sign off sheet with original signatures of the review committee, the School of Nursing Dean, and the Associate Dean/Director of the Graduate School, Bouvé College of Health Sciences is included with the submitted copy.
- The library website contains useful information for searching and viewing dissertations: http://www.lib.neu.edu/archives/collections/theses_dissertations/

Graduation Policies

The Bouvé College of Health Sciences requires the students completing a dissertation to meet degree requirements to submit their dissertations electronically and meet with the Associate Dean, Bouve Graduate School at least 2 weeks prior to commencement.

Registering and Ordering Dissertations

The University now requires all Dissertations and Theses to be deposited electronically via Proquest's Dissertation Publishing Service. Part of the new Proquest service is delivery to the University Libraries of an electronic copy of each dissertation or thesis. The University Libraries will deposit this copy to [IRis](#), the University's institutional repository, making it available for an open access via the Internet.

If you do not wish your dissertation or thesis immediately to be placed in Iris because you are planning a patent application or formal publication, please opt for one of the embargo options (from 6 months to 2 years) when you submit your paper to Proquest. The University Libraries will honor the embargo request before making your paper available via IRis and the Internet.

If you have any questions, please contact the Joan Krizack, the University Archivist, at j.krizack@neu.edu, 617/373-8318.

You may register your dissertation or order your copy or copies of others from Bell and Howell (<http://www.bellhowell.infolearning.com/en-US/products/dissertations/> which publishes dissertations and theses, sells copies on demand, and maintains the definitive bibliographic record for over 1.5 million doctoral dissertations and master's theses.

To order bound copies of your dissertation, contact ACME Bookbinding Company, 100 Cambridge Street, Charlestown, MA (617.242.1100), or one of the larger photocopying businesses. You can also order it through [ProQuest Dissertation Publishing](#). Orders are delivered to individuals within 5-7 business days.

Financial Aid

Appendix 6 is 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. You are encouraged to view the pursuit of financial aid as one aspect of building a strong "track record." PhD students who are competitively selected as recipients of scholarships, fellowships, and other financial awards (particularly from national organizations) can document these awards on their curriculum vitae to demonstrate their credibility as a scholar. The process of applying for competitive financial aid awards also enhances your grantsmanship because each application is, in essence, a proposal for funding. Your Program Advisor, the PhD Program Director, and other faculty can provide guidance and assistance with the application process for extramural support.

Various types of financial aid are available through the University and School of Nursing. The University offers Stipended Graduate Assistantships (SGAs), which provide up to 12 semester hours of tuition per semester and a modest stipend in return for 20 hours of teaching each week. Other sources of funding include NU Minority Scholarships and graduate traineeship money awarded to the School of Nursing by the US Public Health Service, Health Resources and

Services Administration. Information about these sources of funding and the application process is available through the Academic Programs Office. Students are encouraged to contact the [Student Financial Services Office](#) (phone: 617-373-3190) for more information about other grant and loan programs administered through the University.

PhD students are encouraged to apply for a Ruth L. Kirschstein National Research Service Award for Individual Predoctoral Fellows (F31). These are generally referred to as NRSAs (<http://grants.nih.gov/training/nrsa.htm>). These training grants are awarded by the National Institutes of Health. Writing an NRSA grant application involves a fair amount of thought and work and close association with your Program Advisor (or other faculty member) who will serve as your NRSA sponsor or co-sponsor. However, it is well worth the effort and serves as a major source of funding. An NRSA is often the first funding obtained in building your program of research. We strongly encourage you to write an NRSA as early in the program as possible. The earlier the application is submitted, the better your chances of being funded. These are competitive grants and the longer you are in the program, the higher the expectations are for the proposal in terms of research sophistication. Make sure to give yourself enough time when you are deciding on the amount of time to be funded. It is better to ask for a little extra time instead of not enough time as it is impossible to get an extension of the funding.

Many foundations and professional nursing and healthcare associations also have research grant programs that you should explore for possible funding for your dissertation. Some of these are listed in Appendix 4. You can access key word searchable databases through Snell Library that can provide leads for funding for dissertation research. Of particular interest is the [COS Funding Opportunities data base](#).

Travel support for attending and presenting at professional conferences is available to graduate students through the NU Graduate and Professional Students Association. See the following section below for additional information.

Graduate Student Government

The Northeastern University [Graduate Student Government](#) (GSG) is the official voice of the graduate student community on campus. The GSG actively pursues a goal of improving graduate student life by listening to those it represents. The Government serves all graduate and professional students enrolled in the graduate colleges of Northeastern University. In addition to being a venue for communication about graduate student life on campus, the Government co-sponsors a Graduate Student Awards program and has funding to support graduate student travel to professional conferences. Nursing PhD students interested in getting involved in the GSG can contact them through their web site at <http://www.northeastern.edu/gsg>. 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, Associate Professor

Dr. Alves has been practicing nurse anesthesia for almost two decades and has served as the coordinator of the graduate nurse anesthesia program over the past 8 years. 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.

Michelle Beauchesne, DNSc, RN, CPNP, FNAP, FAANP, Associate Professor

Dr. Beauchesne has been caring for children with developmental disabilities and their families for 30 years. 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 is leading 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 and the National Health Research Foundation for Mental Hygiene.

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.

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.

Connie Lorette Calvin, PhD, CRNA, APRN, Clinical Instructor

Dr. Calvin is a Northeastern alumna. She graduated from the nurse anesthesia program in 1996. She has been practicing cardiac anesthesia for 15 years and teaching in the nurse anesthesia program for 7 years. 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 is 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.

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

Dr. D'Avolio has focused her research on the needs of acutely ill older adults, geriatric syndromes, cognitive impairment, and translational research. Dr. D'Avolio has completed a geriatric research postdoctoral fellowship through the John A Hartford/Atlantic Philanthropies Claire Fagin Fellowship at the University of Pennsylvania, Center for Geriatric Nursing Excellence. The John A. Hartford Foundation is focused on addressing the critical shortage of leaders in geriatric nursing education and research. Dr. D'Avolio also holds an appointment as a Nurse Scientist at the Yvonne L. Munn Center for Nursing Research, Massachusetts General Hospital. 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 Evidence Based Practice Education Committee of the National Geriatric Nurses Association and is Co-Chair of Education Committee of the Greater Boston National Geriatric Nurses Association.

Karla Damus, PhD, MSPH, MN, BSN, FAAN, Clinical Professor

Dr. Karla Damus is a nurse and a perinatal epidemiologist who is nationally recognized for her research and continuing education 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.

Elizabeth Howard, PhD, RN, NP, 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 SeniorLife. In this role she is studying the implementation and evaluation of a comprehensive assessment system and interventions to improve health and quality of life for older adults across various settings.

Carole Kenner, PhD, MSN, BSN, FAAN, Professor

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.

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

Magdalena A. Mateo, PhD, RN, FAAN, Associate Professor

The research program of Dr. Mateo has focused on workforce diversity and most recently on care of patients who sustain mild traumatic brain injury (MTBI) and who experience prospective memory deficits. She currently is examining differences in the effectiveness of accomplishing randomly assigned time-dependent tasks when MTBI subjects use the PalmZ22 hand-held palmtop computer, an electronic memory aid, as opposed to not using a palmtop computer. Her research has been funded by the American Association of Neuroscience Nurses and her postdoctoral fellowship focusing on interventions was funded by the National Institute for Nursing Research. She is the author of numerous scientific publications, book chapters and has co-edited three textbooks on research with the first two books of *Using and Conducting Nursing Research in the Clinical Setting* being award winning texts, including a Book of the Year award from the American Journal of Nursing. A third book, *Research for Advanced Practice Nurses: From Evidence to Practice* was published by Springer on July 2009.

Carol Anne Marchetti, PhD, RN, PMHC, Assistant Professor

Dr. Carol Anne Marchetti is a Child and Adolescent Psychiatric Mental Health Clinical Nurse Specialist and a Massachusetts Sexual Assault Nurse Examiner (SANE). She has practiced as a pediatric nurse for many years and has cared for patients in a variety of settings including medical and surgical units, pediatric and neonatal intensive care units, and in-patient and out-patient psychiatric settings. Her dissertation study included individuals who were sexually assaulted. The purpose of the study was to describe the participants' experience of regret with regard to whether or not the assault was reported to the police. Broadly, Dr. Marchetti's research

interests are focused on victims' responses to trauma, particularly sexual assault. Eventually, she would like to develop evidence-based interventions that help patient heal in the aftermath of trauma.

Karen Pounds, PhD, RN, Assistant Clinical Professor

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 has recently been granted appointment as a Research Associate at McLean Hospital, a Harvard teaching hospital.

Susan Jo Roberts, DNSc, RN, ANP, FAAN, Professor

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.

**Affiliated Faculty and Their Research Interests
From Bouvé College of Health Sciences**

Hortensia Amaro, PhD, Distinguished Professor, Counseling and Applied Educational Psychology Department, School of Health Professions; Director, Institute on Urban Health Research. HIV/AIDS prevention and intervention, drug abuse epidemiology and prevention and treatment models for Latina and African American women, domestic violence and post traumatic stress disorder, urban health, racial and ethnic disparities in health.

Judy Barr, ScD, Associate Professor, Pharmacy Practice Department, School of Pharmacy. Patient-centered outcome assessment, pharmacoeconomics, assessment of teaching and learning.

Deb Franko, PhD, Professor, Counseling and Applied Educational Psychology Department, School of Health Professions. Women's health, specifically eating disorders, prevention of eating disorders in both middle school girls and first-year college women, pregnancy and eating disorders, and the development of risk factors in the children of mothers with anorexia and bulimia nervosa.

Karen Lifter, PhD, Professor, Counseling and Applied Educational Psychology Department, School of Health Professions. Play, language, and social development of young children with and without disabilities, bridging cognitive and behavioral theories.

Carmen Sceppa, MD, PhD, Associate Professor, School of Health Sciences. Member, Network Minority Research Investigators; Cardiovascular Risk Reduction Among Female Older Adults; Functional Ability and Functional Decline in Older Adults; Outcomes of Exercise among Older Adults; Evaluation of Health Care Education

Michail Sitkovsky, PhD, Professor & Eleanor M. Black Chair of Immunophysiology and Pharmaceutical Biotechnology, Pharmaceutical Sciences Department, School of Pharmacy; Director, New England Inflammation and Tissue Damage Institute. Pro-inflammatory cytokines are crucially important in the immune response and host defense against pathogens, but exceedingly intensive or prolonged inflammation processes represent the main cause of many different diseases. Molecular mechanisms, which terminate inflammation *in vivo*, are poorly understood. Dr. Sitkovsky's studies explore basic and clinical implications of tissue inflammation.

Katherine L. Tucker, PhD, Professor of nutritional epidemiology and Chair of the Health Sciences Department. Dr. Tucker has contributed to more than 200 articles in scientific journals or books. Her research focuses on dietary intake and risk of chronic disease, including osteoporosis, cognitive decline, obesity and metabolic syndrome. She is the director of an NIH funded center on Population Health and Health Disparities, studying the roles and interactions of stress, social support, diet, health behavior and genetic predisposition in relation to health disparities in Puerto Rican adults. She is currently the chair of the Nutritional Sciences Council at the American Society for Nutrition, and serves as an associate editor for the Journal of Nutrition.

Barbara Waczszak, PhD, Professor, Pharmaceutical Sciences Department, School of Pharmacy. Dr. Waczszak's research throughout her professional career has been focused on dopamine system neuropharmacology and disorders of the brain's basal ganglia with a special emphasis on Parkinson's disease. Using *in vivo* electrophysiological methods, she was instrumental in revealing how dopamine receptor stimulation regulates basal ganglia output from the substantia nigra in rats. She recently showed that the loss of dopamine in the rat 6-hydroxydopamine model of Parkinson's disease alters D1 and D2 dopamine receptor coexpression in the corpus striatum, a finding which challenges prevailing views of basal ganglia functional organization. Her current research focuses on finding a way to deliver the neurotrophic factor, GDNF, to the brain by a non-invasive means in an effort to harness its neuroprotective potential as the therapeutic agent for Parkinson's disease.

From Other Northeastern University Departments

Barry Bluestone, PhD, Stearns Trustee Professor of Political Economy; Director, Center for Urban and Regional Policy; Dean, School of Social Science, Urban Affairs, and Public Policy. Urban development, labor market analysis, public policy, political economy, poverty and income distribution.

Luis Falcon, PhD, Professor, Sociology and Anthropology Department, College of Social Sciences and Humanity; Social support and stress in older Hispanic populations in an urban setting.

Joan Fitzgerald, PhD, Professor and Director, Law, Policy, and Society Program, College of Arts and Sciences. Urban and suburban economic development, labor economics and career advancement in low-paying jobs.

Judith Hall, PhD, Professor, Psychology Department, College of Arts and Sciences. Verbal and nonverbal behavior of health care providers and patients in medical visits, with focus on gender

differences and correlates of patient outcomes such as satisfaction and adherence to medical regimens.

Alisa Lincoln, PhD, MPH, Associate Professor, Health Sciences and Sociology. Public urban mental health, staff perspectives of psychiatric emergency room care and the impact of the culture and climate of a busy, public urban psychiatric emergency room, community based participatory action research.

From Boston Area Health Care Agencies

Donna Barry, PhD, RN, Dana Farber Cancer Institute.

Lynn Babington, PhD, RN, Nurse Consultant. Focus on improving the health of vulnerable populations, particularly immigrants

Anne Berger, PhD, MBA, RN, Director, Nursing Systems Research, Children's Hospital Boston.

Diane L. Carroll, PhD, APRN, BC, FAHA, NFESC, Nurse Researcher, Evonne Munn Research Center, Massachusetts General Hospital. Cardiovascular nursing care, quality of life, alternative therapies.

Ann Dylis, PhD, RN, Nursing Research Scientist, Center for Clinical and Professional Development, Lahey Clinic Medical Center. Identification and exploration of factors that influence quality of life in families who have one or more members with neurofibromatosis 1(NF1), a genetic disorder.

Alice Gervasini, PhD, RN, Nurse Director, Trauma and Emergency Surgery, Massachusetts General Hospital. Care and outcomes of clinical trauma patients.

Sanjay Raj Jain, MD, PhD, Instructor in Medicine, Division of Hematology and Oncology, Beth Israel Deaconess Medical Center. Conduct of clinical trials in oncology, effects of stress on immune and endocrine function.

Kathy Horvath, PhD, RN, Associate Director, Education, and Program Evaluation, New England Geriatric Research, Education, and Clinical Center, Veteran's Administration Medical Center, Bedford. Home safety, Alzheimer Disease.

Ann C. Hurley, DNSc, RN, Senior Nurse Scientist Emerita, Center for Excellence in Nursing, Brigham and Women's Hospital. Critical thinking skills in nurses, Alzheimer Disease, home safety.

Marilyn Lanza, DNSc, RN, Associate Chief, Nursing Service for Research, Veteran's Administration Medical Center, Bedford. Violence in health care.

Christos S. Mantzoros, MD, ScD, FACP, FACE. Director of Human Nutrition Research Unit, Clinical Research Overseer, Division of Endocrinology, Diabetes and Metabolism, Beth Israel Deaconess Medical Center.

Natalie McClain, PhD, PNP. Child abuse and maltreatment. Children's Hospital, Boston.

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

Jean Flatley McGuire, PhD, Assistant Secretary, Executive Office of Health and Human Services, State of Massachusetts. Prevention and treatment of HIV/AIDS, public health policy, international collaboration to improve the systems for HIV prevention and care.

C. Lynne McIntyre, PhD, RN. Director of Evaluation and Planning, DotWell, Dorchester, MA.

Alice Pappas, PhD, RN. Clinical Research Nurse, Program for Safety and Quality, Children's Hospital, Boston.

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

Jacqueline Somerville, RN, PhD. Associate Chief Nurse, Patient Care Services, Massachusetts General Hospital, Boston.

Appendix 2

School of Nursing Program Plan

PhD Program

STUDENT'S NAME _____

ID# _____

		Cr	SEMESTER/YR				COMMENTS/TRANSFERS
Code 805: Post-Master's Option			F	Sp	S1	S2	
Research Core							
NRSG 7700	The Science of Nursing	3					
NRSG 7706	Design and Methods for Clinical Nursing Research	3					
NRSG 7709	Qualitative Research Methods	3					
NRSG 7712	Quantitative Research Methods	3					
NRSG 7715	Measurement in Clinical Research	3					
NRSG 9845	Dissertation Seminar 1	3					
NRSG 9846	Dissertation Seminar 2	3					
NRSG 9990	Dissertation	12					
Urban Health							
NRSG 7750	Health Care of Urban Populations	3					
Statistics Core							
LPSC 7305	Research and	3					
NRSG 7781	Statistics Lab	1					
NRSG xxxx*	Applied Multiple Regression Analysis in Health Sciences	3					
Electives							
		3					
		3					
	Total Credits Required	49					
Code 806: Post-BSN Option (additional courses)			SEMESTER/YR				COMMENTS/TRANSFERS
			F	Sp	S1	S2	
NRSG 5121	Epidemiology and Population Health	3					
NRSG 5126	Pathophysiology for Advanced Practice	3					
NRSG 5117	Pharmacology	2					
	Clinical Cognate 1	3					
	Clinical Cognate 2	3					
	Clinical Cognate 3	3					
	Elective:	3					
Additional Credits Required Total		20					

Projected Date for Comprehensive Exams: _____
 Semester Year Advisor's Signature Date

*Course number for *Applied Multiple Regression Analysis in Health Sciences* will be announced later.

Appendix 3
PhD Comprehensive Examination Application Form and Ballot

Northeastern University
Bouvé College of Health Sciences
School of Nursing

Comprehensive Examination Application Form and Ballot

Name: _____

Proposed Date of Written Exam: _____

Committee Members: _____

Chairperson: _____

PhD Program Director Approval:

Signature

Date

.....
Examination Results:

PASS

_____ The written comprehensive examination is satisfactory

FAIL

_____ The written comprehensive exam is unsatisfactory.

Signatures of the Examination Committee

Chairperson

Date

Member

Date

Member

Date

Appendix 4
Dissertation Committee Appointment Form

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

**Ph.D. Program in Nursing
Dissertation Committee Appointments**

The Dissertation Committee is selected by the student. This committee will recommend the student to the candidacy for the Ph.D. degree. They will guide the student during the dissertation process and will judge the acceptability of the dissertation. There will be a minimum of three committee members. The chair of the Committee must be a member of the School of Nursing faculty. At least two committee members (including the chair) must have full-time faculty appointments in Bouve College of Health Sciences. You may elect to have one or two additional committee members from outside the School of Nursing or outside Northeastern University.

Student's Name: _____ SS#: _____

The following faculty members have agreed to serve on the above named student's Dissertation Committee:

Committee Chairperson	Signature	Date
Committee Member, School of Nursing	Signature	Date
Committee Member, Department	Signature	Date
Committee Member, Department	Signature	Date
Committee Member, Department	Signature	Date

Approval: Signatures below indicate approval of this Dissertation Committee.

Director, Graduate Programs	Signature	Date
Dean, School of Nursing	Signature	Date

Submit this form to the Director, Ph.D. Programs in Nursing.

Appendix 5

Change in Dissertation Committee Appointments Form

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

Change in Dissertation Committee

To: _____
Associate Director, Graduate Programs _____ Date _____

From: _____
Doctoral Student _____ Date _____

RE: (Check One) Change in: Doctoral Advisory Committee Appointments
Change in: Dissertation Committee Appointments

Student's Name: _____

Previous Committee

New Committee

Major Advisor

Major Advisor

Committee Member

Committee Member

Committee Member

Committee Member

Committee Member

Committee Member

Committee Member

Committee Member

Approval: Signatures below indicate approval of this new Doctoral Committee

Major Advisor _____ Date _____

New Committee Member _____ Date _____

New Committee Member _____ Date _____

New Committee Member _____ Date _____

New Committee Member _____ Date _____

Director,
Graduate Programs in Nursing _____ Date _____

Dean, School of Nursing _____ Date _____

Appendix 6

Approval of Dissertation Proposal Form

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

**Ph.D. Program in Nursing
Approval of Dissertation Proposal**

To: _____
Director, PhD Program in Nursing

From: _____ Date _____
Major Advisor

Student's Name SS#

Area of Concentration Date Admitted

The Doctoral Committee of the above named doctoral student has approved a dissertation proposal entitled:

A copy of this proposal is attached.

Approvals: Signatures below indicate approval of the attached dissertation proposal and recommendation to candidacy for the Ph.D. Degree.

_____ Major Advisor	_____ Date
_____ Committee Member	_____ Date
_____ Committee Member	_____ Date
_____ Committee Member	_____ Date
_____ Committee Member	_____ Date
_____ Director, Graduate Programs	_____ Date
_____ Dean, School of Nursing	_____ Date

Submit this form to the Director, PhD Program in Nursing.

Appendix 7
Northeastern University
Bouvé College of Health Sciences

Dissertation Approval

Dissertation Title: _____

Author: _____

Program: _____

Approval for dissertation requirements for the Doctor of Philosophy in: _____

Dissertation Committee (Chairman) _____ **Date:** _____

Other Committee members: _____ **Date:** _____

_____ **Date:** _____

_____ **Date:** _____

_____ **Date:** _____

_____ **Date:** _____

_____ **Date:** _____

Dean of the Bouve College of Graduate School of Health Sciences:

_____ **Date:** _____

Appendix 8

General Sources of Financial Aid

American Academy of Nurse Practitioners each year offers five doctoral scholarships at \$1500 each. www.aanpfoundation.org

American Assembly for Men in Nursing Foundation and Johnson & Johnson's Campaign for Nursing's Future are offering a new \$1,000 scholarship program for male students pursuing professional nursing education programs. <http://aamn.org/scholarships.shtml>

American Association of Critical-Care Nurses (AACN) awards \$1,500 per academic year to students who complete baccalaureate or graduate degree programs in nursing. April 1 is the deadline to apply for these Educational Advancement Scholarships.

<http://www.aacn.org/WD/Memberships/Content/bsngradschship.pcms?menu=Education&lastmenu=>

The **American Cancer Society (ACS)**, the largest not-for-profit funding source for cancer research and training, is pleased to invite applications from master's and doctoral students for support of graduate study. ACS offers scholarships ranging from \$10,000 to \$15,000. Please note that the doctoral scholarship application annual deadline is October 15, 2010. The Society offers several other research and training grants in addition to the ones described above. For a full description of all American Cancer Society grants, including applications, instructions, and policies, see <http://www.cancer.org/research>.

American Indian Graduate Center (AIGC) announces the availability of graduate fellowships for American Indian and Alaska Native students from federally recognized U.S. tribes.

<http://www.aigc.com/about-aigc-scholars/eligibility-and-deadlines.html>

Building Academic Geriatric Nursing Capacity Awards Program Call for Applications 2011-2012 Cohort. The American Academy of Nursing, with support from the John A. Hartford Foundation of New York City and the Atlantic Philanthropies, seeks applicants for the **Predoctoral Scholarship** program is designed to support 2 years of doctoral work for nurses committed to careers in academic geriatric nursing. The program offers support at the level of \$30,000 in stipend and up to \$20,000 in tuition and fee support for each of two years. Applications due 12:00 Midnight EST, January 11th, 2012.

<http://www.geriatricnursing.org/applications/applications.asp>

CampusRN/AACN Scholarship Fund is available to support students who are seeking baccalaureate, master or doctoral degrees in nursing. Preference is given to students who are:

- Enrolled in a master's or doctoral program with the goal of pursuing a nursing faculty career;
- Completing an RN to baccalaureate program (BSN); or
- Enrolled in an accelerated baccalaureate or master's degree nursing program.

<http://www.aacn.nche.edu/Education/doc/CBScholarshipApp.doc>

The **California Endowment-AACN Nurse Faculty Scholarship program** provides up to \$18,000 in financial support to students pursuing a graduate degree in nursing as well as student mentoring and leadership development components to facilitate academic success. Though students receiving support may attend classes at any school of nursing, students must return to their home state of California after graduation to assume a teaching role at a California institution. The schools where scholarship recipients will be attending classes are required to offer a match of some portion of the student's tuition. Applications are now available to students seeking funding for the 2010-2011 academic year.

See <http://www.aacn.nche.edu/CAEawardApp.pdf>. Applications must be submitted by June 1, 2010. For more information or to ask questions, please contact AACN Project Coordinator Annie Alesandrini at annia@aacn.nche.edu.

Council of Graduate Schools maintains a list of graduate fellowship opportunities for those entering graduate programs. Read eligibility requirements carefully to see how best to market your nursing graduate study. <http://www.cgsnet.org/>

Disadvantaged Faculty Loan Repayment Program (FLRP) provides for repayment of education loans for individuals from disadvantaged backgrounds who agree to serve for at least two years as faculty members at eligible health professions and nursing schools.
http://www.ask.hrsa.gov/detail_organizations.cfm?OrgID=1776

ExceptionalNurse.com awards a \$500 Anna May Rolando scholarship to a qualified student with a disability. Preference is given to graduate students. <http://www.exceptionalnurse.com/scholarship.php>

Hispanic Association of Colleges & Universities offers scholarships for graduate and undergraduate students attending a HACU Member or Partner college or university.
<http://www.hacu.net/hacu/Scholarships.asp?SnID=1395939000>

Indian Health Service (IHS) administers a program to help repay undergraduate and graduate loans of health professionals in return for full-time clinical service in Indian health programs.
<http://www.ihs.gov/JobCareerDevelop/DHPS/LRP/>

Johnson & Johnson Campaign for Nursing's Future - American Association of Colleges of Nursing Minority Nurse Faculty Scholars Program is a scholarship program for underrepresented minority (URM) nursing students who plan to work as nursing faculty upon graduation. This program will support full-time URM students in master's or doctoral nursing degree programs and will include mentorship and leadership development to assure successful completion of graduate studies and preparation for a future faculty role.

Massachusetts Association of Registered Nurses. Ruth Lang Fitzgerald Memorial Scholarship Award. This Massachusetts Association of Registered Nurses scholarship was established by the Fitzgerald family in memory of Ruth Lang Fitzgerald, a founding member of MARN and a long time member of the American Nurses Association, who passed away in January 2005. Ruth was proud of her 62 years as a Registered Nurse, her service to her country during War World II as a First Lieutenant in the Army Nurse Corps in the South Pacific and her work as an advocate for seniors. This scholarship is for a member of the Massachusetts Association of Registered Nurses, Inc. to pursue a further degree in nursing. **Arthur L. Davis Publishing Agency Scholarship Award.** This scholarship is for a member of the Massachusetts Association of Registered Nurses, Inc. to pursue a further degree in nursing. Amount of award is \$1000, which will be made out to both the student and to the college or university. It can be applied to tuition and fees only. Information for both awards can be found at <http://www.marnonline.org/displaycommon.cfm?an=1&subarticlenbr=30>. Submission deadline: November 15, 2011 and March 15. *Must be a member of MARN for at least a year (12 months).*

The **Minority Biomedical Research Support (MBRS) Program** was created in response to a legislative mandate to "increase the numbers of underrepresented minority faculty, investigators and students engaged in biomedical and behavioral research, and to broaden the opportunities for underrepresented minority faculty and students for participation in biomedical and behavioral research." To accomplish this goal, the Initiative for Maximizing Student Diversity (IMSD) program seeks to facilitate and promote, at research institutions with significant number of mentors with NIH or other extramural research support, the entry into biomedical or behavioral research fields of undergraduate and graduate students from groups underrepresented in these fields. The Program provides institutional support for existing or innovative student development activities, including research internships, that will increase students' knowledge, skills, and information as they move to more advanced levels and ultimately attain the Ph.D. degree in biomedical or behavioral research fields. [PAR-09-104](#)

National Black Nurses Association (NBNA) offers a Student Nurse of the Year award to an NBNA member in pursuit of a baccalaureate or other advanced nursing degree.
http://www.nbna.org/index.php?option=com_content&view=article&id=74&Itemid=133

National Health Service Corps, a division of the U.S. Department of Health and Human Services, has information about scholarships and loan repayment programs for health care professionals who practice in a medically underserved area. <http://nhsc.bhpr.hrsa.gov/>

National Research Service Award (NRSA) Predoctoral Fellowship (F31) through the National Institute for Nursing Research. To help ensure that highly trained nurse scientists are available in adequate numbers and in appropriate research areas to carry out the NINR mission. Students in the PhD in nursing program at Northeastern will be encouraged to prepare an NRSA application during their first year of study. Approved applications provide up to four years of support for tuition and research expenses. <http://grants.nih.gov/training/nrsa.htm>

Nurse Loan Repayment and Scholarship Program (NELRP) offers registered nurses substantial assistance to repay educational loans in exchange for service in critical shortage facilities. This program is administered by the Division of Nursing at HRSA. <http://www.hrsa.gov/loanscholarships/repayment/nursing/>

Nurses' Educational Funds, Inc. offers scholarships for nurses enrolled in an accredited master's or doctoral level nursing program. <http://www.n-e-f.org/>

The Oncology Nursing Society Foundation awards academic scholarships specifically for students pursuing a master's or doctoral degree or a post-master's certificate. <http://onsfoundation.org/?p=12909>

Promise of Nursing Regional Faculty Fellowship. The Foundation of the National Student Nurses' Association (FNSNA) is pleased to announce that the application for the Promise of Nursing Regional Faculty Fellowship is now available. If you are a licensed registered nurse and are looking to pursue a prestigious career in graduate nursing education, then take advantage of this unique scholarship opportunity. Awards range from \$1,000 to \$7,500. Funding can be used to pay tuition, academic fees, and books . http://www.raconline.org/funding/funding_details.php?funding_id=1717

The **Triservice Nursing Research Program** offers several funding mechanisms that support Active Duty, Research, National Guard, and Retired Nurse Corps Officers in conducting military nursing research. Applications, eligibility requirements, and deadlines for submission are available at www.usuhs.mil/tsnpr or by calling (301) 295-7077.

Northeastern University Sources of Financial Aid

NU School of Nursing participates in the **Advanced Education Nursing Traineeship Program**, authorized under the US Public Health Service Act, Title VIII, Section 811. Through this program grants are awarded to eligible institutions to provide financial support through traineeships for registered nurses enrolled in advanced education nursing programs to prepare nurse practitioners, clinical nurse specialists, nurse midwives, nurse anesthetists, nurse administrators, nurse educators, public health nurses and nurses in other specialties requiring advanced education. The award amount varies from year to year. Students can apply for Traineeship funding by contacting the School of Nursing Academic Programs Office.

The **Dr. Martin Luther King, Jr. Graduate Fellowship** is available to graduate students of African origin who have been accepted into a Northeastern University graduate program. The fellowship covers the full cost of tuition and general fees. Candidates must be able to document American citizenship or permanent resident status. For further information contact the John D. O'Bryant African-American Institute at (617) 373-3143 or email aai@neu.edu.

Each year the School of Nursing is awarded funding to support **Minority Scholarships** for graduate students who are from underrepresented racial minorities. Students can apply for a Minority Scholarship through the School of Nursing Academic Programs Office.

The **Nurse Faculty Loan Program** (NFLP) is authorized under Title VIII, Section 846A of the Public Health Service Act, as amended by the Nurse Reinvestment Act of 2002, to increase the number of qualified nursing faculty. The NFLP supports the establishment and operation of a loan fund at the participating institution to provide financial support to graduate students enrolled full-time in a nursing education program that prepares nursing faculty; up to 85% of the loan is forgiven if the recipient

assumes a fulltime teaching position after graduation. Northeastern University is a participating school. Contact the NU Financial Aid office. <http://www.hrsa.gov/loanscholarships/repayment/nursing/>

The School of Nursing has several **NU Stipended Graduate Assistantship** (SGA) positions for full-time graduate students. The SGA positions provide 9SH for two semesters, in return for 10 hours/week working as a teaching or research assistant. Students can apply for an SGA position through the Bouve Graduate Office.

Faculty who have funded research and training grants often will have **Research Assistantship** and **Stipended Graduate Assistantship** positions for part-time and full-time students. The number, type and support available through these opportunities will vary from year to year. Information about the positions available in a given year can be obtained by contacting the School of Nursing Research Office.

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.

Federal Stafford Loans. The maximum yearly award amount beginning in July of 2010 will be \$20,500.

Federal Nursing Student Loan. Available to full-time nursing students. The interest rate is fixed at 5% and up to \$2,500 may be awarded per year, depending on funding levels. Repayment begins nine months after the student ceases to be at least a half-time student, with a repayment period of 10 years.

Federal Graduate PLUS Loan. Beginning with the 2006-07 academic year, graduate students are eligible to borrow funds through the federal PLUS Loan program. Unlike other federal loans, the Grad PLUS loan requires credit approval by the lender. Students have up to 25 years to repay the Grad PLUS loan, beginning 60 days after the final loan disbursement. With the Grad PLUS loan, students can borrow up to their total cost of attendance minus other financial aid.

Preparing Your Manuscript for Submission (Including Supplemental Files) Submit as a PDF

The manuscript of your dissertation or thesis must be submitted to UMI Dissertation Publishing in Adobe PDF format. When preparing your PDF, be sure to do the following:

- Embed all fonts (further information is provided below related to embedding fonts)
- Make sure there is no password protection on the PDF
- Ensure that security settings allow printing

Verify Proper Formatting

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We no longer have a word limit on your abstract, as this constrains your ability to describe your research in a section that is accessible to search engines, and therefore would constrain potential exposure of your work. However, we continue to publish print indexes that include citations and abstracts of all dissertations and theses published by ProQuest/UMI. These print indexes require limits of **350 words** for doctoral dissertations and 150 words for master's theses. Additionally, our print indexes allow only text to be included in the abstract. In the editorial process for these print publications, we will simply truncate your abstract if it exceeds these word limits and remove any non-text content. You may wish to limit the length of your abstract if this concerns you. **The abstract as you submit it will NOT be altered in your published manuscript.**

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DIGITAL MANUSCRIPT

File Format: Manuscript	Adobe PDF required. NO compression; NO password protection; NO digital signature. You are responsible for the appearance of your manuscript in PDF. It will appear and may be downloaded exactly as you submit it.
Multimedia files and formats	Digital preservation best practices typically recommend including multimedia content as supplemental files, rather than embedding multimedia in PDFs. ProQuest will accept multimedia content of all file types. File types listed below will be migrated by ProQuest. File types other than those listed below are not guaranteed to be migrated.
Images	GIF (.gif); JPEG (.jpeg); TIFF (.tif)
Video	Apple Quick Time (.mov); Microsoft Audio Video Interleaved (.avi); MPEG (.mpeg)
Audio	AIF (.aif); CD-DA; CD-ROM/XA; MIDI (.midi); MPEG-2; SND (.snd); WAV (.wav)
Margins	Left: 1"; Right: 1"; Top and Bottom: 1". Applies to all material except page numbers, including figures, headers/footers, footnotes/endnotes, and full-page images. Page numbers: at least 3/4" from edge of page.
Fonts	Embedded fonts REQUIRED. Post Script Type 1 fonts required. Any legible font except script, italic, or ornamental fonts equivalent in scale to 10pt. Arial or 12pt. Times New Roman accepted. Italicized font may be used for non-English words and quotations. Applies to all text including captions, footnotes/endnotes, citations, etc.
Fonts	Embedded fonts REQUIRED. Post Script Type 1 fonts required. Any legible font except script, italic, or ornamental fonts equivalent in scale to 10pt. Arial or 12pt. Times New Roman accepted. Italicized font may be used for non-English words and quotations. Applies to all text including captions, footnotes/endnotes, citations, etc.
Line spacing	Double-space: abstract, dedication, acknowledgements, table of contents, and body of the manuscript, except for quotations as paragraphs, captions, items in tables, lists, graphs, charts. Single-space: footnotes/endnotes, bibliographic entries, lists in appendices.
Color	PDF and Print reproductions will include all color material. Microfilm reproductions will NOT preserve color; colors will appear in shades of gray.

Supplementary Materials

If supplementary materials - like audio, video, and spreadsheets - are part of your dissertation or thesis, you can submit them as supplementary files during the online submission process. Upload them as part of the submission process, and provide a description of each supplementary file or files in the abstract of your graduate work.

- Do not embed media files in your PDF:
- Upload media files as supplementary files: During online submission, you will be asked to upload any supplementary files.
- Describes files in your abstract: Add a description of each supplementary file in your abstract.

Supporting Documentation for Supplementary Materials

Including supplementary materials with your submission will require additional paper documentation before we can complete the publishing process. For further information see “**Sample Permission Letter for Use of Previously Copyrighted Material**”

- Reprint Permission Letters:

If you are going to include multimedia material covered under someone else's copyright - an audio or video clip, a digital photograph, etc. - you must provide us with written permission to include it.

- Third Party Software Licenses (if needed):

If you are including third party software with your submission, you must provide written permission to distribute it. Note that this is different than including a file generated by a particular program - i.e., including a copy of Microsoft Excel is different than including an.xls file generated in Excel. You do not need a software license to include an.xls file.

Additional paper documentation, when required, can be mailed at:

Dissertations Acquisitions
ProQuest
789 E. Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106-1346

Embedding Fonts

This guidance assumes you are writing your manuscript in MS Word on a PC. If you are using a Mac, similar guidance can be found in help files.

Create your manuscript using a TrueType font—NOT a scalable font. See below for a list of recommended TrueType fonts and point sizes. Then:

1. On the **Tools** menu, click **Options**, and then click the **Save** tab.
2. Select the **Embed TrueType fonts** check box.
3. Save the document.

Alternatively, if you have Acrobat Professional available to you, you can follow the excellent instructions provided by the Graduate Thesis Office at Iowa State University:

1. Open your document in Microsoft Word.
2. Click on the Adobe PDF tab at top. Select "Change Conversion Settings."
3. Click on Advanced Settings.
4. Click on the Fonts folder on the left side of the new window. In the lower box on the right, delete any fonts that appear in the "Never Embed" box. Then click "OK."
5. If prompted to save these new settings, save them as "Embed all fonts."
6. Now the Change Conversion Settings window should show "embed all fonts" in the Conversion Settings drop down list and it should be selected. Click "OK" again.
7. Click on the Adobe PDF link at the top again. This time select Convert to Adobe PDF. Depending on the size of your document and the speed of your computer, this process can take 1-15 minutes.
8. After your document is converted, select the "File" tab at the top of the page. Then select "Document Properties."
9. Click on the "Fonts" tab. Carefully check all of your fonts. They should all show "(Embedded Subset)" after the font name.
10. If you see "(Embedded Subset)" after all fonts, you have succeeded.

Some recommended TrueType fonts and point sizes

*Arial	10pt
Century	11pt
*Courier New	10pt
Garamond	12pt
*Georgia	11pt
Lucida Bright	10pt
Microsoft Sans Serif	10pt
Tahoma	10pt
*Times New Roman	12pt
*Trebuchet MS	10pt
*Verdana	10pt

* Web font. Designed for easy screen readability. Since many readers are likely to view and/or use your dissertation or thesis onscreen, you may wish to improve the readability of your text by using one of these fonts.

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Appendix 10

Useful Links

APA Publication Manual, 6th Edition - <http://www.apastyle.org/manual/>

Bouvé College of Health Sciences Graduate Policies and Regulations 2011-2012 –
http://www.northeastern.edu/bouve/grad/pdf/2011-12_Bouve_Graduate_Handbook%20rev%205-25.pdf

Bell and Howell - http://www.bellhowell.infolearning.com/products_umi/dissertations/

COS Funding Opportunities data base - <http://fundingopps.cos.com/>

Graduate Student Government - http://www.northeastern.edu/gsg/?page_id=57

Graduate Student Handbook 2011-2012, NEU -
http://www.northeastern.edu/bouve/grad/pdf/bouve_grad_handbook_2011_12.pdf

Graduate Petition to Transfer Credits - <http://www.northeastern.edu/registrar/form-gs-xfer-cred.pdf>

IRB forms - http://www.northeastern.edu/research/facts_rates_forms/forms/#human_forms

Iris - <http://iris.lib.neu.edu/>

NEU PhD Dissertation Guidelines -
http://www.atsweb.neu.edu/ece/graduate/links/documents/PhD_Dissertation_Guidelinesweb.pdf

NUCAT - <http://nucat.lib.neu.edu/screens/dissertations.html>

ProQuest - <http://www.proquest.com/en-US/products/dissertations/>

ProQuest Dissertations & Theses Database (PQDT) - <http://www.etdadmin.com/cgi-bin/school?siteId=33>

Student Financial Services Office -
<http://www.northeastern.edu/financialaid/graduate/index.html>

NUCAT (search for dissertations) - <http://nucat.lib.neu.edu/screens/dissertations.html>

UMI ETD Administrator (submit your dissertation) - <http://www.etdadmin.com/cgi-bin/main/submschools>