Cover:
Members of the Institute's students, administration, faculty, and alumni gather in the historic Ether Dome located in the Bulfinch Building at Massachusetts General Hospital. The Bulfinch Building was opened in 1821 as the original hospital. It houses the famous Ether Dome, where the first successful demonstration of anesthesia was performed in 1846. The Ether Dome was named a Registered National Historic Landmark in 1965 and, along with the entire Bulfinch Building, is still an active part of the MGH medical complex.
Dear Applicant:

I would like to be among the first to respond to your interest in the MGH Institute of Health Professions. If you seek the knowledge, skills, and competence to become a leader in the field of health, the MGH Institute of Health Professions should be among those institutions that head your list of choices. Here you will find a unique educational experience.

The Institute offers a special mixture of academic and clinical involvement. Our programs are rigorous, our faculty excellent, and the clinical experience we offer is relevant to today's health care needs. You will benefit from the Institute's proximity to and affiliation with the Massachusetts General Hospital, a leading health and education center. You will explore and learn in an environment where serious research takes place. Because of these and other strengths, the Institute attracts some of the brightest and most talented students from across the country and from around the world. Our graduates become leaders in their fields.

Due to our small size, students experience a truly personalized education. We are readily available to discuss your plans and our resources. As part of the Massachusetts General Hospital family, we can provide career models and access to health profession careers.

Look through this catalog carefully. It presents the variety and comprehensive nature of our programs. Consider the possibilities for specialization and know that you will have personal contact with some of the world's leading professionals in teaching, research, and clinical care.

Should you choose the Institute of Health Professions, I look forward to welcoming you personally to the MGH family and to our community of scholars at the Institute.

Sincerely,

Patrick E. McCarthy
President
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The MGH Institute of Health Professions

Founded in 1977 by the world renowned Massachusetts General Hospital, the MGH Institute of Health Professions is now separately incorporated but maintains a close affiliation with the Hospital. It is located on the campus of the Massachusetts General Hospital in Boston and offers academic programs leading to the Master of Science Degree in Dietetics, Nursing, and Physical Therapy. The Institute is accredited by the New England Association of Schools and Colleges.

The Institute offers an exciting opportunity in graduate education for health-care professionals. Here you will find students from diverse backgrounds. All are highly motivated individuals seeking either to begin careers as health-care providers or to become more accomplished in their existing professions. Some students enter the Institute's programs immediately after graduating from college. Others enroll after working in national or international service organizations such as the Peace Corps. Growing numbers come to the Institute as midlife career changers, or in preparation for returning to the work force. Some are practicing professionals who wish to continue their education in a chosen area of specialization.

At the Institute you will benefit from a personalized education. Small class size, individual attention from faculty and staff, and frequent small group interaction will allow you to develop meaningful relationships while having access to the support and guidance you deserve.

*Sara Lay ('91) conducts initial post-delivery nursing assessment with mother and eleven-hour-old Glenn.*
You will work with a talented faculty who are engaged in teaching, clinical practice, and research. Along with you, they will test the theories of the classroom through clinical application and enliven classroom discussion with clinical examples. As model practitioners, their clinical expertise and scholarly pursuits will guide you as you integrate theory with the care of patients, evaluate that care, and design and implement research to improve health care.

Because of its close association with the 1000-bed Massachusetts General Hospital and its affiliates, the Institute offers a comprehensive health-care environment. The Hospital is on the leading edge of new knowledge and care innovation and oversees the largest research budget of any hospital in the United States. The MGH Health Sciences Library and the Countway Library of Medicine at Harvard Medical School provide major basic science, medical, and nursing collections, periodicals, and on-line computer databases.

You will benefit from the Institute’s interdisciplinary approach to health-care education. Advances in research and technology, evolving social values, a changing demographic picture, and economic concerns are causing extraordinary changes in the health-care world. The interdisciplinary approach will equip you to deal effectively with the humanistic concerns and ethical challenges of contemporary care.

The programs of the MGH Institute of Health Professions have been designed to incorporate the following basic educational concepts and beliefs:

- Education for the health professions requires a thorough foundation in both theory and practice. It is of primary importance that the theory and practice components of the curriculum be integrated so that the student can clearly perceive their interrelation.

- Faculty in applied disciplines are best prepared to teach if they are experienced practicing clinicians. The clini-
E. Lorraine Baugh, M.S., R.N., Chairman of the Board, MGH Institute of Health Professions, has a vast background in health-care delivery, education, and policy development. Her varied experiences have made her a valuable contributor to various boards, including Blue Cross/Blue Shield of Massachusetts, The Medical Foundation, and Massachusetts General Hospital. She was a founder and past President of the National Black Nurses Association and is involved in many civic, social, and philanthropic foundations. "I believe the caliber of faculty and quality of learning experience that serve as a base of the educational effort at the Institute produce graduates who rank among the best I've encountered in my various professional roles."

A clinical setting is the best environment in which to teach and learn the skills necessary to become a competent health practitioner. A faculty that is responsible for teaching the curriculum as well as supervising the practicum is best equipped to integrate theory and practice and to provide appropriate role models for professional practice.

- Health professionals will be most effective if they possess a foundation in scientific methodology. This will enable them to evaluate the relative effectiveness of clinical practices within their disciplines, to evaluate critically the research of others, and to add to health-care knowledge through their research.

- Health professionals need to provide care within their respective disciplines. They also need to contribute to the continuous process of evaluation and improvement of health-delivery methods by working cooperatively with professionals from other disciplines. Students who are trained in an interdisciplinary setting in which they cooperate in both academic and clinical pursuits will be well equipped to function throughout their careers as effective members of health-care teams.

- The integration of theoretical and practical knowledge and interdisciplinary cooperation will be best supported by involving active practitioners from all fields in program planning and in student supervision and teaching.

- All health education curricula should be designed to develop students' awareness of and commitment to the ethical and humanistic aspects of professional practice. Education for health professionals should not only equip graduates with the scientific knowledge and technical skills necessary to provide quality care but also prepare them to be sensitive to the rights, dignity, and individuality of each patient.

- To maintain their proficiency, health professionals must stay abreast of the advances and changes in their disciplines throughout their careers. Students should learn early to assess their own educational needs and to identify a variety of means for meeting those needs.
Jennifer Curtis ('91) and Linda Kottman ('91) assess newborn Jaclyn Ann within an hour of birth guided by Instructor Sheila Norton, M.S.N., C.N.M., R.N. and staff nurse.
Assistant Professor Lillian Sonnenberg, M.S., R.D., reviews presentation for the upcoming "Eating for the Health of It" series with dietetic graduate students Megan Duke ('91) and Isabel Vazquez-Rivera ('91).

Program Description

The Graduate Program in Dietetics offers a Master of Science degree. The increasing complexity of professional practice in dietetics has created a need for dietitians who have in-depth knowledge and skills and can fill specialized leadership positions in the health-care setting. The program is designed to address this need by training registered dietitians to become specialized practitioners in clinical dietetics in acute care or ambulatory care settings.
**Program Content**

The program provides a foundation in both theory and practice. It prepares students for the demands of complex health-care systems by offering a combination of didactic study, guided clinical practicums, and research experience. Students can choose from the following areas of specialization:

- Metabolic Support
- Cardiovascular Nutrition
- Nutrition and Diabetes Mellitus
- Pediatric Nutrition
- Nutrition and Renal Disease
- Sports Nutrition

Students may elect to study the role nutrition plays in promoting health and wellness, its importance throughout the life cycle, and its impact during acute and chronic phases of disease. Opportunities to explore other specialties are planned on an individual basis. The Health Professions courses in research, humanistic concerns, management, and education are integrated into the program according to professional and personal goals and objectives.

**Degree Requirements**

A minimum of 48 credit hours is required, including specialized practicums and a thesis. The program incorporates two broad areas: the core in Dietetics and the Health Professions core. In both areas, emphasis is placed upon research, humanistic concerns, management, and education are integrated into the program according to professional and personal goals and objectives.

<table>
<thead>
<tr>
<th>Dietary (33 credit hours)</th>
<th>Health Profession Courses (15 credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization related courses</td>
<td>Clinical Research</td>
</tr>
<tr>
<td>Specialized practicums</td>
<td>Statistics for Clinical Research</td>
</tr>
<tr>
<td>Thesis</td>
<td>Other Health Profession courses</td>
</tr>
<tr>
<td>Dietetics seminar course</td>
<td>1 credit</td>
</tr>
<tr>
<td>17-20 credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>6 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>6 credits</td>
<td>8 credits</td>
</tr>
</tbody>
</table>

Requirements may be completed through either full-time or part-time study. The average full-time student may expect to complete the program within four 15-week terms. Since the nature of research projects varies based upon individual interest, time for completion of the degree may also vary. All degree requirements must be completed within five consecutive calendar years.

D. Jordi Goldstein ('85) of Albertson, NY is an alumna of the Graduate Program in Dietetics. She received the Mary Swartz Rose Graduate Fellowship from the American Dietetic Association in support of her doctoral studies at Boston University. Jordi, a renal specialist and published researcher, received a research grant from the National Kidney Foundation's Council on Renal Nutrition. "The Institute provides the opportunity to identify your nutrition interests and then pursue a specialty with concentrated coursework and simultaneous application via practicums. The clinical practicums are unique in that they permit study with dedicated experts and exposure to state-of-the-art clinical applications and research. The excellent faculty advising provides guidance as needed to maximize available opportunities and assist students in achieving their goals."
Dietetics student Enette Larson, R.D. ('89) weighs juice in the MGH General Clinical Research Center for a subject on a specially controlled diet.

Program Advantages

Faculty: The Dietetics faculty include individuals who are active scholars and have extensive practitioner experience in the health care setting. A wide range of expertise and interests within the field of dietetics is represented. Expertise in the areas of nutrition and disease, the critically ill, and management is most prominent, and specifically relates to such interests as the role of nutrition in diabetes mellitus, cardiovascular health, bone health, enteral and parenteral nutrition, cost-benefit of nutrition services, and clinical management. Most faculty members hold joint
appointments with Massachusetts General Hospital and are involved in research activities such as the Diabetes Control and Complications Trial and the Framingham Heart Study.

**Individually Designed Practicums:** Practicums allow students to develop and strengthen their practice skills in a selected area of clinical dietetics, and to integrate classroom instruction within the clinical setting. Practicums are arranged with the Massachusetts General Hospital, area health programs, and other affiliated institutions. A practicum at Massachusetts General Hospital might involve nutrition management of the critically ill burn patient, while one at Sports Medicine Boston might emphasize nutritional counseling of athletes.

**Clinically Relevant Research:** Students develop and conduct research with a primary focus on methods that they can apply to their practice as clinical specialists. The research that culminates in a final thesis is directly relevant to improving the provision of nutrition care.

**Interdisciplinary Activities and Emphasis on the Humanistic Aspects of Health Care:** The interdisciplinary and humanistic nature of the program prepares graduates to assume leadership roles in coordinating health care while preventing a technically narrow focus. The interdisciplinary structure and philosophy of the Institute and its affiliation with the medical education program at the Hospital encourage active collaboration and exchange of ideas among dietetic students and their colleagues in medicine, physical therapy, social work, and nursing. Courses that address ethical issues in health care, advocacy, socioeconomics of health care, and social policy provide insight and practical skills for relating dietetic practice to broad humanistic and social concerns.

**Program Flexibility:** Students are given maximum choice and flexibility in matching the focus of study with individual interests and experience. Course selection, course projects and other assignments allow much of their work to focus on topics of individual interest.

**Educational Outcomes**
When they complete the program graduates will possess specialized knowledge and skills in dietetics and an understanding of the relationship of professional practice to humanistic and social concerns and to the health care system. They will be ready to assume specialist positions in dietetics, serve as leaders in the profession, and play active roles in dietetic research. Graduates will be able to:

Lillian M. Sonnenberg, M.S., R.D., Assistant Professor and Clinical Nutritionist with the MGH Ambulatory Nutrition Service, specializes in the area of cardiovascular disease. Currently she is conducting nutrition research with the Framingham Heart Study. Lillian finds the Institute’s atmosphere conducive to interaction with students and faculty from all disciplines, which enables her to effectively share her strong clinical skills. "The vast array of practicum experiences and prospective research areas has proven to be extremely valuable to our students."
Isabel M. Vazquez ('91) of Ponce, PR is a dietitian enrolled in the Graduate Program in Dietetics. She received a degree in nutrition and dietetics from the University of Puerto Rico and worked as a clinical dietitian at San Pablo Hospital in Bayamon, Puerto Rico. Isabel is specializing in acute care and is interested in improving the nutritional status of diabetic patients when she returns to her clinical practice after completing her graduate degree. "The MGH Institute of Health Professions offers a complete dietetics program based solidly on research experience and clinical practice."

- apply principles of nutrition science of a specialty area of clinical dietetics and utilize the scientific method in the evaluation of daily clinical practice;
- define, accomplish, and evaluate the goals and objectives of clinical dietetics services within a health-care organization;
- apply the processes of planning, organizing, directing, and evaluating to the management of the functions and technical operations of clinical dietetics services, to assure delivery of nutrition care in a cost-effective manner;
- apply the principles and practices of management of personnel in the procurement, development, maintenance, and utilization of an effective and satisfied working force in clinical dietetics;
- apply principles of financial management in planning, controlling, and evaluating clinical dietetics services;
- demonstrate empathy and understanding with respect to socioeconomic, ethnic, and educational differences in clients, employees, and peers;
- function as leaders within the health-care system in the provision of nutritional care;
- advocate for nutrition care by identifying competent, qualified practitioners and identifying and prioritizing recipients of that care;
- plan, advocate for, and manage change that recognizes social policy and legislative implications for dietetic practice;
- conduct applied research;
- demonstrate enhanced ethical and professional behavior;
- develop, maintain, and evaluate standards of practice;
- present and publish articles related to professional practice and research findings.

The Dietetic Internship

The Massachusetts General Hospital offers an accredited Dietetic Internship. Dietetic interns take nine graduate credit hours in the Institute. After completing the Internship successfully, graduates may enroll in the Program of Dietetics for a Master of Science degree.

The Dietetic Internship is available to individuals who have completed or are completing a baccalaureate degree that meets the current academic requirements specified by The American Dietetic Association as well as requirements concerning how recently the baccalaureate degree was received. Information about the Dietetic Internship is updated annually in the fall and can be obtained by writing to: Director, Dietetic Internship, Department of Dietetics, Massachusetts General Hospital, Boston, MA 02114 (617) 726-2589
Program Description
The Graduate Program in Nursing offers a Master of Science in Nursing degree and is designed to prepare both non-nurse and registered nurse college graduates to become clinical nurse specialists. During the first five terms, non-nurse college graduates receive instruction and experience in general nursing practice. Upon completing these requirements successfully, students receive certificates in generalist professional nursing and become eligible for licensure as registered nurses by the Massachusetts Board of Registration in Nursing. Registered nurse students enter the program with advanced standing. They are required to take the generalist level courses in research, nursing theory, and health policy before entering the specialist level.

Nina Wilson, M.S.N., R.N. ('89) assesses heart and lung sounds of a patient after left pneumonectomy with complication of atrial fibrillation.
The last four terms provide instruction and experience in one of the following specialty areas of clinical nursing practice:

- Cardiopulmonary Nursing*
- Gerontological Nursing
- Oncology Nursing
- Women's Health Nursing

Specialization options offer experience in acute, ambulatory, and long-term care settings. Registered nurses declare specialties upon application to the Institute. Specialization preferences are not guaranteed to non-nurse college graduates.

Academic and clinical experiences are designed to give students individual attention. During the program, nursing students have opportunities to join members of other graduate programs at the Institute in courses that address common issues in health care. Interdisciplinary clinical practicums are available in areas of specialization.

Facilities for clinical instruction include inpatient and outpatient services of the Massachusetts General Hospital and its affiliates, and a variety of other major medical centers and community settings within a ninety-mile radius of Boston.

*To be replaced by Critical Care Nursing effective April 1991.
Professional Accreditation

The Massachusetts Board of Registration in Nursing has granted full approval to the Graduate Program in Nursing. The National League for Nursing granted initial accreditation to the Program in October, 1986 (effective for eight years).

Degree Requirements

The Master of Science in Nursing degree is conferred upon successful completion of the prescribed curriculum. This includes 114 credits of course work and clinical thesis, supervised clinical experience, and an oral presentation of the thesis. Non-nurse students are required to pass the National Council Licensure Examination (NCLEX-RN). Registered Nurse students are required to take a minimum of 47 credits.

Curriculum Outline

Generalist Level

Year 1

Term 1

(15 weeks)

Nursing Practice: Process and Skills 5
Nursing Profession: Literary Approaches to Values in Caring for Patients 2
Biophysical Science 6
Life Cycle Development: Psychological, Social, and Physiological Aspects 3
Normal Nutrition 1

Term 2

(15 weeks)

Nursing Practice: Common Problems in Adult Health 5
Pathophysiology 4
Pharmacology 3
Small Group Behavior and Development 3
Therapeutic Nutrition 1

Term 3

(7 weeks)

Nursing Practice: Mental Health and Psychiatric Nursing 5
Nursing Profession: History and Contemporary Status 2
Nursing Profession: Introduction to Role Specialization 1

Year 2

Term 1

(15 weeks)

Nursing Practice: Maternal/Newborn Health (7 weeks) 5
and Child Health (7 weeks) 5
Designing Clinical Research 3
Statistics for Clinical Research/Elective 3
Statistics for Clinical Research Computer Laboratory 1

Elizabeth Ryder, M.S.N., R.N. ('87) of Mansfield, MA is an alumna of the Graduate Program in Nursing with an oncology specialization. She is currently a clinical nurse specialist with the Postoperative Pain Service within the Anesthesia Department of Massachusetts General Hospital. Her major focus has been to implement patient controlled analgesia for the management of postoperative pain. While at the Institute, Liz was active in the Student Government Association and remains active with the MGH Nurses Alumnae Association and the Institute as an Adjunct Instructor. “My three-year commitment to pursue a graduate degree in nursing was difficult but well worth the investment. The program prepared me extremely well for the role of a clinical nurse specialist.”
Assistant Professor Karen Hassey Dow, M.S., R.N. and alumna Karen Swenson, M.S.N., R.N., who specialized in oncology nursing, review discharge plans with a chemotherapy patient preparing to return home.

Term 2
(15 weeks)
Nursing Practice: Multi-system Problems in Adult Health (7 weeks) and Community Health (7 weeks) 5
Nursing Profession: Policy and Politics 2
Theory Evolution in Nursing 3
Nursing Research Seminar 2

Specialist Level

Term 3
(7 weeks)
Nursing Practice: Introduction to Clinical Specialization 4
Advanced Health Assessment 1
Ethical Issues in Health Care/Elective* 2/3

Year 3

Term 1
(15 weeks)
Nursing Practice: Clinical Specialization II 4/5
Clinical Specialists in Health Care: Roles, Skills, and Strategies 2
Cognate/Elective* 2/3
Clinical Thesis 3
Term 2  
(15 weeks)  
Nursing Practice: Clinical Specialization III 4/5  
Organizational Perspectives: Theory and Action 3  
Cognate/Elective* 2/3  
Clinical Thesis 3  

Term 3  
(7 weeks)  
Nursing Practice: Clinical Specialist Role Immersion 5  
Ethical Issues in Health Care/Elective* 2/3  
(whichever not taken in second year)  

*All students are required to take a 2-credit ethics course and 6 credits in cognates/free electives at the specialty level. The asterisks designate possible placement of such courses.

Program Advantages
- The curriculum is designed for a heterogeneous adult population.
- There are no course prerequisites to the program of study.
- RN applicants may have earned degrees in disciplines other than nursing.
- The program is clinically rigorous.
- Small student-faculty ratios are the norm in clinical practicums.
- The faculty are nationally known in their specialties.
- The size of the program encourages and supports an informal organizational culture.

Program Philosophy
The Graduate Program in Nursing subscribes to the established philosophy of the MGH Institute of Health Professions and promotes an interdisciplinary approach to the education of health professionals. This approach assumes faculty competence in clinical practice and research and seeks to develop these skills in students as integral components of the professional role. The program is based on the faculty's beliefs concerning the individual, society, health, nursing, and the learner.

John Dobija ('91) of Boston, MA, a student in the Graduate Program in Nursing, is interested in an oncology specialization. With a background in microbiology, John came to the Institute after working in hospital clinical laboratories. He plans to work in the home care/hospice area after completing his graduate degree, and intends to start his own home care organization. "The Institute is located on the grounds of one of the most progressive health care institutions in the world. The opportunity to obtain a quality education and get a jump on a professional nursing career exists for every student enrolled."

Individuals: The faculty view individuals as whole beings with intrinsic worth and personal dignity. Individuals have biophysical, psychosocial, cultural, and spiritual needs. Each person is both complex and interactive, different from and similar to others, subject to stress from within and without. Constant interaction with the environment results in change and affords the potential for personal development. Attitudes, values, and behaviors, including those that affect health, vary within families, communities, and cultures.
Linda Fredrick ('91) evaluates IV site for a patient following chemotherapy administration.
Society: Individuals are influenced by the society in which they live. Rapid social changes can lead to societal conflict and stress. Conflicting values may exist between individuals and the social and cultural milieu. Sources of stress are related to the properties of physical and geographical settings, and can affect the psychological and social adjustment of individuals and families. Environmental hazards may also place certain populations at risk of illness. We believe that increased attention should be given to the social influences underlying the mediators of stress, as well as to coping skills and availability of emotional support.

Health: We believe individual health status is a dynamic, complex state that varies as a result of developmental, physiological, psychosocial, and environmental dimensions. Optimal health involves individuals’ abilities to utilize their full potential to attain maximal levels of function. The health-care system exists to meet contemporary health needs, such as the problems of increased acuity and chronicity, the demands of an aging population, and the stresses created by social mobility and change. The need to improve access, availability of services, and the quality of health care is a concern shared by nurses, other health-care professionals, and consumers. The right to optimal health care is due everyone, regardless of health status, personal attributes, or life-style preferences.

Nursing: Nursing provides an essential service to individuals, families, and communities by evaluating and managing responses to illness and by promoting health to improve the quality of life. Nurses function both autonomously and collaboratively depending on the nature of the health-care situation. Patients and families are assisted toward self-determination and the achievement of their optimal level of health through therapeutic nurse-patient relationships. The interpersonal act of caring is the distinctive core of nursing practice. The caring process involves the formation of a humanistic value system, development of sound clinical judgment, and the therapeutic use of self. Clinical judgment is grounded in the skills of assessing, planning, implementing, and evaluating, and provides the basis for comprehensive nursing practice. Nurses assume responsibility with their patients and families for the ongoing management of health problems in multiple health settings.

Nursing as a professional discipline is committed to the integration of theory and research with practice. Scientific inquiry and critical thinking are essential to the improvement of nursing practice. Specialization in nursing practice requires graduate study involving scientific knowledge, relevant theories, and research within a selected domain of nursing practice or within an evolving new domain that will

Judith A. Spross, M.S., R.N., is an Assistant Professor and Clinical Specialist in the Graduate Program in Nursing. The first recipient of the Schering lectureship for excellence in clinical practice for oncology nursing, she co-authored the acclaimed 1st and 2nd editions of The Clinical Nurse Specialist in Theory and Practice. Judy shares her extensive experience in advanced clinical practice in oncology nursing with her students, and has particular interest in cancer pain management and role development of clinical specialists. She enjoys the diversity of the Institute’s students and the challenge of making connections between their backgrounds and current experience. Judy thinks that the interdisciplinary environment of the Institute and the chance to work with nationally and internationally known leaders in all the disciplines provides an exceptional opportunity for students.
Eileen Murphy ('91) provides support for a mother with a sick infant on Burnham 5 at Massachusetts General Hospital.

benefit patients and families. Specialized practice is predicated upon a generalist preparation that includes competency in nursing practice with varied populations in multiple settings and the concomitant formation of a professional identity.

Learner: The nursing faculty believes that undergraduate education provides a sound theoretical foundation for specialized nursing practice. Students are viewed as adult learners who have diverse experience and academic backgrounds. Attributes such as self-directedness, decision-making ability, and social responsibility are maximized in the teaching-learning process, where recognition is given to students' individual needs and goals. Learning is viewed as a continuous process. Students and faculty engage in a collegial relationship that respects individual differences and enhances creative potential.

Educational Outcomes
Graduates of the Institute's Program in Nursing are located throughout the Northeast, in the South, and on the West Coast of the United States. They hold both traditional and newly conceptualized positions in beginning and advanced clinical practice in all health-care environments. They engage in direct care of and advocacy for patients, consultation, patient education, and clinical research.
Program Description
The Graduate Program in Physical Therapy offers a Master of Science degree. It is designed to prepare experienced physical therapists to be clinical specialists. Recent advances in medical science and technology have created a need for clinical specialists who can function in diverse practice settings and who have the analytic and clinical skills to assume leadership roles in clinical practice and education. Students develop a high level of skill in patient evaluation and treatment and gain the theoretical and practical competence needed to participate in the testing, refining, and expansion of the profession's body of knowledge.
Assistant Professor Theresa Hoskins-Michel, M.S., P.T. and Mary Devoe, a physical therapist with a cardiopulmonary specialization, perform a cardiac exercise session with a recovering cardiac patient.

Program Content

The Institute's graduate program provides opportunities to broaden theoretical knowledge, to become informed consumers of scientific research, and to learn new clinical skills. Students complete a core curriculum of essential analytical and methodological courses and select an area of clinical specialization from the following areas:

- Cardiopulmonary Physical Therapy
- Neurologic Physical Therapy
- Geriatric Physical Therapy
- Orthopaedic-Sports Physical Therapy

The curricular requirements are completed by courses that emphasize advanced clinical skills (an individualized clinical preceptorship), a clinical thesis, and electives chosen from the many interdisciplinary courses offered by the Institute.
Degree Requirements
A minimum of 42 credit hours is required. These include the clinical preceptorship and a thesis. The two major components of the curriculum are the core courses, some of which are taken on an interdisciplinary basis, and the specialization courses.

To be eligible for graduation, students must complete the following outline of course work:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>13</td>
</tr>
<tr>
<td>Specialization</td>
<td>10</td>
</tr>
<tr>
<td>Clinical Preceptorship</td>
<td>6</td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Electives selected from Health Profession courses</td>
<td>7</td>
</tr>
</tbody>
</table>

Program Advantages

**Institutional Affiliations:** The Institute’s affiliation with the 1,000-bed Massachusetts General Hospital as well as the 284-bed Spaulding Rehabilitation Hospital provides access to an exceptional variety of patient care facilities for preceptorship experience and clinical teaching programs. Clinical and research laboratories include the MGH Biomotion Lab, the Allograft Research Project, and the Sports Medicine Clinic. The MGH has an active physical therapy department as well as a cardiopulmonary physical therapy department. Physical therapy services are also available in two community health centers, numerous ambulatory clinics, and MGH’s Physical Therapy Associates, a fee-for-service physical therapy practice. Additional clinical sites include Children’s Hospital Medical Center and the Chest Physical Therapy Department of the Beth Israel Hospital. The program also enjoys a close affiliation with Harvard’s Division on Aging and MIT’s Newman Laboratory for Biomechanics and Human Rehabilitation.

**Faculty:** The physical therapy program offers nationally recognized faculty. Faculty are jointly appointed with the Hospital or other area medical facilities. This allows them to remain active in clinical practice, research, scholarship, and/or clinical administration. Faculty are involved in a wide range of research and scholarship including:

- cardiopulmonary issues in geriatric practice
- chest physical therapy following acute respiratory failure
- epidemiology of disability
- biomechanical components of gait in normal and obese males
- evaluation of the cardiopulmonary system

Daniel A. Dyrek, M.S., P.T. is an Assistant Professor and Director of MGH Physical Therapy Associates. Dan is the Coordinator of the Orthopaedic-Sports Physical Therapy curriculum at the Institute, and is particularly interested in the clinical implications of tissue deformation and the analysis of neuromusculoskeletal examination and treatment strategies.

“Our program offers a strong core of analytical study in measurement theory, research design, and clinical theory and practice methods. This is complimented by the flexibility in content of our clinical preceptorship, which is based on the individual interests of the students.”

In his clinical practice, Dan serves as a consultant to the Boston Celtics as well as to collegiate, world class, and Olympic athletes.
Alumna and adjunct faculty member Kathy Gill, M.S., P.T. and graduate student Marie Giorgetti, P.T. conduct gait training using a biofeedback device.

- treatment of pain
- posture and balance in Parkinson's disease patients
- gait assessment in the neurologically impaired
- effects of exercise on in vivo hip contact pressures
- clinical education methods

Faculty serve as clinical or educational consultants across the country and abroad. Clients include the Boston Celtics Corporation, the Bay State Games, the MGH Cancer Pain Center, and Harvard's Geriatric Education Center. Recently, some faculty members have served as visiting professors at the University of Southern
Part-time or Full-time Study: Program requirements may be completed through either full-time or part-time study. The program is active throughout the year and offers three 15-week terms starting in September, January, and late April. Part-time students may begin work in any term, but full-time students are generally advised to start in September. Part-time students are given special assistance in planning course selection, projects, and schedules to help them integrate graduate study with their work activities, and to make sure they can participate in the overall academic and social life of the Institute. Full-time students can complete their degree requirements in four terms (approximately 15 months). Students may extend their study if they wish to take courses beyond the minimum requirements or allow more time for completing the thesis. Part-time students usually require two to three years to complete the program. Credit courses can be applied toward the student's degree at the Institute for a period of up to seven years before the completion of all degree requirements.

Adult Learning Environment: The program allows students to match the focus of study with personal interests and experience. Course projects and other assignments allow much of the student's work to focus on topics of individual interest. Because entering students are experienced therapists who have developed many advanced skills through practice and independent study, students who pass examinations in required areas of competence may achieve graduate credit without taking some courses.

Educational Outcomes
Graduates of the program possess advanced skills in patient evaluation and treatment and broad knowledge of related scientific content in their area of specialization. They have demonstrated ability to test physical therapy theory and clinical methods, communicate research findings, and apply them to clinical practice. They have assumed positions of advanced clinical practice in hospitals, private practices, and other health-care settings. Many hold academic faculty and clinical administrative positions across the country and abroad.

Beth Ikeda, M.S., P.T. ('90) of Missoula, MT is a physical therapist with a geriatric specialization. Beth, a graduate of the Mayo School of Health Related Sciences, practiced in the areas of orthopaedics and geriatrics in the northwest U.S. She plans to return to continue her teaching at the University of Montana and her clinical practice, and to initiate several clinical research projects. "I've found the faculty to be excellent clinicians and teachers. The integration of didactic and clinical work at the Institute is great!"
The Graduate Program in Physical Therapy offers two plans for experienced physical therapists who received their basic professional training in education programs outside the United States.

**Master of Science Degree Candidate**
Admission to this program is competitive. International therapists are usually admitted directly to the degree program only if the following conditions are met.
• English is their first language;
• they hold a university baccalaureate degree and their university studies have included both social and natural sciences in addition to the professional courses needed for preparation as a therapist;
• their professional training and clinical work experience have been acquired in a country in which the pattern of education and clinical practice in physical therapy resembles that of the United States (Australia, Great Britain, and Canada are examples);
• they have at least three years of work experience as a therapist;
• they will be full-time students in the program and can plan to be at the Institute for at least four full terms (15 months).

International Scholar in Physical Therapy

International Scholars may take the same advanced professional courses as degree candidates, but they are not expected to complete a thesis or a formal preceptorship. Because of visa and licensure restrictions, International Scholars may not be employed while at the Institute. However, their advisor can arrange for them to visit physical therapy departments at other Boston area hospitals.

To qualify for admission as an International Scholar, therapists from abroad should:
• be graduates of a professional education program in physical therapy that is at least two years in length and is recognized within their own country;
• have sufficient skill in written and oral English to take an active part in class discussions and complete assigned readings and written papers without assistance;
• have clearly defined clinical interests based upon at least three years of professional experience as a physical therapist;
• be full-time students in the program and plan to be at the Institute for at least two terms (8 months); shorter programs will be arranged only in unusual circumstances.

Kathleen M. Gill, M.S., P.T. ('85) of Malden, MA is an alumna of the Graduate Program in Physical Therapy with a specialization in neurology. She is currently Assistant Head, Clinical Director of Physical Therapy at Massachusetts General Hospital. Previously she served as Physical Therapy Supervisor of the Stroke Unit at Spaulding Rehabilitation Hospital. Kathleen has special interest in adult treatment with an emphasis on gait assessment, integrated therapeutic exercise techniques, and orthotic management. She considers that her advanced clinical preceptorship, advanced coursework within and outside of her specialty area, and the MGH environment were valuable aspects of her graduate education at the Institute.
Linda Steiner, a physical therapist with an orthopaedic specialty, and special student Marie Rocheteau, P.T. apply manual therapy of the lumbar spine.

Applicants are required to take the TOEFL exams as part of the admissions process. Scholars experiencing difficulty with English will be required to seek outside instruction and editorial assistance at their own cost.

International Scholars who complete two or more terms of study at the Institute will receive a formal certificate recognizing this advanced professional study.

**Conversion from International Scholar to Master of Science Degree Candidate**

Physical Therapists trained outside the United States who do not have the qualifications described under the admissions plan for degree candidacy are strongly advised to begin their advanced study at the Institute as International Scholars and delay application to the degree program until they have had at least one term of experience as full-time Institute students. At any point after that time, students may formally request the Physical Therapy Admissions Committee to change their status to that of degree candidate. If the request is approved, students will then be expected to complete all of the usual requirements for the degree. Any courses in which the student has received a grade of B or better while enrolled as an International Scholar may be counted toward degree requirements.
Program in Ethics

Advances in research and technology, evolving social values, a changing demographic picture, and economic concerns are some of the factors causing extraordinary changes in the health-care world. These changes have created pressing ethical issues for health-care professionals and institutions. Health-care leaders must be equipped to address these concerns and future ethical challenges.

The MGH Institute of Health Professions has responded by creating the Program in Ethics. Two major gifts to the Institute inaugurated the Program in Ethics and established an endowed professorship in memory of Henry Knox Sherrill, former Presiding Bishop of the Protestant Episcopal Church and former Chairman of the MGH Board of Trustees.

The Program's activities include education, research, and consultation. The purposes of the Program are:

- to provide ethics education to students, health-care leaders, and other key decision makers who guide health-care practice and policy development;
- to conduct research on ethical issues in the clinical environment;
- to provide ethics consultation to hospital staff who face specific ethical dilemmas and to participate on institutional committees designed to develop and refine policy;
- to influence, through publications and special presentations, the development of institutional and public policy concerning ethics issues;
- to provide a forum for leaders from a variety of sectors in society to analyze and discuss major ethical issues facing the health-care system.

Planning is underway for an Ethics Fellows Project, which will invite a multidisciplinary group of outstanding individuals to the Institute annually to conduct research, take coursework, and participate in seminars and an annual conference on leading ethical problems in health care. Participants will have opportunities for substantial collaboration and involvement with key MGH and other health-care personnel.

Ruth Purtilo, Ph.D. is Henry Knox Sherrill Professor of Medical Ethics and Director of the Program in Ethics. She has authored six books and more than fifty articles on psychosocial and ethical issues in health care. Ruth believes the Institute's ethics program offers students a valuable opportunity to understand the ethical themes and problems encountered within and across their selected disciplines. She enjoys sharing her expertise in teaching ethical theory and methods within the Institute's multidisciplinary environment and considers the Institute's affiliation with MGH an outstanding opportunity for students to gain the expertise needed for leadership in the health professions.
John L. Locke, Ph.D. is Director of the Program in Speech-Language Pathology at the Institute. He is recognized for his work on the biological bases of human language. John is presently investigating genetic and neurological factors in the child's acquisition of spoken and written language. "I came to the Institute because it is a good place to think, to study, and to implement new ideas. In my view, the Institute is the ideal place for those who seek to be challenged by a highly charged intellectual environment. Here we talk about health care as it is today, but more importantly, we ask — with our research — how might we improve it in the years ahead?"

Program in Speech-Language Pathology

The Program in Speech-Language Pathology has three closely related programs: the Neurolinguistics Laboratory, the Center for Research on Reading and Writing Disorders, and an evolving graduate program in Speech-Language Pathology.

Neurolinguistics Laboratory

Inaugurated in 1984, the Neurolinguistics Laboratory has an interdisciplinary staff of investigators supported by a major grant from the James S. McDonnell Foundation. The purpose of the Laboratory is to study normal and disordered brain and language mechanisms in children and adults. These studies are directed toward two goals: to increase understanding of the processes by which the brain performs the functions of human cognition, especially as they relate to language, and to expand knowledge of linguistic and cognitive disorders. Investigations currently underway involve the biological basis of language, developmental language disorder, and the linguistic and cognitive deficits of aphasia and Alzheimer's disease.

Center for Research on Reading and Writing Disorders

The Program in Speech-Language Pathology operates the Center for Research on Reading and Writing Disorders. It conducts and sponsors research on genetic, neurological, cognitive, and educational aspects of developmental dyslexia. The Center's staff perform their work at the MGH Institute of Health Professions, Massachusetts General Hospital, and Landmark School.

Postgraduate Programs

A masters program in Speech-Language Pathology and a postdoctoral program in neurolinguistics are being developed.
The Institute, The MGH and Boston

MGH Institute of Health Professions

U.S.S. Constitution
Boston and Beyond

The MGH Institute of Health Professions is located on the campus of the Massachusetts General Hospital, which is situated in the West End of Boston near historic Beacon Hill. While the West End and Beacon Hill form the Institute’s base, Boston is its broader campus. This historic city is home to sixty colleges and universities, with a combined student population of more than 200,000 within its
metropolitan area. Boston is recognized around the world as a center for medical research and quality health care. Public transportation, subway or commuter rail, is available one block from the MGH campus.

Rich in the lore of more than three centuries of history, Boston offers the red-bricked Freedom Trail to guide visitors to landmarks dating from colonial times. Visitors can tour the USS Constitution moored in Boston Harbor, climb Bunker Hill, and visit other sites linked to our nation’s struggle for independence. The culturally rich Back Bay section of Boston, which is close to the MGH campus, offers Symphony Hall, the Museum of Fine Arts, the Gardner Museum, and the Boston Public Library. The Charles River Esplanade, the Music Shell, the Museum of Science, and Community Boating are adjacent to MGH.

Boston reveres its past, yet blends this heritage with the exciting sights and sounds of contemporary cosmopolitan life. Theaters, concerts, and the arts flourish. Clubs and restaurants cater to every taste. The Red Sox, Celtics, Patriots, and Bruins provide year-round excitement for sports enthusiasts.

Boston is an exciting city in which to learn, explore, and enjoy, and Institute students quickly discover an exhilarating blend of old and new. Boston is also within a short drive from the lakes and mountains of New Hampshire and Vermont, the rugged beauty of the Maine coast, the Cape Cod National Seashore, and the small towns that comprise the classic landscape of New England.
Institute Facilities

Offices and Classrooms
The Institute shares many facilities with the Massachusetts General Hospital. Classrooms, several laboratories, and the Student Affairs Office are located in historic Ruth Sleeper Hall - one of the few original West End buildings still in use on the MGH campus. Administrative and faculty offices are located on Beacon Hill, several blocks from the main campus.
Library Facilities

The Institute shares the MGH Health Sciences Library with the Hospital. This major health sciences library contains publications in nursing, allied health, medicine, and basic science. Holdings include 59,000 volumes and 1,000 active journals. Special arrangements have been made for students to use other libraries in the Boston area, including the Countway Medical Library of the Harvard Medical School.

Clinical Facilities

For practicums and clinical research, the Institute has access to the full range of clinical facilities of Massachusetts General Hospital. These include general and specialized inpatient and outpatient facilities at the Hospital and in its affiliated neighborhood health centers. Affiliations are also arranged, as appropriate, in other Boston area medical centers and community settings.

Massachusetts General Hospital provides facilities for inpatient and ambulatory care, as well as for teaching and research, on a ten-acre site in downtown Boston. It also operates the Chelsea, Bunker Hill, and Revere Community Health Centers and the Logan Medical Station. Its sister institutions are McLean Psychiatric Hospital in nearby Belmont and Spaulding Rehabilitation Hospital, also in downtown Boston.

In recent years, the Hospital has recorded approximately 30,000 admissions each year, more than 80,000 Emergency Ward visits, and well over 300,000 clinic visits. The Hospital provides primary and specialty care to residents of greater Boston and serves as a referral center for patients throughout the region and from around the world. Its clinical facilities are an extraordinary resource for the education of health-care professionals.

Biomotion and Human Movement Laboratories

The Biomotion Lab is a joint effort of the Institute and the Department of Orthopaedics. It is available for technologically sophisticated research utilizing the Selspot system with real time anatomical analysis. The Human Movement Lab is a collaborative effort between the Institute’s Program in Physical Therapy and the Sports Medicine Unit of the MGH. The lab houses equipment for biomechanical analysis including electromyoniometers, electromyography, force transducers, videography, and a Genucom. The focus of both labs is on student/fellow and faculty research and education.

Ellen B. Clarke, M.S., R.N. is an Assistant Professor in the Graduate Program in Nursing. With a nursing career spanning twenty-two years, Ellen offers students at the Institute extensive clinical experience and over fifteen years of graduate teaching in nursing. She received four Distinguished Teaching Awards while on the faculty of the University of California at San Francisco. With a specialty in adult cardiopulmonary illness, Ellen possesses a wealth of clinical experience in the care of acutely ill patients. She values the diversity and maturity of her students and believes the Institute offers an unmatched intimate environment where students have ready access to faculty with exceptional experience and clinical expertise.
Students have twenty-four hour access to the Institute's computer lab.

**Computer Lab**

A microcomputer laboratory is available for student use 24 hours a day and seven days a week. The lab offers software packages that support student research activities, statistical analysis, and word processing.

**Housing**

Students are responsible for making their own housing arrangements and are encouraged to do so as early as possible. Most leases in the Boston area begin in September to accommodate the large student population. Students who look for housing in June and July usually have the most success in securing affordable and convenient housing in the competitive rental market.

Information to help students locate housing is available through the Institute's Office of Student Affairs.
Adrienne Trombley, P.T. and Kathleen Fynan, P.T., both therapists in the cardiopulmonary specialty, establish an exercise program for a patient with cystic fibrosis.
Admissions

Admissions Requirements

Dietetics: The Graduate Program in Dietetics is available to registered dietitians or individuals who are eligible for registration; professional registration must be achieved within 12 months of entering the program. Applicants must submit scores from the Verbal and Quantitative Aptitude Tests of the Graduate Record Examination (GRE). An undergraduate grade point average of 3.0 on the basis of a four point scale is required. The grade-point-average requirement may be qualified by the admissions review committee based on other exceptional qualifications of the applicant such as professional performance, time since undergraduate enrollment, and references. For students from undergraduate schools with a pass/fail system, school evaluations will be reviewed and an assessment of comparability will be made.

Nursing: Entering students may be non-nurse graduates of baccalaureate programs or registered professional nurses who hold baccalaureate degrees in nursing or related disciplines. Applicants must submit scores from the Verbal and Quantitative
Aptitude Tests of the Graduate Record Examination (GRE). An undergraduate grade-point-average of 3.0 on the basis of a four-point scale is required. For students from undergraduate schools with a pass/fail system, school evaluations will be reviewed and an assessment of comparability will be made.

**Physical Therapy**:

Applicants must be graduates of an approved program of physical therapy.* Applicants who have been trained outside the United States must have completed an educational program that, by credentials evaluation, is determined to be equivalent to an entry-level physical therapist education in the United States. All applicants must have a minimum of two years of work experience as a professional physical therapist. When evaluating applications, the admissions review committee considers all of the following factors: 1) undergraduate academic performance and scores on the Graduate Record Examination (GRE) aptitude tests; 2) professional experience and achievements; and 3) clarity of reasons for attending graduate school and the ability of the MGH Institute programs to help students achieve their goals.

*Such a physical therapy curriculum has been approved by (1) the APTA from 1927 to 1936, or (2) the Council on Medical Education and Hospitals of the American Medical Association from 1936 to 1960, or (3) an agency recognized by the U.S. Commissioner of Education and/or the Council on Postsecondary Accreditation from 1960 to 1980, or (4) from an agency recognized by the U.S. Department of Education and/or Council on Postsecondary Accreditation from 1980 on.

**Application Procedures**

An admissions application and recommendation forms are included in the back of this catalog. Completed admissions materials should be sent to:

Admissions Office  
MGH Institute of Health Professions  
Ruth Sleeper Hall  
Massachusetts General Hospital  
Boston, MA 02114-2696

Applications for the Program in Dietetics and the Program in Physical Therapy are reviewed on a rolling basis as long as openings are available. Notification of acceptance or rejection is made as review of each application is completed. Admission is possible for each of the three terms during the academic year.

Kenneth Simons, M.S., P.T. ('90) of Lynnfield, MA is an alumnus of the Graduate Program in Physical Therapy. His primary interest is orthopaedics with an emphasis on manual therapy and sports rehabilitation. Ken has several years of experience with sports injuries in the clinic and on the field. He plans to continue his career with clinical research, teaching, and patient care. He found the Institute’s strong emphasis on clinical skills and research techniques extremely valuable to his professional pursuits.
Faculty members Linda Andrist, M.S., RNC and Terry Michel-Hoskins, M.S., P.T. celebrate 1989 Commencement with graduates and colleagues.

Non-nurse graduates of baccalaureate programs are accepted only for September admission to the Program in Nursing. Completed applications and materials must be received no later than June 1 to be considered for admission the following September. RNs who wish to begin studies in September must also submit their completed materials and applications by June 1. Applications from RNs who wish to begin studies in terms other than September are reviewed on a rolling basis as long as openings are available.
Materials to be submitted for all programs include:

1. A completed application form.
2. A $35 non-refundable application fee (checks should be made payable to MGH Institute of Health Professions, Inc.).
3. A letter of application. This should include a biographical statement that describes your career/educational goals, your personal philosophy of health care, and your views about how you believe the Institute can help you realize your objectives. Registered dietitians, nurses, and physical therapists should include descriptions of their specialized clinical interests.
4. A current resume (registered dietitians should include their R.D. number and route to registration).
5. Official transcripts from all colleges and universities attended.
6. Three letters of reference to accompany the recommendation forms provided with the application in the back of the catalog. One of these letters should come from a former college or university faculty member. Registered dietitians, nurses, and physical therapists should include one reference from a clinically based colleague in the same discipline.
7. Scores from the Verbal and Quantitative Aptitude Tests of the Graduate Record Examination (GRE), taken within the last five years. To obtain a GRE application booklet that includes information and sample questions contact:
   Graduate Record Examination
   Educational Testing Service CN-6000
   Princeton, NJ 08541-6000
   The MGH Institute's GRE institutional identification code is 3513.
8. International students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). For a TOEFL application booklet contact:
   TOEFL Application Office
   Educational Testing Service Box 899-R
   Princeton, NJ 08541

Admission Deposit
When a student is accepted to the Institute, a non-refundable deposit of $150 is required to reserve a space in the entering class. This deposit will be applied toward the first term's tuition.

Enrollment Status
Full-time enrollment is defined at the Institute as a minimum load of 12 credits per full-length term (15 weeks) or 6 credits for Term III.I (7 weeks).
Dietitians, physical therapists, speech-language pathologists, bachelors-prepared nurses, and other health-care professionals who are not degree candidates in the MGH Institute of Health Professions may enroll in courses open to special students. Special students can:

- take individual courses in topics relevant to their clinical practice;
- enhance their professional development;
- develop specialized clinical education and research skills;
- begin to accrue graduate academic credits;
• sample the Institute's courses before deciding whether to apply for a
degree-granting graduate program.

A special student brochure is published by the Institute prior to the beginning of
each academic term. It includes an application form and a description of courses
open to special students. The brochure and application can be obtained by
contacting the Office of Student Affairs at (617) 726-3140.

Requirements
Applicants for special student status must be health professionals and hold a
bachelor's degree. Students will be notified of acceptance as soon as possible after
receipt of the special student application. All special students are expected to
participate fully in class activities and to complete all reading and outside
assignments. Students may anticipate approximately three hours per week of
outside work for each credit in which they are enrolled.

Tuition and Fees
Special student tuition for 1990-91 is $330 per credit; $165 per credit for audit; or
$110 per credit for senior citizens (60 and over). A $2 per credit student fee is
assessed for the total credit value of each course in which the student enrolls. A
deposit of $50 per course must accompany all applications; this deposit is applied
toward tuition. If the student is not accepted for a course the full deposit will be
refunded. If the student is accepted and decides not to enroll in the course, the
deposit will be forfeited. Policies governing special student enrollment are available
during the application process.

Credit
Special students receive grades and credit that are applicable to Institute programs
and may be transferrable to other graduate programs. They are expected to meet
the same requirements for credit as all other students. Transcripts of credit will be
maintained by the Institute and forwarded to other institutions at the written request
of the student.

Successful completion of a course as a special student does not guarantee
admission to one of the degree programs of the Institute or award of credit toward
a degree. Special students interested in admission to a program as a degree
candidate must complete the appropriate application process. Special students may
apply up to 12 credits (nine in nursing) earned as a special student toward a
graduate degree at the Institute.

Linda C. Andrist, M.S.,
RNC is an Assistant
Professor in the
Graduate Program in
Nursing. A nurse
practitioner in women's
health, Linda is active in
advanced nursing
practice in primary
women's health care.

Her doctoral work is in
sociology with
concentrations in the
sociology of health and
illness, qualitative
research methods, and
feminist theory. Linda
finds the critical spirit
that students bring to the
Institute and the
diversity of their
backgrounds to be
stimulating aspects of
her work. "The fact that
the Institute continues to
mature creates an
exciting and challenging
teaching and learning
environment."
The Institute of Health Professions welcomes study by international students and is authorized under Federal law to enroll nonimmigrant alien students. International students are advised to apply at least six months before the term they wish to enter. Extra time is required for applications from international students because of delays in overseas mail, visa procedures, and evaluating the need for English language instruction.

When students are notified of acceptance, they also receive information regarding visa procedures, an expense budget, and a questionnaire that must be completed and returned so that the Institute can file appropriate visa forms. Before the Institute can complete the I-20 form allowing entry into the United States or school transfer, students must show that they have sufficient funds to maintain themselves for one year in the United States. At least one-third of the year's funds must be on deposit in the United States.

International students are eligible for financial assistance from the Institute, and can apply by completing the standard financial aid application. Students who are in the United States on a F-1 visa are not permitted to work unless the work is related to degree requirements. Students may not work during their first year in the U.S. International applicants are encouraged to pursue additional sources of financial assistance for international study. Among other possibilities, interested students can contact the International Education Office in their home country.
The 1990-91 tuition for full-time students enrolling for three terms in one year is $11,600. Part-time and special students are charged $330 per credit. A student fee of $2 per course credit value is assessed for all degree and special students.

The following fees are invoked under special circumstances and are not ordinarily incurred by all students:
- Thesis continuation fee: $330
- Lab, library, and facilities fee: 330
- Course audit fee (per credit): 165
- Late preregistration fee: 50
- Orientation fee: 35
- Late payment fee: 25
- Graduation fee: 25
- Transcript fee: 4

Credit-by-exam fee: 10 percent of current tuition for each course for which credit by examination is attempted

**Health Insurance**

All full-time students and those part-time students who participate in at least 75 percent of the academic requirements for full-time students are required to carry personal health insurance. Students must either show evidence of participation in a health insurance plan or purchase coverage through the Institute at the time of registration. Part-time students who participate in less than 75 percent of the academic requirements for full-time students are encouraged, but not required, to carry personal health insurance. In the event of withdrawal or interruption of study, no refunds are made for health insurance for students who carry coverage through the Institute; however, the policy remains in effect for the duration of the academic term.

The MGH Institute of Health Professions does not provide health-care services to students. Students make their own arrangements and coordinate payment through their insurance company as appropriate.
Following orientation activities, entering students discuss the upcoming term.

Commonwealth of Massachusetts College Immunization Law

Before registering for the first time, students are required to complete the Institute's Health Certificate. This includes verification of immunization against certain diseases as specified in the Commonwealth of Massachusetts College Immunization Law and/or required by the Institute. Students who do not comply with the Institute's immunization and health certificate requirements will be prohibited from registering for class.
Planning how to finance professional education is as important as planning a career. Students should estimate how much their education will cost over its entire span, and determine what financial resources they can bring to support graduate study. For students who discover that they need financial assistance, the Institute offers a number of programs to help meet the cost of graduate education.

**Purpose**

The financial aid program is designed to help students meet their educational expenses so that they can pursue an education at the MGH Institute of Health Professions. Approximately 50 percent of the Institute’s program students receive some form of financial assistance. The Office of Student Affairs is available to advise applicants about their prospects for aid and to help them develop appropriate financial strategies for their upcoming educational program.

**Application Process**

Information and forms for financial assistance may be obtained by contacting the Institute’s Office of Student Affairs at (617) 726-3140. First-time applicants should initiate their financial aid applications at the same time as their applications for admission. The financial aid application includes a packet of forms that should be completed and sent directly to the Institute, along with a copy of your prior year’s federal income tax form. The application also includes a GAPSFAS (Graduate and Professional School Financial Aid Service) needs analysis form. This must be completed and sent to the Educational Testing Service in Princeton, New Jersey, with the required processing fee. Applications must be complete in order to receive aid. There is no final deadline for financial aid, but applicants are encouraged to apply as early as possible since aid is only awarded while funds last.

Financial aid awards are made as soon as possible following acceptance to the Institute. Awards are generally made annually on the basis of financial need. Students must reapply for aid each year they enroll in the Institute. Institute grants and/or assistantships awarded to students are credited to the student’s account in the amount specified for each term on registration day. Students must maintain satisfactory academic progress within their respective programs in order to have financial aid continued throughout the academic year. Because graduate students are not eligible for most federal and state grants (including Pell Grants), applicants are urged to seek additional external sources of financial assistance.
Co-presidents of the Student Government Association Gretchen Rice ('91) and Elyse Mandell ('91) recognize the 1989 graduates at commencement.

How Awards Are Made

Financial aid is awarded to eligible applicants on the basis of financial need and the availability of funds. In accordance with federal guidelines, a uniform financial needs analysis, approved by the U.S. Secretary of Education, is used to determine need. The Institute currently utilizes the Graduate and Professional School Financial Aid Service (GAPSFAS). This analysis considers the ability of the student as well as the family to contribute to educational costs. The student and family are expected to make a maximum effort to assist with educational expenses, and assistance from the Institute should be viewed only as supplemental to the efforts of the family.

Need is calculated as the difference between a standard budget that is assigned to all students and the contribution each student can bring to support his or her education. In determining individual awards, the Institute establishes an estimated student expense budget based on the student's particular circumstances (e.g., single, married, number of dependents, etc.). The budget includes both direct educational and living expenses. The amount of support expected from the student and family is subtracted from the expense budget figure in order to determine the need amount. If eligible, students are also expected to help meet their educational
expenses by borrowing through the Stafford Loan Program (formerly the Guaranteed Student Loan program).

Should any of the elements used to determine student eligibility change during the award period, a change in the financial award may result. It is the responsibility of all applicants to notify the Office of Student Affairs in writing of any such change during the academic year. Failure to do so may result in student liability for repayment of funds that exceed the student’s eligibility limit.

**Types of Financial Assistance**

Three types of financial assistance are available to students: grants, graduate assistantships, and loans.

Grants are awarded on the basis of financial need and do not carry a repayment or work obligation. The Institute awarded over $340,000 in grants to its matriculating students during the 1989-90 academic year. The total volume of grant awards may vary from year to year depending on the performance of the Institute’s endowment funds.

Graduate assistantships permit eligible students to work in one of a number of positions that may involve research, teaching, or administrative support. These opportunities are flexible to accommodate student’s class schedules, professional interests, and skills. The positions currently offer a salary of $10 per hour. The amount earned from assistantships is subtracted from the student’s tuition. In 1989-90, the Institute awarded approximately $30,000 in assistantship funds.

Employment opportunities are also available at the Massachusetts General Hospital. These include clinical, clerical, and general positions, full-time and part-time as well as weekend and evening shifts. To learn more about these opportunities students should contact the MGH Personnel Office at (617) 726-2210.

Students may need to borrow from one of three long-term educational loan programs that are available to graduate students. The primary loan program for those with demonstrated need is the federally supported Stafford Loan Program. Students who do not qualify for the need-based Stafford Loan can often borrow from two other loan programs: Student Supplemental Loans (SLS) and the Massachusetts Educational Loan Authority (MELA).

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*Sylvia Drake Paige, D.N.Sc., R.N.* is an Associate Professor and Coordinator of the Oncology Specialty in the Graduate Program in Nursing. With a nursing career that spans forty years, Sylvia has been actively engaged in cancer nursing education for over twenty years. A champion of lifelong learning, she began her doctoral studies at age fifty. Her research and expertise in the care of the terminally ill are shared with national audiences who seek information on family support groups, hospice, the experience of dying, coping with loss and grief, and quality-of-life issues. "The educational environment and relationships that exist at the Institute encourage all of us to pursue excellence. I continually strive to be an effective role model through my flexibility, optimism, dedication, and enthusiasm for nursing, love of teaching, and strong sense of responsibility. I cannot envision myself teaching anywhere else."
Beacon Hill overlooks the Charles River.

Institute Grant Funds

The Herbert Farnsworth Trust Fund is an endowed fund established in memory of the late Herbert Farnsworth by his family to provide scholarship assistance to students of the Institute.

The Financial Assistance Grant Fund is a general scholarship fund that is generated and maintained by a number of donors in support of graduate education at the Institute.

The John H. Knowles Memorial Fellowship provides assistance to students in all of the Institute’s degree programs. The fund was established by The Rockefeller Foundation to honor Dr. John H. Knowles, who was President of the Rockefeller Foundation from 1972 to 1979. Dr. Knowles served as General Director of the Massachusetts General Hospital and was responsible for the initial planning of the MGH Institute of Health Professions.

The Sybilla Orth Young Memorial Scholarship Fund was established in memory of the late Sybilla Orth Young to provide scholarship assistance to Institute students with demonstrated financial need.

The Amelia Peabody Scholarship Fund was established by a gift in the memory of
the late Amelia Peabody of Boston to provide scholarship assistance to needy students enrolled in the graduate programs of the Institute.

The Louise Hatch Award, named to honor the former Director of the Department of Dietetics of the Massachusetts General Hospital, is awarded annually to one or more graduates of the Graduate Program in Dietetics chosen by the Program Director and faculty of the Dietetics Program for recognized achievement.

The Lucretia Brigham Scholarship Fund, established in memory of Mrs. Elizabeth Copeland Newton and Mrs. Emerline Newton Brewer, provides scholarship assistance to students enrolled in the Institute’s graduate programs.

The James C. Melvin Scholarship provides assistance for needy students living in the Commonwealth of Massachusetts.

The William C. and Jessie B. Cox Scholarship Fund was established to support promising nursing students enrolled in the Institute.

The Nancy M. Fraser Fund was established to assist nursing students. Nancy M. Fraser was a member of the MGH School of Nursing Class of 1914.

The Elizabeth Fundus Scholarship provides assistance to students enrolled in the Graduate Program in Nursing.

The Oliver Lightell Hunter Scholarship assists students in the Institute’s nursing program.

Kemper Scholarships, provided by the Kemper Insurance Foundation, help nursing students who have demonstrated academic excellence.

The Mary Hammond Taylor Nursing Scholarship assists qualified students enrolled in the Graduate Program in Nursing who have demonstrated contributions to school life or community effort. Preference is given to students from the greater Boston area.

The Memorial Scholarship Fund of the MGH School of Nursing, which assists students in the nursing program, was established in memory of the following alumnae and friends of the School: Anna M. Crotty (Class of 1930), Natalie McLean Keller, Lotte Potts Leland (1910), Harriet Willoughby Merriam (1970), Nancy C. Mitchell (1967), Dorothy Dayton Morgan (1945) and Jessie M. Stewart (1935).
Jenny Jelliffe ('92) of Bloomfield Hills, MI is a student in the Graduate Program in Nursing who plans to specialize in women's health. Jenny holds a degree in human services from Lesley College. She has worked with emotionally disturbed and multi-impaired adolescents in a variety of residential settings. Jenny is planning to focus her professional work in a rural setting. "The Institute has a special feeling. You get a true sense of caring and people who want to help you. Students are all so different, yet the same, and each day I get a feeling of exhilaration because I'm so happy and motivated. It's a wonderfully intimate setting."

The Adams Scholarship Fund was established by Ms. Barbara Adams to support therapists pursuing graduate education in physical therapy at the Institute.

The Marjorie K. Ionta Fund, named in honor of the former head of the Physical Therapy Department at the Massachusetts General Hospital, provides assistance to students enrolled in the Graduate Program in Physical Therapy.

**Student Loans**

Educational loans have become an important component in graduate education financing. Three major loan programs are available to students at the Institute.

1. **Stafford Loans** enable eligible Institute students to borrow up to $7,500 per year from their banks or credit unions to help meet educational expenses. These loans are guaranteed by the federal government and do not require repayment while the student is enrolled on at least a half-time basis. To apply, students must complete two forms: the GAPSFAS form, which is available at the Office of Student Affairs; and a Stafford Loan application form, which can be obtained from banks or other private lending institutions that participate in the program. To qualify for a Stafford Loan, students must demonstrate financial need as determined by the Institute in accordance with federal regulations. Specific information about eligibility and participation in the Stafford Loan Program can be obtained from the Office of Student Affairs.

2. Loans available through the Massachusetts Educational Loan Authority (MELA) generally are not based on need; students who do not qualify for Stafford Loans can apply for MELA funds. Interest on MELA loans is below market rates and repayment schedules extend over a number of years. Applications and additional information concerning MELA loans are available upon request from the Office of Student Affairs.

3. **Supplemental Loans for Students (SLS)** are federally supported loans for graduate and professional students who are ineligible for Stafford Loans or who need to borrow more than the $7,500 Stafford limit. Students may borrow up to $4,000 per year. Interest is paid at a variable rate that does not exceed 12 percent. Repayment begins sixty days after the loan is disbursed. Additional information about Supplemental Loans for Students can be obtained from the Office of Student Affairs.
E. Lorraine Baugh, M.S., R.N., Chair, Board of Trustees, MGH Institute of Health Professions, addresses graduates, friends, and faculty at the 1989 Commencement Ceremony.

**Interdisciplinary Courses**

**DH 730 BIOCHEMICAL AND PHYSIOLOGICAL ASPECTS OF NUTRITION**
The course presents coordination of cell structure and function related to metabolic needs and response to the environment. Emphasis is on energy and structural needs and the interrelationships of catalysts and regulatory mechanisms controlling metabolism and, thus, nutrient requirements. 6 credits

**DH 840 ADVANCES IN NUTRITION AND CHRONIC DISEASES**
Students pursue advanced study of the nutritional implications of chronic diseases. The relationships of food, metabolic processes, and social/environmental factors to the preventive and therapeutic nutritional care of individuals with chronic diseases are covered. 3 credits

**DH 841 ADVANCES IN NUTRITION AND METABOLIC DISORDERS**
This course provides in-depth study of the nutritional implications of metabolic disorders. The relationships of food, metabolic processes, and social/environmental factors to the nutritional care of individuals with metabolic disorders are presented. 3 credits

**DH 842 ADVANCES IN NUTRITION AND THE CRITICALLY ILL**
Students study the role of nutrition for the critically ill patient. Advanced nutrition support theories and practice in various disease states of the critically ill are presented. 3 credits

**DH 843 ISSUES IN AMBULATORY CARE NUTRITION**
The social and economic forces that are shaping the modes of practice for the dietetic practitioner in the ambulatory setting are explored. 2 or 3 credits
EH 701 AIDS: ETHICAL AND LEGAL CONSIDERATIONS FOR HEALTH PROFESSIONS PRACTICE
Taught by an ethicist with guest faculty from the legal and health professions, this course examines basic ethical and legal questions relating to AIDS. It focuses on the health professional-patient relationship, though the larger context in which the relationship operates is considered. A problem-solving method is employed to guide students into taking rational and compassionate approaches. Course format includes presentation, film, discussion, and case analysis. 2 credits

HP 620 BIOPHYSICAL SCIENCE
All major organ systems (cardiovascular, renal, muscular, respiratory, nervous, endocrine, reproduction and immune) are covered in this introduction to the function and regulation of mammalian organ systems. Mechanisms at the cellular and subcellular levels relative to general function and regulation are discussed and their relationships to disease states are noted. 6 credits

HP 621 PATHOPHYSIOLOGY
This course examines the pathophysiology related to body systems. Consideration is given to theoretical concepts and principles related to major illness states. 4 credits

HP 622 PHARMACOLOGY
The course considers current research, theory, and practices in pharmacology as a base for the safe administration of drugs. It provides a foundation for understanding the actions, effects, and nursing responsibilities regarding drug therapy in the practice courses. 3 credits

HP 623 NORMAL NUTRITION
Students consider the functions, acquisition, and utilization of essential nutrients. Changes in nutritional needs and influences on nutrition throughout the life cycle are discussed. Current research and practice in nutrition are presented. 1 credit

HP 624 THERAPEUTIC NUTRITION
In this introduction to the application of nutrition principles to select disease states, students learn to integrate principles of anatomy, physiology, pharmacology, and nutrition and assess their impact on nutrition care for hospitalized and ambulatory patients. The role of dietary treatment is explored through lectures, case studies, current research and practice, and discussions. 1 credit

HP 625 LIFE CYCLE DEVELOPMENT: PSYCHOLOGICAL, SOCIAL, AND PHYSIOLOGICAL ASPECTS
This course focuses on the psychological, physiological, cognitive and social factors that affect human behavior over the life cycle. The issues, tasks, and socialization processes at various stages of the life cycle from birth through old age to death are examined. Family composition and dynamics, as well as ethnicity, racial background, gender, social class, the experience of mortality, and social networks are all factors that affect behavior and adaptation. These are identified and their interface with individual development is explored. 3 credits

HP 626 SMALL GROUP BEHAVIOR AND DEVELOPMENT
The course examines the nature of small groups, stressing developmental variables that influence and affect integration and differentiation among group members and the group's overall effectiveness. The family is considered as an example of a small group that possesses unique factors for study. Salient issues are addressed cognitively through readings, lectures, and discussion and experientially through having and examining experiences that bear on class content. 3 credits

HP 630 LITERARY APPROACHES TO VALUES IN CARING FOR PATIENTS
The relationships between values and illness and between values and patient care are examined. Seminars focus on stories, poems, and essays that consider illness, morality, and care of the sick. Societal values with regard to illness, values expressed by individuals who are ill, and values of caregivers are identified and explored. An effort is made to see how these different sets of values intersect as they influence care. The course considers the relationship of the caregiver to the client and to society as a whole. The use of literature, as an expression of the best that has been thought and said about the experience of being human aims to foster the self-enlightenment that is essential for empathy and for professional self-assessment. 2 credits

HP 633 ETHNICITY AND HEALTH CARE
Anthropological concepts are applied to health-care delivery. Cultural beliefs, values, and traditions of providers and patients are explored to provide better understanding of health behaviors. Course work includes field experience (participant observations) in ethnic Boston neighborhoods. 2 credits

HP 702 MICROTEACHING
Practice sessions provide guided experience in using and evaluating a specific teaching technique selected by the student. 1 credit

Joanne M. Franklin, R.N. ('90) of Stoneham, MA is a student in the Graduate Program in Nursing with an oncology specialization. She is a graduate of the MGH School of Nursing and holds a degree in health-care administration from Emmanuel College. Joanne decided to pursue her graduate degree in nursing following eight years of clinical experience at MGH as a staff nurse in surgical, trauma, and teaching service and as a clinical supervisor in the surgical nursing service.

She is a regional board member of the American Cancer Society and is active in both the Boston Oncology Nursing Society and the national Oncology Nursing Society. After graduation, Joanne plans to advance her career in surgical oncology with an educational position in an acute care and university setting. Supportive faculty, excellent clinical opportunities, and open communication are aspects of the Institute Joanne has found valuable.
HP 703 INTERDISCIPLINARY APPROACHES TO PAIN MANAGEMENT
The basis of understanding the clinical symptom of pain is discussed from physiological, anatomic, pathologic, and psychologic perspectives. Syndromes of acute and chronic pain are described. Evaluation and management strategies are presented. Examples of how health professionals from many disciplines can work together to assess and treat pain are examined through case studies. 3 credits

HP 704 SOCIAL SUPPORT IN SICKNESS AND HEALTH: COPING WITH STRESS AND TRANSITIONS
Students use case material from their clinical practice to learn about the stress and disruption caused by illness and/or disability. The course assumes that these disruptions are often a consequence of the changes these conditions require in the way people live their lives. The concept of stress is defined. The concept of change is examined to understand how an accommodation is achieved so that people can manage their new situation. The course takes a life-cycle holistic approach emphasizing the effect of social support on people's coping behavior. Factors in the individual, in the family, in the community, and in the health-care system that impact the nature and the way the change is negotiated are examined. Implications of these on practice ideas are discussed. 2 credits
STATISTICS
This interdisciplinary course addresses human sexual expression across the life span and explores the impact of illness on sexuality. Students engage in exercises for practical application of course content in learning to take a sexual history and counseling clients regarding sexual adaptation to illness. Students are encouraged to concentrate on their area of clinical specialization in designing and implementing a clinical project. 3 credits

TEACHING SKILLS FOR HEALTH PROFESSIONALS
This course emphasizes practical skills needed to teach in four situations: patient education, staff training, clinical supervision of students, and classroom teaching. Major topics include: setting objectives, planning student activities, selecting a teaching method, evaluating performance and giving feedback, improving motivation, and adapting instruction to match individual needs and style. Course assignments allow students to develop lesson plans they can use in future teaching situations. 2 credits

DESIGNING CLINICAL RESEARCH
This course is a basic introduction to the use of scientific methods in clinical contexts. At the end of the course students should be able to analyze critically research in their field, formulate researchable clinical questions and discuss the basic issues of designing research to answer clinical questions. Examples are chosen from research in dietetics, nursing, physical therapy, and medicine. 3 credits

STATISTICS FOR CLINICAL RESEARCH
The laboratory addresses the computer applications of material covered in statistics for Clinical Research and will in addition provide a general introduction to computer concepts such as algorithms and operating systems. The hands-on laboratory sessions are designed to teach the concrete skills needed to create a dataset and to perform and interpret descriptive and inferential statistical analyses. Participants are encouraged to perform analyses on data they have collected, if desired, but existing datasets are provided as well. 1 credit

CARDIOPULMONARY ANATOMY, PHYSIOLOGY, AND PATHOPHYSIOLOGY
This course focuses on physiological concepts as the basis for understanding cardiopulmonary function and dysfunction in the adult. Emphasis is placed on expanding clinical judgment skills in relation to the health status of selected patients. 3 credits

CLINICAL NEUROANATOMY AND NEUROPHYSIOLOGY
The emphasis of the course is on neuron anatomy and pathology, membrane physiology and diseases, membrane channels and pharmacology, synapses, peripheral/cranial nerves, neuropsychic processes, autonomic nervous system, spinal cord/column anatomy and disorders, reflex physiology and disorders, and cerebellar functions and disorders. The laboratory sessions emphasize basic gross anatomy and surface anatomy of the nervous system, pathologic reactions and plasticity of the nervous system, electrophysiology and conduction velocities, and clinical examination of peripheral nerves. 3 credits

CLINICAL NEUROLOGY
This course examines the clinical problems of disorders of the motor system, sensory integration, cognitive functions of language and praxis, and the neurologic issues of aging, seizures, attention, memory and learning. The laboratory consists of examination of neuropsychological testing, clinical testing, electroencephalography, and neuroradiological techniques and findings. 3 credits

WRITING FOR PROFESSIONAL PUBLICATION AND PRESENTATION
This course focuses primarily on the skills needed to produce an article for submission to a professional journal. In addition, the course covers oral presentations, abstract preparation, poster presentation, and visual aids. Students use their own papers, selected from those prepared for academic courses, as the basis for preparing course assignments. 1 credit

Barbara Wilson, M.S., R.N.C. is an Assistant Professor in the Graduate Program in Nursing. During her ten years in gerontological nursing, she has focused her teaching, clinical work, and research on the long-term care of frail older people with an emphasis on policy development and change. Blending over thirty years of teaching with her experience in homecare nursing, Barbara demonstrates to students that clinical expertise involves intelligent caring. She recognizes Institute students for their potential for leadership in the successful resolution of the serious challenges that face the health-care professions. Barbara values the self-direction, high levels of motivation, and the humanism apparent in her students. She considers the Institute, as well as Boston, to be an intensely creative environment in which graduate students can mature professionally.
HP 820 ETHICAL ISSUES IN HEALTH CARE
This course introduces basic ethical theory combined with a problem-solving approach to ethical issues commonly confronting health professionals. Selected issues to be examined include information-sharing (confidentiality, truth-telling, and retrieval systems), experimentation (ethical aspects of clinical research, informed consent), peer relationships (team work, peer review, blowing the whistle on unethical colleagues), and the relationship of the health professional to institutions (health policy, quality assurance, distributive justice in everyday decisions). Lectures and discussions are supported by readings from health professions and lay literature. 2-3 credits

HP 821 WOMEN ACROSS THE LIFE CYCLE
This interdisciplinary course addresses issues that impact the health of women throughout the life cycle. Seminars led by faculty, guests, and students reflect historical, developmental, political, psychological, and sociological perspectives in understanding the condition of women in our society and the impact of that condition on their health and health-care needs. 3 credits

HP 822 LIVING WITH DEATH, LIVING WITH GRIEF: PERSPECTIVES FOR THE CLINICIAN
The course provides the student with an understanding of dying, death, and bereavement from historical, cultural, societal, interpersonal, and personal perspectives. Implications for practice are explored. Strategies for appropriate interventions are developed that utilize empirical findings and conceptual frameworks developed in the course. In addition to lectures, small group seminars explore philosophical, theoretical, and pragmatic issues underlying choices and decisions in clinical practice. 3 credits

HP 831 ORGANIZATIONAL PERSPECTIVES: THEORY AND ACTION
This interdisciplinary course surveys theoretical approaches to the study of organizations. Macro and micro views of human systems are compared and contrasted. Students learn how to analyze and intervene in organizations. 3 credits

HP 832 MANAGING HEALTH-CARE RESOURCES FOR THE 1990s
This course focuses on current theory and practical methods for resource management in today's changing health care environment. The target audience includes senior clinical staff and mid-level managers who have not had significant formal course work in this area. Topics include: cost finding and control, reimbursement, quality assessment and assurance, marketing health services, personnel management and developing data management systems. 2 credits
PH 841 ARRHYTHMIA INTERPRETATION IN THE CARDIOPULMONARY PATIENT
This course focuses on EKG rhythm analysis. Emphasis is placed on systematic rhythm analysis. The learner has the opportunity to identify changes from normal sinus rhythm to EKG catastrophe. 1 credit

HP 896-899 INDEPENDENT STUDY Students are given the opportunity to develop with a faculty member an area of study that focuses on a particular interest within the health professions. Variable credits

NH 830 CLINICAL SPECIALISTS IN HEALTH CARE: ROLES, SKILLS, AND STRATEGIES
Components of the clinical specialist's role are examined. Roles of the clinical specialist include practitioner, consultant, educator, and researcher. Leadership aspects of the clinical specialist's role such as collaboration, change agent, and manager are discussed. Emphasis is on applying the clinical specialist's role in practice. 2 credits

NH 840 PHARMACOLOGICAL INTERVENTION IN THE CARDIOPULMONARY PATIENT
Pharmacological interventions in the therapy of patients with cardiopulmonary problems are explored, and emphasis is placed on the significant responsibilities involved. 2 credits

PH 740 ACUTE CARE IN THE CARDIOPULMONARY PATIENT
Students are introduced to evaluation and treatment techniques of the acutely ill patient with cardiac or pulmonary dysfunction. The course provides detailed study of emergency and coronary care unit follow-up of acute cardiac events including myocardial infarction, ventricular arrhythmias, and congestive heart failure; and postoperative cardiac care including coronary artery bypass graft, valve replacement, and heart transplantation. Acute pulmonary care management includes interventions for acute respiratory failure, acute episodes in chronic lung disease, and postoperative/post trauma pulmonary care. Treatment management incorporates principles related to cardiopulmonary monitoring and support systems that include arterial lines, oxygen support, mechanical ventilation and intra-aortic balloon pumps, and indwelling hemodynamic monitoring lines. 2 credits

PH 741 CARDIOPULMONARY REHABILITATION
Principles of exercise physiology are applied to the normal, aging, and cardipulmonary disease processes. Clinical procedures for patient evaluation, exercise testing, and strength and endurance training are presented from theory through practical applications in relation to the aging and cardipulmonary disease process. All elements of a total rehabilitation program are discussed including patient education, nutrition, emotional support systems, risk factor modification, exercise prescription, and program administration. Students have practical experience with patient evaluation, stress testing and monitoring. Current research and clinical controversies are a common thread throughout the course. 3 credits

PH 742 CLINICAL APPLICATIONS IN EXERCISE PHYSIOLOGY
This course provides an overview of normal and abnormal adjustments to exercise, including the influence of aging and of various diseases. Students are acquainted with pulmonary and cardiovascular responses, the oxygen transport system, muscle components and mechanical characteristics of muscle contractions, energy nutritional requirements, and long-term adaptations of all systems to training. Exercise as a therapeutic modality and a means to safeguard good health throughout life is emphasized. Laboratory experiences include measurement of oxygen consumption and cardiopulmonary responses. Well-known speakers in specific areas acquaint students with current research issues and laboratory procedures. 3 credits

PH 743 EXERCISE PATHOPHYSIOLOGY
Scientific principles of oxygen transport and utilization impairment from the cellular through to the systemic level are explored. Didactic information that builds on the basic concepts presented in exercise physiology further develops the concepts of oxygen delivery requirements and the impairment and/or disability resulting from limitation. Lecture material covers symptomology, clinical presentation, and functional consequences of impairment from the multiorgan perspective. Assessment and measurement techniques that elucidate and document abnormal exercise responses are presented, demonstrated, discussed, and practiced in small groups within laboratory and clinical settings. Analysis and interpretation of findings are presented in case study format. At course completion, students will be able to identify abnormal exercise responses and assess patients to document the source of impairment. 3 credits

PH 750 THE AGING PROCESS: RECOGNITION, RESPONSE, AND REHABILITATION
This course examines the aging process from the cellular through the systemic level and progresses to a discussion of the functional consequences of age-related change. Physical examination and assessment techniques focus on separating normal changes from pathology. Cases are employed to summarize and integrate didactic materials into clinical practice. 2 credits

PH 771 ANATOMICAL BASIS OF KINESIOLOGY
This course provides advanced study of the structure and function of the musculoskeletal system. Both lecture material presented by physicians and physical therapists and a detailed dissection of cadaver specimens provide the basis for discussion of orthopaedic dysfunction. The course consists of one lecture and two dissection laboratories weekly. Labs include surface anatomy, specific dissection of the extremities and spine, and demonstration of selected surgical procedures. 3 credits
PH 772 SPORTS INJURIES I: PREVENTION AND TRIAGE
The course introduces the student to the issues of prevention, triage, and immediate management of sports injuries. Lectures given by physical therapists and athletic trainers emphasize the principles underlying the issues. The laboratory practice sessions expose students to actual methodology and sports situations. Content includes the principles and practice of conditioning; pre-, in-, and off-season training; pre-season screening; weight evaluation and management; equipment and environmental assessment and control; on-site triage; and immediate management for various sporting activities. 2 credits

PH 774 BASIC ORTHOPAEDIC RADIOLOGICAL ASSESSMENT
Students are introduced to the basis of radiological imaging principles and techniques as applied to orthopaedic physical therapy. Lectures are provided by radiologists and orthopaedic surgeons. Standard radiography techniques and radiologic anatomy, common normal variants, and pathological and traumatic conditions are emphasized. Other imaging techniques, such as CT scan, nuclear medicine, angiography, magnetic resonance imaging, and arthrograms, are addressed. The course is organized
The course offers a comprehensive survey of foodservie, nutrition principles, and other related tasks and responsibilities in a foodservice system. Topics include facilities and organization planning, menu planning and merchandising, food procurement, receiving, storage, delivery, preparation, transportation, and service; budgeting and cost accounting. Lectures, case studies, discussions, and readings examine current practices in nutrition care management. 3 credits

**Dietetics Courses**

**DP 620 CLINICAL NUTRITION**
Nutrition principles are applied to selected disease states in medical and surgical patients. Students integrate absorption and metabolism of nutrients, anatomy, physiology, and pharmacology in order to assess patients and provide nutrition care. Skills necessary for clinical competency are discussed. Lectures, case studies, discussions, and readings examine current practices in nutrition care management. 2 credits

**DP 621 MANAGEMENT AND ORGANIZATION OF FOODSERVICE SYSTEMS**
The course offers a comprehensive survey of management functions and their related tasks and responsibilities in a foodservice system. Topics include facilities and organization planning, menu planning and merchandising, food procurement, receiving, storage, delivery, preparation, transportation, and service; budgeting and cost accounting. Lectures, case studies, and problem-solving exercises are applied to develop knowledge and skills for management practice. 3 credits

**DP 731 ADVANCED SEMINAR IN DIETETICS**
This course follows a seminar format with the introductory sessions focusing on how to make presentations in various settings. This is followed by classes that focus around a theme of current interest. Each participant conducts one session on a topic of his/her choice related to the theme. 1 credit

**DP 850 PRACTICUM IN NUTRITION AND CHRONIC DISEASES**
This practicum develops advanced skill in the prevention of chronic diseases and in the nutritional care of clients with chronic disorders. 2-4 credits

**DP 851 PRACTICUM IN NUTRITION AND METABOLIC DISORDERS**
Students develop skill in the nutritional care of individuals with metabolic disorders. The primary setting is the clinical research center. 2-4 credits

**DP 852 PRACTICUM IN NUTRITION AND THE CRITICALLY ILL**
This practicum provides advanced skill development in providing nutritional care to the critically ill. Primary emphasis is on the modalities of nutritional support. 2-4 credits

**DP 853 PRACTICUM IN NUTRITION AND HEALTH PROMOTION**
This practicum develops advanced skill in the promotion of good health and in the marketing of nutrition services to the public or specified population groups. 2-4 credits

**DP 880 THESIS RESEARCH**
This course provides registration for a student's work with assigned thesis readers on planning and implementing the research study and preparing the written thesis report. 3 credits

**DP 896-899, DP 796-799 INDEPENDENT STUDY IN D ietetics**
Students study special problems in clinical dietetics or foodservice systems management. They acquire information and skills through directed readings, investigations, and projects that are not covered in organized courses. Variable credits

**Nursing Courses**

**NS 620 NURSING PRACTICE: PROCESS AND SKILLS**
Students are introduced to the clinical practice of nursing. Emphasis is on scientific inquiry, critical thinking, and the clinical judgment process within the conceptual framework of the program. Students learn in-depth assessments of individuals across the life cycle and beginning problem identification, intervention, and evaluation. Use and integration of specific psychomotor nursing skills are included. Clinical practicums are provided. 5 credits

**NS 621 NURSING PRACTICE: COMMON PROBLEMS IN ADULT HEALTH**
This course integrates theory and research for the care of hospitalized adults. Patient care models are used to examine common nursing diagnoses associated with acute and chronic conditions. Emphasis is on the nurse's role in restoring and maintaining health and in managing patient and family responses to illness, hospitalization, and surgery. Clinical practicums are in medical and surgical settings. 5 credits

**NS 622 NURSING PRACTICE: MENTAL HEALTH AND PSYCHIATRIC NURSING**
Students examine selected scientific frameworks to assess behavior and its effectiveness and to evaluate interventions that enhance an optimal level of mental health. Clinical experiences are designed to promote the development of use of self in evaluative and therapeutic interventions as well as to identify the influence of selected social systems on patient care. The application of mental health principles to general nursing practice is emphasized. 5 credits

Lucy Hart Graves ('91) of Lexington, KY is a student in the Graduate Program in Nursing with a women's health specialization. She holds a degree in comparative literature from Brown University and plans to work as a nurse practitioner in a rural area of the country after completing her graduate studies. Lucy has been awarded the Ruth Sleeper Scholarship for outstanding academic and clinical achievement. She notes a growth in self-confidence and the acquisition of skills and knowledge that she will carry throughout her personal and professional life.
Can someone be this excited about human physiology?

NS 630 NURSING PROFESSION: LITERARY APPROACHES TO VALUES IN CARING FOR PATIENTS
The relationships between values and illness and between values and patient care are examined. Seminars focus on stories, poems, and essays that consider illness, mortality, and care of the sick. Societal values with regard to illness, values expressed by individuals who are ill, and values of caregivers are identified and explored. An effort is made to see how these different sets of values intersect as they influence care. The course considers the relationship of the caregiver to the client and to society as a whole. The use of literature, as an expression of the best that has been thought and said about the experience of being human aims to foster the self-enlightenment that is essential for empathy and for professional self-assessment. 2 credits

NS 631 NURSING PROFESSION: HISTORY AND CONTEMPORARY STATUS
This course focuses on the social evolution of nursing as a profession and the contributions of nursing to the health care system. Classic papers in the literature, biographical studies of nursing leaders, and major studies of nursing are reviewed and analyzed within a historical context. Contemporary issues are examined in relation to societal trends, national policies, and expanding technology. 2 credits

NS 632 NURSING PROFESSION: INTRODUCTION TO ROLE SPECIALIZATION
These topic-focused seminars introduce the student to the role of clinical nurse specialist. The course is designed to promote initial/beginning socialization of the students in the clinical nurse specialist role. The concepts of specialization and clinical leadership are discussed. 1 credit

NS 720 NURSING PRACTICE: MATERNAL AND NEWBORN HEALTH
The course uses a family-centered framework to offer the knowledge and skills necessary for nursing care of the woman and the infant throughout the maternity cycle. Physiological, psychological, and social theory, research, and trends influencing birthing are examined in relation to nursing interventions. Clinical practicums with women, infants, and families are offered. 5 credits

NS 721 NURSING PRACTICE: CHILD HEALTH
The course uses a family-centered framework to offer the knowledge and skills necessary for nursing care of the child from infancy through adolescence in wellness and illness. Physiological, psychological, and social research and theory are used to discuss common childhood health problems, developmentally related issues, anticipatory guidance for families and major illnesses of childhood. Nursing intervention with the child and family is the focus of the course. Clinical practicums are provided with children of varying ages in inpatient and outpatient settings. 5 credits
NS 722 NURSING PRACTICE: MULTI-SYSTEM PROBLEMS IN ADULT HEALTH
The course examines nursing care of hospitalized adults with complex problems. Patient care models are used to analyze nursing interventions in acute care settings. Clinical practicums are provided.
5 credits

NS 723 NURSING PRACTICE: COMMUNITY HEALTH
The course focuses on nursing care of individuals, families, and groups in community settings. Students are involved in health assessment, promotion, and maintenance for families and selected community groups, at varying points on the health-illness continuum. Students assess the health needs of the community and the community’s efforts to meet these needs. The nurse’s role as a contributor to the community’s efforts to provide for the health of its members is emphasized. Clinical practicums are offered in a variety of community agencies.
5 credits

NS 730 NURSING PROFESSION: POLICY AND POLITICS
This course provides a forum for the discussion of public policy related to health-care settings. The focus is on the interrelationships among the process of policy development and implementation, the role of health-care professionals in this process, and the delivery of health care. Students analyze health-care policy from socioeconomic, legal, ethical, political, and historical perspectives. They develop skills in policy analysis and strategic planning for the improvement of health care and the advancement of health-care professions.
2 credits

NS 735 THEORY EVOLUTION IN NURSING
The development of theory from Nightingale through the age of grand theory to current middle-range theory is examined. Methods for analyzing and critiquing theories are used in giving structure to the study of theory development. The use of nursing theory as a tool for research and for professional practice is emphasized.
3 credits

NS 736 NURSING RESEARCH SEMINAR
The seminar examines the research and critique processes. It compares and contrasts quantitative and qualitative research approaches. Students identify research issues applicable to specialty clinical nursing practice.
2 credits

NS 796-799 NS 896-899 SPECIAL TOPICS IN NURSING
Students conduct an in-depth directed study of a selected topic in nursing. The course is designed to be initiated by an interested group of students who negotiate with a faculty member and together develop objectives, credit, and criteria for successful completion of the course. Variable credits

NS 819 ADVANCED HEALTH ASSESSMENT
This course builds on basic physical assessment knowledge and skills. Emphasis is on becoming proficient in the technique of obtaining a comprehensive health history and performing an integrated physical examination. Content focuses on differentiation and interpretation of normal and abnormal findings. Practice labs are provided.
1 credit

NS 820 NURSING PRACTICE: CLINICAL SPECIALIST ROLE IMMERSION
Graduate nursing students enact the clinical specialist role with faculty and/or preceptor supervision. They enact selected role components and leadership skills consistent with course and personal objectives as well as opportunities within the clinical setting. Emphasis is on synthesizing and applying advanced clinical skills learned in previous clinical practica, and content learned in the clinical specialist role and organization courses.
5 credits

NS 830 NURSING PROFESSION: CLINICAL SPECIALISTS IN HEALTH CARE: ROLES, SKILLS AND STRATEGIES
Components of the clinical specialist’s role are examined. Roles of the clinical specialist include practitioner, consultant, educator, and researcher. Leadership aspects of the clinical specialist’s role such as collaborator, change agent, and manager are discussed. Emphasis is on applying the clinical specialist’s role in practice.
2 credits

NS 840 NURSING PRACTICE: CARDIOPULMONARY ANATOMY, PHYSIOLOGY AND PATHOPHYSIOLOGY
This course focuses on physiological concepts for understanding cardiopulmonary function and dysfunction in the adult. Emphasis is on expanding the student’s clinical judgment skills in relation to the health status of selected patients. The clinical component focuses on assessing people with cardiopulmonary problems in the acute care setting.
4 credits

NS 841 NURSING PRACTICE: CARDIOPULMONARY SPECIALTY II
The course focuses on the assessment and nursing management of acute and chronic health problems of adults with cardiopulmonary illness. Clinical experiences are in medical inpatient and outpatient settings. During this course students begin long-term work with a selected caseload of patients and gain experience in patient teaching and staff education.
4-5 credits

NS 842 NURSING PRACTICE: CARDIOPULMONARY SPECIALTY III
Complex problems and nursing interventions related to adults with cardiopulmonary disease are examined. Advanced knowledge, skills, current theory, and research are emphasized. Clinical practicums are in critical care settings, with continuation of ambulatory caseload experience.
4-5 credits

Megan Duke ('91) of Houston, TX is a registered dietitian enrolled in the Graduate Program in Dietetics. She holds a degree in nutrition/dietetics from the University of Texas Health Science Center at Houston, and has served the Shriners Burns Institute in Galveston for two years as a clinical dietitian. Megan is specializing in critical care dietetics and continues her interest in burn care. She plans to work in a clinical/research position in a critical care facility after completing her graduate studies. Megan considers the small class size, individual attention, variety of clinical experiences, and emphasis on research valuable components of her graduate work at the Institute.
A rehabilitation program for an elderly patient is implemented by Associate Professor Mary Anne Rosswurm, Ed.D., R.N. and alumna Alicia Curtin, M.S.N., R.N.

NS 850 NURSING PRACTICE: INTRODUCTION TO GERONTOLOGICAL NURSING
This course focuses on the evolution of gerontological nursing and the role of the gerontological nurse specialist. Emphasis is on comprehensive assessment of age-related changes, health teaching, and the analysis of community resources for older adults. The clinical practicum provides students with physical assessment opportunities. 4 credits

NS 851 NURSING PRACTICE: PRIMARY CARE OF THE OLDER ADULT
This course focuses on the nursing care of older adults who are experiencing acute and chronic illnesses commonly encountered in the community. The content reflects knowledge necessary for providing primary care to older adults within the context of the family and community. It builds on the student's knowledge of physical assessment, pathophysiology, and treatment modalities. It emphasizes knowledge and skill for health promotion, maintenance, diagnosis, and management of care in collaboration with other health professionals. Clinical experiences are in outpatient settings. Students have opportunities to observe the environmental impact of hospitalization on older adults. 4-5 credits

NS 852 NURSING PRACTICE: REHABILITATION AND LONG TERM CARE OF THE OLDER ADULT
This course focuses on application of the nursing process to older adults who demonstrate chronic physical and psychological health problems. The effects of loss on individuals and their families through institutionalization, relocations, and disease processes are analyzed. Clinical experience is planned within a variety of long-term care settings. Additional skill development is planned through co-leadership of a group, consultation, and ongoing clinical work with preceptors. 4-5 credits

NS 860 NURSING PRACTICE: INTRODUCTION TO ONCOLOGY SPECIALTY
This course examines the cancer experience of persons entering the health-care system but also views them at various points in the course of the disease, including: epidemiology, prevention and risk factors, screening and detection, diagnosis, treatment, and in selected instances, recurrence. Emphasis is on carcinogenesis, tumor immunology, and diagnosis as the scientific basis of cancer nursing practice. The conceptual framework for cancer nursing practice includes self-concept, coping, family relationships, support systems, developmental processes, communication, client education, mediation of stress, ethical issues, and the use of theory, and research in cancer nursing practice. Clinical practicums are in inpatient and ambulatory care settings. 4 credits
The course concentrates on the assessment and nursing management of acute and severe health problems of women, with an emphasis on problems related to reproduction. Clinical experiences are provided in both inpatient and outpatient settings. During this term, students have increased independence in clinical judgment and begin a long-term therapeutic experience with a selected caseload of patients. Experience in both patient teaching and staff education are provided. 4-5 credits

**NS 872** NURSING PRACTICE: NURSING MANAGEMENT OF COMMON CONCERNS AND CHILDBEARING PROBLEMS OF WOMEN

This is an advanced course in nursing management of the childbearing woman, with an emphasis on problems of the woman at risk. The course focuses on independent and collaborative management of childbearing problems in both acute and outpatient facilities as well as independent management of common problems of pregnancy and teaching and counseling of the childbearing woman. The experience with a long-term caseload continues. 4-5 credits

**NS 880** THESIS RESEARCH

This course provides registration for the student's work with assigned thesis readers on planning and implementing the thesis study and preparing the written thesis. 3 credits

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**Physical Therapy Courses**

**FT 720** FOUNDATIONS OF CLINICAL ASSESSMENT IN PHYSICAL THERAPY

This is the first of two clinical theory courses required of all students in the program. It includes: analysis of the nature of evaluation and its relationship to clinical judgment and treatment planning; study of the basic principles of sound measurement and how new methods of measurement can be developed and tested; critical review of the variety of techniques commonly used by physical therapists to evaluate their patients; an introduction to assessment of general health problems and to methods for making patient referrals. As a course project students develop and test a measurement procedure. 3 credits

**FT 760** EVALUATION OF THE NEUROLOGICALLY IMPAIRED ADULT

This course provides a practical basis for systematic evaluation of any patient with neurological disabilities. Tone, the sensory system, reflexive and volitional muscle recruitment mechanism, and the musculoskeletal system are addressed. The basis for evaluation is derived from a number of disciplines including rehabilitation, neurology, neurophysiology, and neuropsychology. Literature from these disciplines is used to illustrate the role of each system in producing normal or abnormal motor behavior. Interpretation of evaluation findings and their implications for physical therapeutic intervention are discussed. Age, mental status, and premorbid lifestyle are all taken into consideration. 3 credits

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Deidre Alessio ('92) of Somerville, MA, a student in the Graduate Program in Nursing, holds a degree in Spanish and bilingual studies from the State University of New York at Stony Brook. Deidre worked as a clinic coordinator at a shelter for the homeless, a teacher, and in a community health center in South America before coming to the Institute. She plans to practice in a community outpatient setting upon graduation. Deidre values the diverse nature of her fellow students and the active learning environment she has found at the Institute.
Historic Faneuil Hall
PT 761 SEMINAR ON TREATMENT APPROACHES TO THE NEUROLOGICALLY IMPAIRED
This course critically analyzes and compares physical therapy treatment approaches for the neurologically impaired by addressing three questions: What specific impairments are we addressing during treatment? Why do we choose particular techniques over others? Are our treatments effective? The focus is on the neurophysiological and kinesiological basis of a variety of treatment interventions. Seminar sessions involve interactive discussions of treatments used currently in the clinic, the theories underlying these treatment approaches, and evidence to support the validity of these theories. Critical review of recent literature provides a basis for examining the effectiveness/ineffectiveness of the various treatment techniques. Case studies are used to facilitate integrating new ideas for treatment strategies into actual clinical practice. 2 credits

PT 770 CONCEPTS OF ORTHOPAEDIC PHYSICAL THERAPY
This course presents a model of neuromusculoskeletal dysfunction as a basis for discussion of current orthopaedic physical therapy practice. Dysfunction of contractile and non-contractile soft tissue and articulations are related to clinical examination and treatment techniques. Generic treatment goals and strategies are discussed. The course provides a framework for evaluation of various hypotheses for treatment of the patient with soft tissue and articular lesions. Case studies are used throughout the course to enhance clinical relevance. Related topics discussed include: tissue mechanics and clinical tissue provocation, pathokinesiology of joint contracture, articular neurophysiology, inflammation and tissue healing, muscle dysfunction, and pain. 2 credits

PT 771 SEMINAR ON TREATMENT APPROACHES TO THE NEUROLOGICALLY IMPAIRED
This course critically analyzes and compares physical therapy treatment approaches for the neurologically impaired by addressing three questions: What specific impairments are we addressing during treatment? Why do we choose particular techniques over others? Are our treatments effective? The focus is on the neurophysiological and kinesiological basis of a variety of treatment interventions. Seminar sessions involve interactive discussions of treatments used currently in the clinic, the theories underlying these treatment approaches, and evidence to support the validity of these theories. Critical review of recent literature provides a basis for examining the effectiveness/ineffectiveness of the various treatment techniques. Case studies are used to facilitate integrating new ideas for treatment strategies into actual clinical practice. 2 credits

PT 772 ORTHOPAEDIC PHYSICAL EXAMINATION
Through lectures and supervised laboratory sessions, participants develop advanced skills in planning and executing examination and treatment strategies for the upper and lower quarters of the body. The content consists of analysis of clinical theory governing examination procedures, correlation of the history and subjective report with planning the orthopaedic examination, and integration of examination findings to formulate an assessment, goals and treatment plan. Case analysis illustrates the process of the orthopaedic exam. Patient demonstrations are included to stimulate clinical situations for the purpose of identifying and interpreting tissue and structural provocation tests for actual lesions. The course illustrates the content of Concepts of Orthopaedic Physical Therapy and prepares students for advanced courses in the Orthopaedic-Sport specialization. 1 credit

PT 773 BIOANALYSIS OF HUMAN MOVEMENT
The course focuses on the study and measurement of the internal and external forces acting on the body. Lectures explore theory and clinical application of force systems such as muscle synergistic movement, joint reaction force, orthoses, and friction. Laboratory sessions clarify the principles and practical application of biomechanical and mechanical measurement techniques such as electromyography, videotape, force transducers, isokinetic dynamometry, and surface electromyography. Current research and clinical applicability in physical therapy are emphasized. Several biomechanical projects are required. 3 credits

PT 775 SPORTS INJURIES II: EXAMINATION AND MANAGEMENT
All phases of injury evaluation and intervention for the recreational and elite athlete across the lifespan are addressed. Lectures discuss the biomechanical issues underlying injury frequency in various sports, as well as the specific biomechanics of selected injuries. Decision-making in evaluation and intervention planning are presented through lecture and case-design methods. Rationale and planning for progression of intervention and return to sport are discussed. 3 credits

PT 821 CLINICAL DECISION ANALYSIS
This is the second of the clinical theory foundations courses required of all students in the program. Through lectures and class exercises, students learn to use a formal process of decision analysis to identify, describe, and critique the process of clinical judgment they use in caring for patients. Working in small groups, students compare alternatives for managing a specific clinical problem, design a strategy for making key decisions, and critique the evidence supporting their treatment logic. 3 credits

Elaine L. Stewart, M.S., R.D. ('90) of Phoenix, AZ is an alumna of the Institute with helping her to broaden her clinical and research skills. Elaine found that the Institute's course schedule permitted her to maintain a full-time work schedule while she pursued her graduate degree. She noted that the opportunities for practicum experiences of almost any type in numerous facilities in and around Boston were extremely valuable. This, coupled with access to top researchers in many fields, has contributed much to her career advancement.
plans to pursue a group. "I had set certain goals and objectives for a student in the Graduate specialization. She holds a degree in international marketing support and as program manager in an engineering/development group. "I had set certain goals and objectives for a business and management career in a high tech company. I attained those goals and chose to move on to a more direct human experience—one where I still have to process large amounts of information quickly and use that information to manage change, but with more immediate knowledge of the results of my efforts."

**PT 839 CLINICAL PRECEPTORSHIP IN PHYSICAL THERAPY**
Advanced clinical practice is offered under the direction of a preceptor in the student's area of specialization. The practicum, designed to meet individual needs, provides a variety of clinical experiences to develop expertise in physical therapy evaluation and treatment techniques. Patient demonstrations, clinical practice, case conferences, and special seminars expand the student's ability to plan and implement integrated treatment approaches, and to formulate critical questions and analyses related to physical therapy practice. Areas of concentration available to the clinician include: orthopaedics; sports medicine; and neurologic, cardiac, pulmonary, geriatric and pediatric physical therapy. 3 or 6 credits

**PT 870 MANUAL THERAPY: EXTREMITIES**
Examination and manual treatment techniques of joint mobilization as a component of orthopaedic physical therapy practice are introduced. The basic tenets of joint dysfunction and mobilization as discussed in Concepts of Orthopaedic Physical Therapy are integrated into the lecture and laboratory sessions. The relationship of regional arthokinematics to osteokinematics for joints of the upper and lower extremities is discussed. Various methods and concepts of joint mobilization are reviewed to determine their common characteristics. Related topics are addressed such as: methods to document examination and treatment findings, clinical arthokinematics of "parallel" bones, principles of extremity joint manipulation, and self-mobilization. Laboratory sessions provide instruction and supervision in the practice of manual joint mobilization techniques. Case studies and a student project are used to integrate joint mobilization with other aspects of orthopaedic physical therapy in the clinical sequence. 3 credits

**PT 871 SPINAL MANUAL THERAPY: LUMBOPELVIC REGION**
This course introduces students to examination and treatment principles and techniques, with primary emphasis on joint mobilization. The soft tissue, joint, and peripheral neural components of the lumbopevic region are reviewed. The anatomy, kinesiology, and pathokinesiology of the regions pertinent to the clinical management of the patient are presented. Physical signs and symptoms of spinal dysfunction are discussed as a basis for formulating a strategy for the examination process. The student is introduced to the decision process for determining a biomechanical diagnosis of the patient's condition. Criteria for establishing specific treatment programs are presented. The implications of examination findings on the development of an independent therapeutic exercise program are addressed. Laboratory sessions provide instruction and supervision in the practice of spinal examination and joint mobilization treatment techniques. 3 credits

**PT 872 SPINAL MANUAL THERAPY: CERVICOTHORACIC REGION**
This course introduces the student to examination and treatment principles and techniques for the spine using joint mobilization. The soft tissue, joints, and peripheral neural components of the cervicomandibular, thoracic, and lumbopevic regions are reviewed. The anatomy, kinesiology, and pathokinesiology of the regions pertinent to the clinical management of the patient are presented. Physical signs and symptoms of spinal dysfunction are discussed as a basis for formulating a strategy for the examination process. The student is introduced to the decision process for determining a biomechanical diagnosis of the patient's condition. Criteria for implications of examination findings on the development of an independent therapeutic exercise program are addressed. Lab sessions provide instruction and supervision in the practice of spinal examination and joint mobilization treatment techniques. 2 credits

**PT 880 THESIS RESEARCH**
This course provides registration for the student's work with assigned thesis readers on planning and implementing the thesis study and preparing the written thesis. 3 credits

**PT 896-899 INDEPENDENT STUDY IN PHYSICAL THERAPY**
This course allows students to study special problems in physical therapy. Individually planned work guided by a member of the faculty may include directed readings, investigations, or projects in areas not currently covered by the Institute's formal courses. Variable credits
Trustees, Administration and Faculty

MGH Institute of Health Professions

Trustees and faculty work on the Institutes long range plan during a day long retreat at Boston's Harvard Club.
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1990-91
Academic Calendar

TERM I
Labor Day-Institute Holiday
Registration
Orientation
Classes begin
Columbus Day-no classes
Term II Preregistration Period
Veteran’s Day-no classes
Thanksgiving Break-no classes
Exam week
Term ends

TERM II
New Year’s Day-Institute holiday
Registration
Classes begin
Martin Luther King Day-no classes
Term III Preregistration Period
Washington’s Birthday break
Patriots’ Day-no classes
Exam week
Term ends

TERM III
Registration
Classes begin
Term I Preregistration Period
Memorial Day-no classes
Classes end (Term III.I)
Exams (Term III.I)
Commencement

TERM III.II
Classes begin
Independence Day-no classes
Classes end (Term III & III.II)
Exams (Term III & III.II)
Date you wish to begin study:

Please print or type

Name ___________________________

Social Security# ________________

Date you wish to begin study:

__ Sept. __ Jan. __ April 19__

Social Security# ________________

Name ___________________________

Current Address: Until ________

Street _________________________

Permanent Address:

City __________________________

State __________________________

Country ________________________

Zip Code ________________________

Home Phone _____________________

Business Phone __________________

Are you a United States citizen?

___ Yes ___ No

If No: Of what country are you a citizen? __________________________

Do you hold permanent resident status in the U.S.?

___ Yes ___ No

What is your expected visa status during your studies in the U.S.?

Please indicate your intended status during your first term of study:

___ Full-time degree candidate ___ Part-time degree candidate

___ International Scholar

Please check your program and area of specialization (RNs must declare a specialty):

___ Clinical Dietetics ___ Physical Therapy ___ Nursing

___ Cardiovascular Health ___ Cardiopulmonary ___ Cardiopulmonary

___ Diabetes Mellitus ___ Geriatrics ___ Gerontological

___ Metabolic Support ___ Neurology ___ Oncology

___ Pediatrics ___ Orthopaedic-Sports ___ Women's Health

___ Renal Disease ___ Undecided or Other ___ Undecided

___ Sports Nutrition ___

Are you a registered professional nurse?

___ Yes ___ No

Are you a registered/licenced physical therapist?

___ Yes ___ No

Are you a registered dietitian or are you eligible for registration?

___ Yes ___ No
Standard Tests
Applicants for admission are required to take the Verbal and Quantitative Aptitude Tests of the Graduate Record Examination. (GRE)
On what date did you/will you take the GRE? ____________________________
Report of official scores must be sent to the Admissions Office.

Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL).
On what date did you/will you take the TOEFL? ____________________________
Report of official scores must be sent to the Admissions Office.

Education
Please list all schools attended since the completion of high school. Request that the registrar of each school send an official transcript to the Admissions Office, MGH Institute of Health Professions.

<table>
<thead>
<tr>
<th>Name of college, university &amp; RN diploma school</th>
<th>Dates attended From</th>
<th>To</th>
<th>Degree or Certificate</th>
<th>Major</th>
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Please list below any Continuing Education courses or certificate programs attended. (This would include CPR certification, etc.)

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<th>Institution Attended</th>
<th>Course or Program</th>
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What is your overall Grade Point Average? Please calculate your GPA separately for each degree/diploma.

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Do you believe that your academic record accurately reflects your ability?

___ Yes    ___ No

If not, please explain: ____________________________

__________________________

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Work Experience*

Please list employment positions (including paid and volunteer positions held):

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Professional Organizations*

List all professional organizations in which you hold membership.

__________________________

__________________________

__________________________

Publications/Research*

If you have participated in any research projects, please describe them briefly. Emphasize the work you did. If necessary, attach a separate sheet.

__________________________

__________________________

__________________________

If you are the author of any publications, please list complete references.

__________________________

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__________________________

*For your convenience, you may complete these sections by submitting a current resume.
Statement of Philosophy, Qualifications and Career Objectives
In order to understand the diverse professional and pre-professional backgrounds of our applicants, and their motivations for pursuing graduate education, the Institute requests a statement of career interests. We urge you to give particular attention to this aspect of the application. Your statement will help us evaluate whether the Institute can offer you the type of program you want and need. Please submit a statement describing your academic interest and your present career aspirations. Your desire to secure an advanced degree in the profession and your reasons for selecting a particular area of specialization should be articulated. The statement should include a discussion of how your professional aspirations relate to your personal motivation. Significant personal work and educational experiences which have influenced your decision to choose or advance a career should be addressed. Also please describe how you learned about the Institute's program and your reasons for selecting it.

References
List the names and addresses of three people from whom you have requested references. You are urged to choose individuals who can evaluate your potential for graduate study. Please submit at least one academic reference. (The attached forms should be given to the persons you have listed below.)

Name and Address


Nondiscrimination Policy
The MGH Institute of Health Professions, Inc. admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students. It does not discriminate on the basis of race, color, national or ethnic origin, in administration of educational policies, scholarship and loan programs, and other programs.

I certify that the information on this application is true, and I understand that any misrepresentation may be cause for rejection of this application or subsequent dismissal from the MGH Institute of Health Professions.

Signature of Applicant  Date

Return this application with a non-refundable fee of $35 (payable to MGH Institute of Health Professions) to:

Admissions Office  MGH Institute of Health Professions  Ruth Sleeper Hall
Massachusetts General Hospital  Boston, Massachusetts  02114-2696
The MGH Institute of Health Professions is an exciting venture in graduate education for health-care professionals. The Massachusetts General Hospital Corporation received the authority to award degrees in 1977, and the Institute admitted its first students in September, 1980. The Institute is located on the campus of the Massachusetts General Hospital in Boston. It offers academic programs of the highest quality integrated with extraordinary opportunities for clinical practice and clinical research. The Institute awards the Master of Science Degree in Dietetics, Nursing, and Physical Therapy and is accredited by the New England Association of Schools and Colleges. The Massachusetts Board of Registration in Nursing has granted full approval to the Graduate Program in Nursing. The National League for Nursing granted accreditation to the Graduate Program in Nursing in October, 1986 (effective for eight years).

Professional preparation and specialization are provided through curricula designed to give students in each field a thorough grounding in the scientific theory and clinical skills of that profession. Faculty recognized for their teaching, research, and clinical competence guide students through both didactic and clinical instruction. Students and faculty are constantly alert to the goal of education at the Institute: providing and improving patient care. They test theories through clinical application and enliven classroom discussion through clinical examples.

Development of a scientific basis for practice is a major goal of the Institute, and individuals with established research records in their fields are recruited for the Institute's faculty. All masters degree candidates must design and complete a clinical thesis to fulfill their degree requirements.

Interdisciplinary study is an integral part of the Institute. Health professionals provide expert care within their own disciplines while simultaneously contributing to the improvement of total patient care through collaboration with numerous other care providers. Courses in the humanistic aspects of health care, in organization and management, and in research methods are also important elements of the interdisciplinary framework. Faculty and student clusters concentrate on areas of mutual interest to their disciplines. For instance, a group of faculty and students representing all disciplines may focus on a shared interest in geriatrics, oncology, cardiac rehabilitation, pain management or ethical aspects of clinical issues.

Faculty have the opportunity to combine teaching, clinical practice, and research in a single professional position. They are expected to maintain their clinical expertise while engaging in scholarly pursuits. They serve as model practitioners who help students integrate theory and research findings with good clinical practice: caring for patients, evaluating that care critically, and designing and carrying out clinical research to improve health care.

Students come from diverse backgrounds. They are highly motivated individuals who either seek to begin careers as health-care providers or to become more expert in their chosen profession. Some students enter the graduate programs immediately following graduation from college. Some are preparing to return to the work force or to make mid-life career changes. Others are practicing professionals who wish to continue their education in chosen areas of specialization. During their education at the Institute, all are prepared to take their places in a variety of clinical settings and to become leaders in clinical practice, research, and teaching.
Master of Science in Dietetics Program

The Graduate Program in Dietetics offers a Master of Science Degree in Dietetics and is designed to educate the dietitian to become a specialized practitioner in clinical dietetics in the acute care or ambulatory care setting. The program provides a foundation in both theory and practice to prepare the specialized practitioner for the demands of complex health-care systems. The focus of this program is to prepare advanced practitioners through a combination of didactic study, guided clinical practicums, and research experience.

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Within these areas, students may emphasize the role of nutrition in relationship to: cardiovascular health, sports nutrition, pediatrics, renal diseases, and diabetes mellitus. Opportunities are available to elect additional study in management and education.

Master of Science in Nursing Program

The Graduate Program in Nursing offers the Master of Science Degree in Nursing (MSN). The program was designed to prepare non-nurse college graduates for professional nursing practice as clinical nurse specialists. Following the granting of National League for Nursing accreditation, a second sequence was opened for registered professional nurse students who hold degrees in nursing or related disciplines. In accordance with the American Nurses' Association Social Policy Statement (1980), graduates of the program will be nurse clinicians who possess a high degree of knowledge, skill and competence in a specialized area of nursing.

The MSN is a three-year program, comprising two 15-week terms and one 7-week term each year. It was designed for full-time students who are expected to develop competencies in nursing practice and research and to prepare themselves to assume the professional responsibilities of the discipline. Registered nurse students may complete the program on a part-time basis but must take all practice courses in sequence.

Master of Science in Physical Therapy Program

The Graduate Program in Physical Therapy offers experienced physical therapists an opportunity to learn advanced clinical skills and knowledge in order to practice as clinical specialists. The central purpose of the program is to help students combine a high level of skill in patient evaluation and treatment with the analytical, planning, and research skills needed to improve practice in their areas of special interest. Students may also elect courses and practicums in clinical teaching and clinical administration.

Degree requirements may be completed through either full-time or part-time study and include 42 credits (including six credits of thesis). Study includes 12 credits of advanced clinical skills and clinical sciences courses, as well as a clinical preceptorship in the student's area of specialization.

The program offers specialty options in cardiopulmonary, geriatric, neurologic, and orthopaedic-sports physical therapy. The scope and focus of each student's specialization is individually planned. Students may choose from a variety of courses to meet most degree requirements and may plan clinical preceptorships to work with faculty in areas of special interest. The course of study, in combination with practice, will help students prepare for The American Board of Physical Therapy Specialties Certification in their specialty area.
To the Applicant: Please read this form and print your name on it; if you wish, date and sign it in the appropriate places. Then give a copy of the form and the attached program description to each of the three people whom you have asked to write a reference for you. Ask them to return the form directly to the Admissions Office.

I understand that Federal legislation provides me with a right of access to this recommendation if I am admitted and registered as a student at the MGH Institute of Health Professions. Furthermore, I understand that I may waive the right of access to this material but that no school or person can require me to do so. (Sign the following if you wish to waive the right to access.)

I hereby waive my right of access to this recommendation and authorize the person writing this reference to provide a candid and confidential evaluation and all relevant information to the MGH Institute of Health Professions.

To the Person Completing the Recommendation Form: This applicant for admission to the MGH Institute of Health Professions has given your name as a reference. The Admissions Committee would be grateful for your candid evaluation of the applicant's qualifications for graduate study and your assessment of his/her maturity and ability to work in a health-care setting. A brief description of the program is enclosed to aid you in providing an evaluation. We wish to point out that the applicant may, upon request, review this evaluation if she/he is admitted and becomes a student at the Institute.

Please review the attached description of the MGH Institute program to which this applicant seeks admission. We hope it will provide you with a general picture of the program's focus and level. Next, complete the following rating scales to record your assessment of some of the qualities we feel are most important as determinants of our student's ability to complete the program successfully and to contribute to the profession following graduation. Finally, and most important, please write on a separate sheet a narrative that comments on specific examples of the applicant's performance that have led you to make these assessments. We would also welcome any other information about the applicant that you feel would be helpful to our admissions committee.

1. Please describe briefly the capacity in which you have known this applicant and for how long: ____________________________________________

Please circle the rating number that best describes your assessment of this applicant.

2. Clarity of reasons for attending graduate school: Are the applicant's professional interests and career plans thought out clearly enough to provide a logical basis for his/her selection of graduate courses and topics for course projects, the thesis, and clinical practicums?

1 goals vague 2 adequate 3 goals very clear 4 unable to judge 0

MGH Institute of Health Professions
3. Scholarly ability and previous academic and professional preparation: Do these factors seem strong enough to let the applicant complete both advanced courses in clinical theory and the interdisciplinary science and humanities studies required for the IHP degree?

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10. Complete and attach the Recommendation Narrative to provide specific examples of the applicant's performance that have led you to make these assessments. Please provide any additional information which would be helpful to the admissions committee.

Signature __________________________ Position __________ Date __________

Name and Address __________________________
Applicant's Name: __________________ Program: __________________

This narrative should comment on specific examples of the applicant's performance that have led you to make the assessments on the preceding rating scales. We would also welcome any other information about the applicant that you feel would be helpful to our admissions committee. Please attach additional sheets if necessary. Return both recommendation form and recommendation narrative to: Office of Student Affairs, MGH Institute of Health Professions, 40 Parkman Street, Boston, MA, 02114-2696. Applicants' files will not be reviewed until all recommendation materials are received.

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10. Complete and attach the Recommendation Narrative to provide specific examples of the applicant's performance that have led you to make these assessments. Please provide any additional information which would be helpful to the admissions committee.

Signature ______________________  Position ______________________  Date __________

Name and Address ________________________________
Applicant's Name: ___________________ Program: _____________________

This narrative should comment on specific examples of the applicant's performance that have led you to make the assessments on the preceding rating scales. We would also welcome any other information about the applicant that you feel would be helpful to our admissions committee. Please attach additional sheets if necessary. Return both recommendation form and recommendation narrative to: Office of Student Affairs, MGH Institute of Health Professions, 40 Parkman Street, Boston, MA, 02114-2696. Applicants' files will not be reviewed until all recommendation materials are received.

Signature: ___________________ Date: ___________________
Name: ___________________ Position: ___________________
Address: ___________________
Please use this side of the form for additional information.

**Return to:**
Admissions Office
MGH Institute of Health Professions
Ruth Sleeper Hall
Massachusetts General Hospital
Boston, Massachusetts
02114-2696
The MGH Institute of Health Professions is an exciting venture in graduate education for health-care professionals. The Massachusetts General Hospital Corporation received the authority to award degrees in 1977, and the Institute admitted its first students in September, 1980. The Institute is located on the campus of the Massachusetts General Hospital in Boston. It offers academic programs of the highest quality integrated with extraordinary opportunities for clinical practice and clinical research. The Institute awards the Master of Science Degree in Dietetics, Nursing, and Physical Therapy and is accredited by the New England Association of Schools and Colleges. The Massachusetts Board of Registration in Nursing has granted full approval to the Graduate Program in Nursing. The National League for Nursing granted accreditation to the Graduate Program in Nursing in October, 1986 (effective for eight years).

Professional preparation and specialization are provided through curricula designed to give students in each field a thorough grounding in the scientific theory and clinical skills of that profession. Faculty recognized for their teaching, research, and clinical competence guide students through both didactic and clinical instruction. Students and faculty are constantly alert to the goal of education at the Institute: providing and improving patient care. They test theories through clinical application and enliven classroom discussion through clinical examples.

Development of a scientific basis for practice is a major goal of the Institute, and individuals with established research records in their fields are recruited for the Institute’s faculty. All masters degree candidates must design and complete a clinical thesis to fulfill their degree requirements.

Interdisciplinary study is an integral part of the Institute. Health professionals provide expert care within their own disciplines while simultaneously contributing to the improvement of total patient care through collaboration with numerous other care providers. Courses in the humanistic aspects of health care, in organization and management, and in research methods are also important elements of the interdisciplinary framework. Faculty and student clusters concentrate on areas of mutual interest to their disciplines. For instance, a group of faculty and students representing all disciplines may focus on a shared interest in geriatrics, oncology, cardiac rehabilitation, pain management or ethical aspects of clinical issues.

Faculty have the opportunity to combine teaching, clinical practice, and research in a single professional position. They are expected to maintain their clinical expertise while engaging in scholarly pursuits. They serve as model practitioners who help students integrate theory and research findings with good clinical practice: caring for patients, evaluating that care critically, and designing and carrying out clinical research to improve health care.

Students come from diverse backgrounds. They are highly motivated individuals who either seek to begin careers as health-care providers or to become more expert in their chosen profession. Some students enter the graduate programs immediately following graduation from college. Some are preparing to return to the work force or to make mid-life career changes. Others are practicing professionals who wish to continue their education in chosen areas of specialization. During their education at the Institute, all are prepared to take their places in a variety of clinical settings and to become leaders in clinical practice, research, and teaching.
Master of Science in Dietetics Program
The Graduate Program in Dietetics offers a Master of Science Degree in Dietetics and is designed to educate the dietitian to become a specialized practitioner in clinical dietetics in the acute care or ambulatory care setting. The program provides a foundation in both theory and practice to prepare the specialized practitioner for the demands of complex health-care systems. The focus of this program is to prepare advanced practitioners through a combination of didactic study, guided clinical practicums, and research experience.

The increasing complexity of professional practice in dietetics has created a need for dietitians who have in-depth knowledge and skills and can fill specialized and leadership positions in health-care settings. The Graduate Program in Dietetics offers Registered Dietitians an opportunity to prepare for specialty positions in clinical dietetics. Specialization focuses on the following areas: Nutrition and Health Promotion, Nutrition and the Life Cycle, Nutrition and Chronic Diseases, and Metabolic Support.

Within these areas, students may emphasize the role of nutrition in relationship to: cardiovascular health, sports nutrition, pediatrics, renal diseases, and diabetes mellitus. Opportunities are available to elect additional study in management and education.

Master of Science in Nursing Program
The Graduate Program in Nursing offers the Master of Science Degree in Nursing (MSN). The program was designed to prepare non-nurse college graduates for professional nursing practice as clinical nurse specialists. Following the granting of National League for Nursing accreditation, a second sequence was opened for registered professional nurse students who hold degrees in nursing or related disciplines. In accordance with the American Nurses’ Association Social Policy Statement (1980), graduates of the program will be nurse clinicians who possess a high degree of knowledge, skill and competence in a specialized area of nursing.

The MSN is a three-year program, comprising two 15-week terms and one 7-week term each year. It was designed for full-time students who are expected to develop competencies in nursing practice and research and to prepare themselves to assume the professional responsibilities of the discipline. Registered nurse students may complete the program on a part-time basis but must take all practice courses in sequence.

Master of Science in Physical Therapy Program
The Graduate Program in Physical Therapy offers experienced physical therapists an opportunity to learn advanced clinical skills and knowledge in order to practice as clinical specialists. The central purpose of the program is to help students combine a high level of skill in patient evaluation and treatment with the analytical, planning, and research skills needed to improve practice in their areas of special interest. Students may also elect courses and practicums in clinical teaching and clinical administration.

Degree requirements may be completed through either full-time or part-time study and include 42 credits (including six credits of thesis). Study includes 12 credits of advanced clinical skills and clinical sciences courses, as well as a clinical preceptorship in the student’s area of specialization.

The program offers specialty options in cardiopulmonary, geriatric, neurologic, and orthopaedic-sports physical therapy. The scope and focus of each student’s specialization is individually planned. Students may choose from a variety of courses to meet most degree requirements and may plan clinical preceptorships to work with faculty in areas of special interest. The course of study, in combination with practice, will help students prepare for The American Board of Physical Therapy Specialties Certification in their specialty area.
Applicant: ___________________________ Program: ___________________________

To the Applicant: Please read this form and print your name on it; if you wish, date and sign it in the appropriate places. Then give a copy of the form and the attached program description to each of the three people whom you have asked to write a reference for you. Ask them to return the form directly to the Admissions Office.

I understand that Federal legislation provides me with a right of access to this recommendation if I am admitted and registered as a student at the MGH Institute of Health Professions. Furthermore, I understand that I may waive the right of access to this material but that no school or person can require me to do so. (Sign the following if you wish to waive the right to access.)

I hereby waive my right of access to this recommendation and authorize the person writing this reference to provide a candid and confidential evaluation and all relevant information to the MGH Institute of Health Professions.

Signature ___________________________ Date ___________________________

To the Person Completing the Recommendation Form: This applicant for admission to the MGH Institute of Health Professions has given your name as a reference. The Admissions Committee would be grateful for your candid evaluation of the applicant's qualifications for graduate study and your assessment of his/her maturity and ability to work in a health-care setting. A brief description of the program is enclosed to aid you in providing an evaluation. We wish to point out that the applicant may, upon request, review this evaluation if she/he is admitted and becomes a student at the Institute.

Please review the attached description of the MGH Institute program to which this applicant seeks admission. We hope it will provide you with a general picture of the program's focus and level. Next, complete the following rating scales to record your assessment of some of the qualities we feel are most important as determinants of our student's ability to complete the program successfully and to contribute to the profession following graduation. Finally, and most important, please write on a separate sheet a narrative that comments on specific examples of the applicant's performance that have led you to make these assessments. We would also welcome any other information about the applicant that you feel would be helpful to our admissions committee.

1. Please describe briefly the capacity in which you have known this applicant and for how long: ___________________________ ___________________________

Please circle the rating number that best describes your assessment of this applicant.

2. Clarity of reasons for attending graduate school: Are the applicant's professional interests and career plans thought out clearly enough to provide a logical basis for his/her selection of graduate courses and topics for course projects, the thesis, and clinical practicums?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>goals vague</td>
</tr>
<tr>
<td>2</td>
<td>adequate</td>
</tr>
<tr>
<td>3</td>
<td>goals very clear</td>
</tr>
<tr>
<td>4</td>
<td>unable to judge</td>
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MGH Institute of Health Professions
3. Scholarly ability and previous academic and professional preparation: Do these factors seem strong enough to let the applicant complete both advanced courses in clinical theory and the interdisciplinary science and humanities studies required for the IHP degree?

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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>weak</td>
<td>adequate</td>
<td>very strong</td>
<td>unable to judge</td>
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</table>

4. Interpersonal skills: Will the applicant be able to work effectively with patients and professional staff and faculty during clinical preceptorships and research projects?

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<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>weak</td>
<td>adequate</td>
<td>very strong</td>
<td>unable to judge</td>
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</table>

5. Clinical competence: How would you rate this applicant's clinical skills in comparison with other students with whom you have worked?

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<th>4</th>
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<tbody>
<tr>
<td>weak</td>
<td>adequate</td>
<td>very strong</td>
<td>unable to judge</td>
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6. Ability to work independently: Does the applicant have enough initiative and ability to organize her/his own work and complete independent projects such as the thesis without excessive prodding or support?

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<tbody>
<tr>
<td>likely to need</td>
<td>adequate</td>
<td>excellent ability to work alone</td>
<td>unable to judge</td>
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</table>

7. Written communication skills: Is the applicant's ability to summarize information and express ideas in writing adequate to let her/him do acceptable work on graduate term papers and the master's thesis?

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<th>3</th>
<th>4</th>
<th>5</th>
<th>0</th>
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</thead>
<tbody>
<tr>
<td>weak</td>
<td>adequate</td>
<td>very strong</td>
<td>unable to judge</td>
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8. Potential for contributing to the graduate program: Will the applicant's past experience and personal abilities make her/him a valuable contributor during seminars, group projects, and other activities in which students share ideas and expertise?

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<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>has little to offer</td>
<td>adequate</td>
<td>has lots to offer</td>
<td>unable to judge</td>
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</table>

9. Potential for professional leadership: Do the applicant's professional goals and past performance seem to show that she/he has promise as someone who will contribute to the development of her/his field through work as a clinical specialist or in other leadership roles?

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<th>3</th>
<th>4</th>
<th>5</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>little evidence of leadership potential</td>
<td>adequate</td>
<td>already shows strong leadership</td>
<td>unable to judge</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Complete and attach the Recommendation Narrative to provide specific examples of the applicant's performance that have led you to make these assessments. Please provide any additional information which would be helpful to the admissions committee.

Signature ____________________________ Position ______ Date ______

Name and Address ____________________________
Applicant's Name: ______________________  Program: ______________________
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Boston, Massachusetts
02114-2696
The MGH Institute of Health Professions is a nonprofit, coeducational institution of higher learning incorporated under the General Laws of the Commonwealth of Massachusetts. The Institute is accredited by the New England Association of Schools and Colleges and is authorized under federal law to enroll nonimmigrant alien students. Information in this catalog is accurate as of the date of issuance. The right is reserved to make changes in detail as circumstances require.

The MGH Institute of Health Professions does not discriminate on the basis of race, color, gender, national or ethnic origin in administering its educational policies, admission policies, scholarship and loan programs, and other programs. The antidiscrimination policies of the Institute comply with Title VI of the Civil Rights Act and Title IX of the 1972 Education Amendments.