

MGH Institute of Health Professions



Catalog 2007 – 2008

Note: The official version of the MGH Institute of Health Professions Catalog is located online at the following URL: <http://www.mghihp.edu/students/catalog.html>.

This is a printable version of the information found in the online catalog.

Table of Contents

Accreditation Information.....	Page 3
Mission Statement.....	Page 4
Statement on Diversity.....	Page 4
History.....	Pages 4-5
Annual Notice to Students.....	Page 5
Academic Calendar.....	Pages 6-7
Interdisciplinary Education.....	Pages 8-11
Clinical Investigation.....	Pages 12-16
Communication Sciences and Disorders.....	Pages 17-29
Medical Imaging.....	Pages 30-37
Nursing.....	Pages 38-100
Physical Therapy.....	Pages 101-119
Trustees, Faculty, Administration, Staff.....	Pages 120-132
Enrollment.....	Pages 133-144
Including:	
▪ Admissions	
▪ Financial Aid	
▪ Tuition and Fees, Payments, Voucher Redemption, Refund Policy	
▪ Academic Policies	
▪ General Policies	
Conditions of Enrollment.....	Pages 145-150
Including:	
▪ Students Rights and Responsibilities	
▪ Criminal Offender Record Information (CORI)	
▪ Health Insurance Requirement	
▪ HIPPA Compliance Requirement	
▪ Immunization Requirement	
▪ OSHA Compliance Requirement	
Students Rights to Privacy Information (FERPA).....	Page 151
Safety and Security.....	Pages 152-153

Accreditation

The MGH Institute of Health Professions is accredited by the New England Association of Schools and Colleges, Inc. (NEASC) through its Commission on Institutions of Higher Education.

Accreditation of an institution of higher education by NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education

New England Association of Schools and Colleges
209 Burlington Road
Bedford, MA 01730-1433
(781) 271-0022

The Graduate Program in Medical Imaging is accredited by

The Joint Review Committee on Education in Radiologic Technology (JRCERT).

20 North Wacker Drive, Suite 2850
Chicago, IL 60606-3182
(312) 702-5300

The Graduate Program in Nursing is approved by the

Board of Registration in Nursing

Commonwealth of Massachusetts.
239 Causeway Street, Suite 500
Boston, MA 02114
(617) 727-9961

The Graduate Program in Nursing is also accredited by the

National League for Nursing Accrediting Commission, Inc.

61 Broadway, 33rd Floor
New York City, NY 10006
(800) 669-1656 x153
(212) 363-5555
Fax (212) 812-0390

The Professional Programs in Physical Therapy are accredited by

The Commission on Accreditation in Physical Therapy Education.

1111 North Fairfax Street
Alexandria, VA 22314-1488
(703) 684-APTA (2782) or (800) 999-APTA (2782)
TDD: (703) 683-6748
Fax: (703) 684-7343

The Graduate Program in Communication Sciences and Disorders is accredited by the

American Speech-Language-Hearing Association.

10801 Rockville Pike
Rockville, MD 20852
Professionals/Students (800) 498-2071
Public (800) 638-8255

Mission Statement

The Institute educates health care professionals to become leaders in their disciplines. The mission includes fostering an interdisciplinary and diverse educational community by:

- Integrating academic and clinical curricula
- Expanding and refining the scientific basis for health care through teaching, research and scholarship
- Developing innovative educational approaches
- Contributing to new models of practice to foster effective, affordable and ethical health care.

The Institute is an academic affiliate of the Massachusetts General Hospital and the only degree-granting educational institution within Partners HealthCare System.

Statement on Diversity

The MGH Institute is deeply committed to increasing the representation of diverse groups on its board of trustees, administration, faculty, staff, and students. We envision a community that is bound by the desire for equal consideration of all people.

We value, affirm, and respect the many individual differences each of us brings to the Institute. Our community strives to reflect the multicultural, multiethnic, and pluralistic composition of local, national, and international populations. The Institute's curricula prepare culturally competent health care providers.

Our commitment to the philosophy and value of diversity is evidenced by active recruitment and retention. Academic and administrative policies, procedures, and practices will promote a supportive environment that welcomes, affirms, and respects each individual. Accountability for implementation of this statement rests with the Institute leadership and is the shared responsibility of the entire Institute community.

History

The MGH Institute was created over a quarter of a century ago to address the need for master clinicians, leaders in the health care professions molded by the integration of theory and clinical practice in an interdisciplinary environment.

The Massachusetts General Hospital commitment to world-class patient care, education and research has long extended beyond their affiliation with the Harvard Medical School into the broader scope of other health professions. The MGH School of Nursing, founded in 1873, was closed in 1981 to focus on the education of advanced practice health professionals.

The Commonwealth of Massachusetts awarded the MGH degree-granting authority in 1977, despite objections from other universities to the innovative concept of a hospital granting degrees. The MGH was initially authorized to grant the Master of Science degree in physical therapy, nursing, speech-language pathology and dietetics and the Bachelor of Science degree in respiratory therapy and radiologic technology, though the Institute has never offered bachelor degrees. Later amendments have approved additional degree and certificate programs.

The MGH renamed its original educational division as the MGH Institute of Health Professions in 1980 and the first students were admitted. The first degree, a Master of Science in Physical Therapy, was granted in 1983. In 1982, the Institute admitted students to the direct-entry masters program in nursing, one of the first to enroll baccalaureate prepared individuals with no prior experience or education in nursing.

The Institute became a separate corporation in 1985, with its own board of trustees, though it remains an MGH affiliate. In 1994, MGH joined Brigham and Women's Hospital to found the Partners HealthCare System, now one of the most highly regarded integrated health care systems in the country, the largest in New England, and Massachusetts' largest employer.

At the Institute, academic offerings have changed in response to the health care environment. Some programs have closed -- social work and dietetics -- while many new ones have been created. Students were first admitted to the Graduate Program in Communication Sciences and Disorders in 1991 and to the entry-level physical therapy program in 1995. The Graduate Program in Clinical Investigation was developed in 1997 and the Doctor of Physical Therapy in 1999, when the first online courses were also offered.

The alumni association was founded in 1997 and now numbers more than 2,500 members worldwide. The MGH Institute celebrated its 25th anniversary in 2002 with the dedication of the Catherine Filene Shouse Building, its new home in the Charlestown Navy Yard.

Annual Notice to Students

The purpose of the Online Catalog is to provide information about the MGH Institute of Health Professions to persons who work and study at the Institute, to persons who may be interested in applying for admission, and to the general public. While every effort has been made to insure the accuracy of the information in these online publications, the Institute reserves the right to make changes at any time with respect to course offerings, degree requirements, services provided, or any other subject addressed in the Online Catalog.

The Catalog provides policies and procedures in effect at the time of posting on the website for Academic Year 2007-2008. Although subject to change, the program requirements for students who enter the Institute during the terms covered by this online catalog must be satisfied by the student for successful completion of any program.

The MGH Institute of Health Professions does not discriminate on the basis of color, race, creed, gender, sexual orientation, gender identity or expression, age, disability, veteran status, marital status, or national origin. The Institute respects and values the diverse backgrounds of all people and welcomes them to fully participate in campus life.

This policy incorporates, by reference, the requirements of Title VI of the Civil Rights Act, Title IX of the 1972 Educational Amendments, and all relevant federal, state, and local laws, statutes, and regulations.

Academic Calendar



MGH INSTITUTE OF HEALTH PROFESSIONS Academic Calendar 2007 – 2008 **Fall Semester 2007/September 5 – December 20, 2007**

Payment Deadline for returning students	July 15
Labor Day Holiday – Institute closed	September 3
Orientation	September 4 – 5
First day of classes; Classes begin at 1:00 p.m. for new students only; Full day for continuing students. Registration deadline for new students	September 5
Last day to add a class or elect audit or pass/fail option	September 20
Deadline for course exemption and credit-by-exam without financial penalty	September 20
Columbus Day Holiday – Institute Closed	October 8
Last day to drop a class without a withdrawal “W” grade – No refunds after this date.	October 9
Advising/Registration for Spring Semester 2008 for returning students	October 22 - November 9
Last day to drop a class with a withdrawal “W” grade	October 23
Thanksgiving break – Institute closed Classes end at 4:00 p.m. on November 21 and resume on November 26	November 22 – 23
Last day of classes for the Fall Semester	December 11
Reading Days	December 12 – 13
Final Examinations	December 14 – 20
Deadline for completion of thesis requirements for January 2008 diploma	December 20
Christmas Holiday – Institute closed	December 24 – 25
New Year’s Holiday – Institute closed	January 1

Spring Semester 2008/January 7 - April 28, 2008

Payment deadline for returning students	December 10
First day of classes; Registration deadline for new students	January 7
Martin Luther King Day Holiday – Institute closed	January 21
Last day to add a class or elect audit or pass/fail options	January 22
Deadline for course exemption and credit-by-exam without financial penalty	January 22
Last day to drop a class without a withdrawal “W” grade – No refunds after this date.	February 8
Presidents’ Day Holiday – Institute closed	February 18
Last day to drop a class with a withdrawal “W” grade	February 22
Spring break	March 3 – 7
Easter Holiday – Institute Closed	March 23
Advising/Registration for Summer and Fall Semesters 2008	March 17 - April 4
Last day of classes for Spring Semester	April 18
Reading Days	April 21 – 22
Final Examinations (includes Saturday)	April 23 – 28
Deadline for completion of thesis for May 2008 diploma	April 28
Commencement Week Activities	April 30 – May 2
Commencement	May 3

Summer Semester 2008/May 5 – August 19, 2008

Payment deadline for returning students	May 2
First day of classes; Registration deadline for new students	May 5
Last day to add a class or elect audit or pass/fail options	May 20
Deadline for course exemption and credit-by-exam without financial penalty	May 20
Memorial Day Holiday – Institute closed	May 26
Last day to drop a class without a withdrawal “W” grade – No refunds after this date.	June 6
Last day to drop a class with a withdrawal “W” grade	June 20
Independence Day Holiday – Institute closed	July 4
Last day of classes for Summer Session	August 8
Reading Days	August 11 – 12
Final Examinations	August 13 – 19
Deadline for completion of thesis for September 2008 diploma	August 19

DPT Entering Students/Science Summer – Nursing and CSD/June 9 – August 15, 2008

First day of classes	June 9
Payment deadline	June 9
Last day to add or drop a class or elect audit or pass/fail options	June 13
Last day for 100% refund for students who drop a class or withdraw from the Institute	June 13
Last day to drop a class without a withdrawal "W" grade	June 20
Last Day of classes for entering DPT students	August 8
Last day of classes for Science Summer	August 15

Please note: The refund schedule applies to those students who drop a class before the drop with a "W" grade deadline or who withdraw completely from the Institute.

Refund Schedule – Fall 2007

September 5 through September 11 – 100%

September 12 through September 18 – 80%

September 19 through September 25 – 60%

September 26 through October 2 – 40%

October 3 through October 9 – 20%

After October 9 – No refunds

Refund Schedule – Spring 2008

January 7 through January 13 – 100%

January 14 through January 20 – 80%

January 21 through January 27 – 60%

January 28 through February 3 – 40%

February 4 through February 8 – 20%

After February 8 – No refunds

Refund Schedule – Summer 2008

May 5 through May 11 – 100%

May 12 through May 18 – 80%

May 19 through May 25 – 60%

May 26 through June 1 – 40%

June 2 through June 6 – 20 %

After June 6 – No Refunds

Refund Schedule for Shortened Semester/Modules

**Students will be allowed 100% refund through the 5th class day of the module.
As of the 6th class day no refunds will be made.**

Interdisciplinary Education

Leaders in the health professions need to be able to work effectively across disciplines and in collaboration with health professionals of different specialties. To that end, the Institute's curriculum seeks to prepare students:

- to engage in critical thinking to guide professional practice and scholarly inquiry;
- to integrate knowledge and theories into professional practice;
- to use effective communication and collaboration skills;
- to influence health policy and practices in evolving systems of health care delivery in a pluralistic society;
- to incorporate ethical and professional values and standards in the delivery of health care.

To accomplish this, interdisciplinary activities are interwoven with discipline-specific learning. The interdisciplinary aspects of the curriculum include required courses at different levels, elective courses, shared clinical experiences, and research projects.

All students who are entering the health professions through the entry-level programs share a course in Ethical Issues in Health Care, while students who are already health professionals and in the advanced programs share courses in research and statistics.

There is content of interest to students from all disciplines in a number of different interdisciplinary course offerings. Each academic program also offers more specialized courses, seventeen in all, that are of interest to students in other disciplines. Nine courses are prerequisite courses for degree programs and are open to students from a variety of backgrounds.

Many clinical issues cross disciplinary lines. All students at the MGH Institute participate in an interdisciplinary clinical seminar where the focus is on clinical issues, patient care management, teamwork, collaboration, and the perspectives and roles of various health care providers. Students, faculty, and staff are invited to participate in quarterly Schwartz Center Educational Rounds where the focus is on strengthening the relationship between patients and caregivers.

In many clinical placement sites, there are students from more than one of our disciplines; faculty aim to assure that common goals are met and students are interacting and sharing these experiences. Finally, students have the opportunity to become involved in research. These collaborative activities may involve faculty from a variety of disciplines as well as practicing health professionals.

Listing of Interdisciplinary Courses

HP 402 CHEMISTRY

Prerequisite: none. Pass/Fail grading only; audit not available. Focuses on topics and concepts integrated from chemistry which are crucial to clinical nursing practice. Serves as prerequisite to the first semester of three-year nursing program; not transferable to other schools. 3 Undergrad Credits.

HP 404 MICROBIOLOGY

Prerequisite: none. Pass/Fail grading only; audit not available. Basic level course offering the beginning nursing student a practical knowledge of the concepts of microbiology. Serves as prerequisite to the first semester of the three-year nursing program; not transferable to other schools. 0 Credit.

HP 405 NUTRITION

Prerequisite: none. Pass/Fail grading only; audit not available. Focuses on the functions, sources, and utilization of macronutrients, vitamins/ minerals, and fluid. Serves as prerequisite to the first semester of the three-year nursing program; not transferable to other schools. 0 Credit.

HP 450 HUMAN ANATOMY

Prerequisite: none. Pass/Fail available; audit not available. Provides a comprehensive overview of human anatomy, including the structure of all organ systems. Serves as prerequisite to the first semester of the three-year nursing program. 3 Undergrad Credits.

HP 451 HUMAN PHYSIOLOGY

Prerequisite: none. Pass/Fail available; audit not available. Provides a comprehensive overview of human physiology, including study of all organ systems. Serves as prerequisite to the first semester of the three-year nursing program. 3 Undergrad Credits.

HP 621 PATHOPHYSIOLOGY

Prerequisites: Anatomy, Physiology. This course focuses on common pathophysiological processes applied to common acute and chronic diseases. 3 Credits.

HP 622 PHARMACOLOGY

Prerequisite: None. Pass/Fail and audit available. Research, theory, and practices in pharmacology as a base for the safe administration of drugs. 3 Credits.

HP 704 INTERDISC. APPROACHES TO PAIN MGMT - MOD 1

Prerequisite: Clinical experience as a health care worker. Pass/Fail and audit available. The basis of understanding the symptom of pain is discussed from physiological, anatomic, pathologic, and psychologic perspectives. Syndromes of acute/chronic pain are described and evaluation and management strategies presented. Examples of how health professionals from many disciplines can work together to assess and treat pain are examined through case studies. 2 Credits.

HP 705 INTERDISC. APPROACHES TO PAIN MGMT - MOD 2

Prerequisite: Clinical experience as a health care worker. Pass/Fail and audit available. The basis of understanding the symptom of pain is discussed from physiological, anatomic, pathologic, and psychologic perspectives. Syndromes of acute/chronic pain are described and evaluation and management strategies presented. Examples of how health professionals from many disciplines can work together to assess and treat pain are examined through case studies. 1 Credit.

HP 706 GENETICS FOR HEALTH CARE PROFESSIONALS: PRINCIPLES

Prerequisites: Matriculated student, health professional, or consent of the instructor. This course focuses on patterns of genetic inheritance, genetic structure and function, population genetics and genetic risk assessment and counseling. Lectures, tutorials, and workshops will involve case analysis that will demonstrate the practical application of these principles to clinical practice. 1 Credit.

HP 707 GENETICS FOR HEALTH CARE PROFESSIONALS: TESTING

Prerequisites: HP 706 or consent of the instructor. This course focuses on molecular genetic techniques, indications for testing, interpretation of data, and communication of test results. Lectures, laboratory demonstrations, workshops, and tutorials will use case studies to provide insight into testing methods and their use for diagnosis in clinical situations. 1 Credit.

HP 708 GENETICS FOR HEALTH CARE PROFESSIONALS: RESEARCH

Prerequisites: HP 707 or consent of the instructor. This course focuses on genetic research including study design, the informed consent process, regulatory issues, and the reporting of research results. Lectures, workshops, and tutorials will allow participants to understand the practical and ethical issues involved in designing, initiating, and recruiting patients for genetic research. 1 Credit.

HP 709 LITERATURE & THE ARTS AS PATHWAYS TO UNDERSTANDING ILLNESS

Prerequisites: none. This interdisciplinary course uses literature and the arts to foster an appreciation of living with illness and disability. It includes selections from fiction, biography, personal narrative/memoir, poetry, drama, film, art, and dance as well as clinical studies. Students will explore cultural, personal, social, psychological, ethical, and spiritual issues raised by the material. 2 Credits.

HP 710 Teaching Skills for Health Care Professionals

Prerequisite: none. Pass/Fail available; audit not available. This course helps clinicians learn principles of effective teaching/ learning and emphasizes application of principles to patient education, staff training, clinical supervision of students, and classroom teaching. Classes are interactive and give learners opportunities to experience varied teaching techniques. 2 Credits.

HP 712 FOUNDATIONS OF TEACHING AND LEARNING

Prerequisite: None. This course will introduce the learner to basic theories of adult teaching and learning. Historical antecedents to current methodologies will be discussed. A focus on teaching/learning in the context of higher education will be explored. A diversity of learning theories will be studied with an emphasis on how these affect one's decisions in selecting teaching strategies. Includes critical analysis of selected theories and their application to a variety of educational environments. 3 Credits.

HP 713 COURSE DESIGN AND MEAS OF LEARN OUTCOMES

Prerequisite: None. Exploration of the components of the course development process and assessment methodologies well as the rationale for measuring learning in the cognitive, psychomotor, and affective domains. Provides an introduction to both theory and methods of evaluation. Assessment of process outcome in classroom and clinical settings at the level of the learner, course and program are emphasized. Legal and ethical issues in course design and evaluation considered. 3 Credits

HP 714 TEACHING PRACTICUM

Prerequisite: Consent of Instructor. This course is a teaching practicum during which time learners will be paired with a teacher-mentor. The learner will apply principles of teaching, learning, and assessment, as applicable to the unique learning environment selected. Reflections will be shared with online classmates. 3 Credits.

HP 715 DESIGN, IMPL, & EVAL PROG LEARNING ENVIRON

Prerequisite: HP 712/713. Can be taken with HP 714. Emphasis on the development of a curriculum relevant to the setting for which the learner is preparing (i.e. academic program, staff development, patient education). Focus is on the integration of classroom and clinical teaching/learning roles of the health care educator. 3 Credits.

HP 716 TEACH & LEARN SYNTHESIS FOR HLTH CARE PROFESSIONALS

Prerequisite: HP 712/713/714/715. A synthesis of teaching and learning theory and experiences to develop an in-depth understanding of various health educator roles. The impact of legal, ethical, political, cultural, social, organizational, professional, and economic factors is explored. With guidance and feedback from a teacher-mentor, the learner will develop a clinical, academic, patient or community education , or professional development program. 3 Credits.

HP717 SURVEY OF HEALTHCARE INFORMATICS

This course presents an overview of the evolution of healthcare informatics from an interdisciplinary perspective, in sufficient depth to prepare students for the national informatics exams. The observational lab component of the course will provide students with practical exposure to a working healthcare informatics environment. Students will learn: healthcare informatics history, concepts, theories, and applications within the healthcare industry, the information system life cycle; human factors issues in healthcare informatics; enabling information systems technologies; knowledge management principles; professional practice trends and issues; and major models and theories in healthcare informatics. 4 credits.

HP 720 DESIGNING CLINICAL RESEARCH

Prerequisites: None. Pass/Fail available. This course is an introduction to the basic elements of research design for clinical inquiry emphasizing the process of developing clinically relevant and feasible research questions, concepts of reliability and validity in measurement and design, and the application of a variety of research designs for answering questions of clinical interest. 3 credits

HP 721 STATISTICS FOR CLINICAL RESEARCH

Pass/Fail available. Basic statistics for graduate students in the health professions, including descriptive and inferential statistics.

3 credits

HP 724 DEV. INTERDISC. APPROAC TO HLTH MGMT OF OLDER

This course will focus on health management for older adults by addressing policy, economic, organizational structure, and clinical issues. It will focus on effective outcomes, understanding the range of professional roles, and provide knowledge and skills necessary for interdisciplinary professional practice. 2 Credits.

HP 725 HEALTHCARE INFORMATION SYSTEMS

Prerequisites: None. This course presents the terminology, technology and application of information systems in various healthcare information systems and networks. Topics that will be emphasized include a survey of health information systems, operational fundamentals, information systems life cycle, security, audit, and control; legislation, regulations, and accreditation standards, system selection and negotiating contracts, strategic planning and evaluation; design and management of health information systems, and data repositories and data warehouses. 3 Credits

HP 735 HEALTHCARE OPERATIONS AND MANAGEMENT

Prerequisites: None. This course presents the operational and management issues related to Applied Healthcare Informatics, with an emphasis on the major operations and management challenges in healthcare informatics, operations and management in healthcare informatics and compared to other industries, enabling technologies for operations and management, project management concepts, capabilities, and terminology; identifying the skill set requirements for particular projects; forming and nurturing effective teams and related staffing issues, and managing change, process and workflow. 3 Credits

HP 745 ETHICAL, LEGAL AND TECHNICAL STANDARDS IN HEALTH INFORMATION

Prerequisites: None. This course presents the ethical, legal, and technical standards that apply to Applied Healthcare Informatics. Major topics that will be emphasized include: overview of ethical, legal, and technical standards that apply to the healthcare informatics community, scientific integrity; professional ethics, privacy, confidentiality and security; intellectual property, nomenclature, and communications. Credits 3

HP 755 CLINICAL DOCUMENTATIONS AND KNOWLEDGE MANAGEMENT

Prerequisites: None This course presents the knowledge management principles and techniques relevant to the clinical documentation process. Emphasis will be placed on theories and applications of knowledge management, the knowledge management process, applications of information technologies in knowledge management, knowledge repositories, knowledge leadership roles and skills, codification methods, and clinical documentation as an enabler of evidence-based practice. 3 Credits

HP 815 DECISION SCIENCE

Prerequisites: None This course presents Decision Science, a cornerstone of Applied Healthcare Informatics, from clinical, information technology, and management perspectives. The elements of decision science to be emphasized include clinical decision analysis with biostatistics, methods for analyzing complex patient-management problems, applying data from the literature to estimate the likelihood of outcomes, quantifying the value of health outcomes, calculating the strength of strategy preference, the role of information systems in supporting administrative and clinical decision making, and developing systems that support healthcare providers and administrators in clinical/administrative decision-making. 3 Credits

HP 820 ETHICAL ISSUES IN HEALTH CARE

Prerequisite: none. Pass/Fail and audit available. Basic ethical theory combined with a problem-solving approach to ethical issues commonly confronting health professionals. 2 Credits

HP 822 LIVING WITH DEATH AND GRIEF

Prerequisite: none. Pass/Fail and audit available. Provides an understanding of dying, death, and bereavement from historical, cultural, societal, interpersonal, and personal perspectives. Exploration of philosophical, theoretical, and pragmatic issues underlying choices and decisions in clinical practice. 3 Credits.

HP 831 ORGANIZATIONAL PERSPECTIVES:THEORY AND ACTION

Prerequisites: None. This course focuses on interdisciplinary survey of theoretical approaches to the study of organizations. Macro and micro views of human systems are compared and contrasted, with emphasis on analyzing and intervening in organizations. 3 Credits.

HP 998/999 INTERDISCIPLINARY SEMINARS

These seminars are required of all 1st and 2nd year Entry-Level students in the Spring term of Years 1 and 2. 0 Credit.

CLINICAL INVESTIGATION: PROGRAM OVERVIEW

Visit our Admissions Pages for Admissions Requirements

The explosion of scientific advances in genetics and other areas leading to new medical treatments in recent years has given rise to a vast and complex field of patient-oriented clinical research known as Clinical Investigation.

Clinical Investigation involves a number of areas of clinical research necessary to the development of drugs, medical devices, radiological products, and biologicals for the treatment, prevention, or diagnosis of a disease or condition in humans. Included among these are:

- **Translational Research** - defining normal physiology and disease mechanisms
- **Clinical Trials** - testing new drugs, devices, radiological products, and biologicals for efficacy in order to bring new products to market
- **Outcomes Research** - determining the effectiveness of established therapeutic approaches

All of this research involves the study of human beings or human samples (if analyzed in correlation with a patient's entire clinical condition). The field of Clinical Investigation encompasses all the professions needed to design, implement, manage, analyze, and govern this research.

For those interested in pursuing one of the wide arrays of professional roles needed to support this burgeoning field, the MGH Institute offers two graduate-level curricula:

[Master of Science in Clinical Investigation](#)

[Certificate of Advanced Study in Clinical Investigation](#)

A pioneer in developing a graduate-level education for this comparatively new field, the MGH Institute's Clinical Investigation Program broadly prepares individuals for professional pursuits in both industry and academia. Graduates of our program have accepted roles in venues as diverse as pharmaceutical companies, biotechnology companies, contract research organizations (CROs), government, and academic health centers (teaching hospitals). The positions they have accepted have included: principal investigator, co-investigator, clinical research associate, clinical research coordinator, research nurse, pharmaceutical sales representative, individual/regional monitor, research project manager, director of quality assurance/quality improvement, human subject protection specialist, and data management specialist, among others.

Comprehensive and innovative in both its content and educational approach, our program offers a parallel instructional format that includes classroom and online options for many of its courses. Some courses are available as classroom courses and taught once a week on our Boston campus in the Charlestown Navy Yard. All courses for both the certificate and master's programs are available online via dynamic, web-based software developed at the MGH Institute. These distance learning offerings blend optimal teaching methodologies with the flexibility of online academic study while opening the program to national candidates outside the Boston area.

Hands-on, human subject, clinical research experiences are a primary part of the master's degree track, which offers closely-mentored, semester-long field placements in a variety of clinical research settings in a student's area of interest, both regionally and nationally.

The key areas of study essential to the development of a broadly-prepared, multi-skilled leader in clinical investigation are:

- The infrastructure of the clinical investigation process, including the multidisciplinary team responsibilities and rigorous scientific methods of patient-oriented clinical research and design as they apply to protocol review and feasibility, institutional review board direction, implementation of the trial, data management, and study completion.
- Statistical research-design considerations, including randomization and sample-size determination methods for analyzing statistical results from clinical investigations.

- Ethical issues inherent in the design and conduct of patient-oriented clinical research, including the protection of human subjects, scientific fraud and misconduct, and emerging issues in clinical research ethics.
- Principles of law governing patient-oriented clinical research, including contracts, negligence, product liability, as well as the regulatory framework of state and federal governments.

Master of Science in Clinical Investigation

Combining interdisciplinary, theoretical academics with two semesters of hands-on, mentored field experiences, the Master of Science in Clinical Investigation offers a broad and comprehensive education in the science, management, biostatistics, ethics, and regulatory aspects of patient-oriented clinical research.

Designed for anyone interested in a career in clinical research, the program attracts a diverse group of both experienced health care professionals and new college graduates including: nurses, pharmacists, physicians, biologists, chemists, information technologists, relational database managers, educators, engineers, and ethicists. Graduates of this program who also have MD, DMD, PharmD, or PhD degrees gain perspectives critical to a clinical investigator. Other health care professionals receive the education required to take on increasingly higher levels of responsibility as clinical researchers. Graduates from non-health care related disciplines gain the insight and experience needed to transition into a wide range of clinical research careers.

Featuring a parallel instructional format that includes both classroom and online options for many of its courses, the program attracts regional and national candidates and is ideally suited for individuals with full-time career obligations. Although the 36 credit program can be completed in one year (given three semesters of a 12 credit course load), students typically take one or two courses per semester while working full-time.

As a student of this rigorous graduate degree program, you will be immersed in the science-based theory and evidence-based practice of the premier minds, practitioners, and facilities in the clinical investigation field. Guided by a faculty of scientists, physicians, and practicing clinical researchers, you will gain exposure to clinical research planning, clinical trial design, protocol preparation, interaction with Institutional Review Boards, regulatory requirements, selection of trial subjects/patients, trial management, study monitoring, and data analysis. You will enjoy unparalleled access to world-class research organizations and associated Web-based libraries and databases. And through a dynamic interchange with mentors and fellow classmates, you will acquire academic knowledge in research methods, biostatistics, ethics, and regulatory policy while developing concrete skills in critical thinking, analysis, and research science appropriate to conducting clinical investigations.

Clinical Investigation: Mentored Field Experience (MS only)

Mentored Field Experiences are available in a wide variety of clinical research settings both regionally and nationally, permitting students to fulfill all the master's degree requirements while studying at a distance. These placements not only provide opportunity for our students to integrate their theoretical understanding of research methods, statistics, ethics, and regulatory policy with the development of concrete clinical investigation skills and conduct, they also provide invaluable networking opportunities.

Many master's graduates end up gainfully employed by the very organizations with whom they do their Mentored Field Experiences. These placements also provide lesser experienced students with the experience they need for entry into the clinical research field.

Clinical Investigation: Special Features

The Clinical Investigation program offers individuals holding a bachelor's degree in any field opportunity for entry into or advancement in the field of patient-oriented clinical research. There are many features that make our program unique.

Pioneer in Developing Graduate Level Education

Developed in the mid-1990's, our CI program helped set the standard for a graduate level education in Clinical Investigation. As a pioneer in the field, we continue to maintain a leadership position by ensuring that our students

are not only instructed in the field's most current and relevant practices, they are privy to the innovative thinking and professional and ethical standards that will define tomorrow's clinical investigation practices as well.

Distance Learning Format / Increased Communication

Our distance learning format permits students to fulfill all the requirements for a certificate or master's degree (including practicums) while studying at a distance. In providing both curricula online via our own custom-built courseware, this innovative program not only puts time-management issues back in the hands of its students (many of whom have professional or life commitments to juggle while advancing their education), it also gives students the means to achieve a more dynamic interchange with their fellow classmates and instructors than they would receive in a traditional classroom setting. As part of their weekly assignments, students engage in on-going discussions with classmates and instructors through the use of our custom-built, user-friendly courseware discussion boards. In opening the program to more national candidates, it also enhances both the diversity of the class and the depth of the discussions. Our online courses have been developed and are taught by the same faculty who teach the onsite courses.

Clinical Affiliations / World Class Experience

Thanks to our extensive clinical affiliations with world-renowned hospitals in the Partners HealthCare System (including Massachusetts General Hospital, Brigham and Women's Hospital, and Spaulding Rehabilitation Hospital), as well as our affiliations with leaders in the biotech and pharmaceutical industries, we are able to provide you with multiple and varied academic and clinical practicum resources to enhance both your expertise and connections in the clinical investigation field.

Diverse Faculty / Individualized Attention

Our internationally recognized faculty are actively engaged in clinical investigation and its associated professional activities and use their own real-world experience as teaching examples. Since MGH Institute is solely dedicated to graduate education, our students don't compete with undergraduates for faculty attention, as they might at other institutions. This, in addition to our small class sizes, usually 15 - 20 students in total, allows for a uniquely personalized environment in which students are the center of faculty attention and, as a result, broadens your chances for professional growth.

Mentored Field Experiences/ Real World Opportunities

Our Mentored Field Experiences are available in a wide variety of clinical research settings both regionally and nationally, permitting students to fulfill all the master's degree requirements while studying at a distance. These placements not only provide opportunity for our students to integrate their theoretical understanding of research methods, statistics, ethics, and regulatory policy with the development of concrete clinical investigation skills and conduct, they also provide invaluable networking opportunities. Many master's graduates end up gainfully employed by the very organizations with whom they do their Mentored Field Experiences. These placements also provide lesser experienced students with the experience they need for entry into the clinical research field.

Class Diversity / Personalized Education

Given the variety of backgrounds and credentials our students bring to this program and the range of opportunities that await them upon graduation, much attention is placed on helping students reach their personal goals and objectives in this program. The Clinical Investigation Project, Mentored Field Experiences, and elective course offerings provide opportunities for personalizing this program toward individual student needs and interests.

Instructional Flexibility / Scheduling Flexibility

The CI program not only features a parallel instructional format that includes both classroom and online options for many of its courses, it's also designed to allow students to carry whatever course load they can. This makes it ideally suited for individuals with full-time career obligations. Although the 36 credit master's program can be completed in one year, for example (given three semesters of a 12 credit course load), students typically take a couple courses per semester while working full-time.

Multidisciplinary Curriculum / Comprehensive Education

Given the complexity and range of issues inherent to the practice of Clinical Investigation, the CI program is broad in scope and deep in its offerings. We make sure our students obtain a comprehensive understand of the field, while placing special emphasis on the ethical conduct considerations required of patient-oriented clinical research.

Curriculum Outline – Master of Science in Clinical Investigation

HP	720	Designing Clinical Research	3 cr
HP	721	Statistics for Clinical Research	3 cr
CIM	740	Introduction to Clinical Investigation	3 cr
CIM	731	Law & Health Policy Governing Clin Research	3 cr
CIM	710	Ethics and Socially Respons Clin Investigation	3 cr
CIM	820	Applied Clinical Research	3 cr
CIM	821	Intermediate Statistics for Clinical Investigation	3 cr
CI	861	Mentored Field Experience I	3 cr
CI	862	Mentored Field Experience II	3 cr
CI	891	Clinical Investigation Project	3 cr
		Electives	6 cr
		TOTAL - MINIMUM OF	36 cr

Recommended Electives for the Master of Science

CIM	750	Epidemiology: An Introduction	3 cr
CIM	840	Introduction to Clinical Economics	3 cr
CIM	841	Pharmaceutical Project Management	3 cr
HP	622	Pharmacology	3 cr
HP	621	Pathophysiology	3 cr
HP	710	Teaching Skills for Hlth Care Professionals	2 cr
HP	820	Ethical Issues in Health Care	2 cr
HP	831	Org Persp: Theory & Action	3 cr
NH	602	Hlth Care Policy & Politics	3 cr

Curriculum Outline – Certificate of Advanced Study in Clinical Investigation

HP	720	Designing Clinical Research	3 cr
HP	721	Statistics for Clinical Research	3 cr
CIM	740	Introduction to Clinical Investigation	3 cr
CIM	731	Law & Health Policy Governing Clin Research	3 cr
CIM	710	Ethics and Socially Respons Clin Investigation	3 cr
		TOTAL	15 cr

Listing of Clinical Investigation Courses

Refer to Interdisciplinary Course Offerings for HP course descriptions.

Refer for Nursing Course Offerings for NH course descriptions.

CIM 710 ETHICS AND SOCIALLY RESPONSIBLE CLINICAL INVESTIGATION

Prerequisite: None. This course investigates ethical issues inherent in the design and conduct of clinical (patient-oriented) research. Ethical issues pertinent to research participants, investigators, and the research team will be examined. Attention will be devoted to the justification and conduct of clinical research, protection of human subjects, scientific fraud and misconduct, and emerging issues in clinical research ethics. 3 credits

CIM 731 LAW AND HEALTH POLICY GOVERNING CLINICAL RESEARCH

Prerequisite: None. Presents principles of law governing clinical research, including contracts, negligence, product liability, as well as the regulatory framework of the state and federal governments. Addresses policy decisions and risk allocation from legal, social, ethical, and economic perspectives. 3 credits

CIM 740 INTRODUCTION TO CLINICAL INVESTIGATION

Prerequisite: None. The course focuses on the infrastructure of the clinical investigation process, stressing the rigorous scientific multidisciplinary team responsibilities, including protocol review and feasibility, institutional review board direction, implementation of the trial, data management, and study completion. 3 credits

CIM 750 EPIDEMIOLOGY: AN INTRODUCTION

Prerequisite: None. The purpose of this course is to provide the student with an introduction to epidemiologic methods for determining disease etiology in the "real world" situations of public health and health services research. 3 credits.

CIM 820 APPLIED CLINICAL RESEARCH

Prerequisite: HP 720. An intermediate-level research-design course on the use of scientific methods in the clinical research context. Students will design, test, and evaluate an investigational trial by designing an investigational protocol as a project team with minimal supervision. Critical thinking skills and teamwork are vital to this process to allow for trial and error in designing the most appropriate protocol. 3 credits

CIM 821 INTERMEDIATE STATISTICS FOR CLINICAL RESEARCH

Prerequisite: HP 721. This is a second-level, intermediate statistics course, focused on the issues specific to clinical research. Topics covered include statistical research-design considerations, including randomization and sample-size determination methods for analyzing statistical results from clinical investigations. This course includes both didactic and computer laboratory instruction. 3 credits

CIM 840 INTRODUCTION TO CLINICAL ECONOMICS

Prerequisite: CIM 740 or consent of instructor. An overview of methods commonly used in Clinical Economics, outcomes research and clinical investigation. Students gain a thorough understanding of the rationale for clinical research and the fundamentals of designing and conducting research in this area. 3 credits.

CI 861 MENTORED FIELD EXPERIENCE I

Prerequisites: Program permission, and successful completion of CIM 740 (Introduction to Clinical Investigation), HP 720 (Designing Clinical Research), and HP 721 (Statistics for Clinical Research). Audit not available. This first of two required semesters of fieldwork involves hands-on mentored experiences with a clinical investigator in the student's area of interest. It provides opportunities to integrate didactic content from CI coursework (research methods, statistics, ethics or regulatory policy) with the development of operational skills needed for the appropriate conduct of clinical investigations. 3 credits.

CI 862 MENTORED FIELD EXPERIENCE II

Prerequisite: CI-861 and Program permission. Audit not available. This second of two required semesters of fieldwork builds on research experiences gained during MFE I and continues the development of clinical research skills useful for the appropriate conduct of clinical investigations. MFE II work projects must be substantially different from those of MFE I, but may be undertaken at the same worksite. 3 credits.

CI 891 CLINICAL INVESTIGATION PROJECT

Prerequisite or Co-requisite: CI 862. Audit not available. A rigorous culminating CI project, which integrates research practice and theoretical knowledge pertinent to individual student academic research focus. The scope of projects will vary with each student's background and are determined by the student's faculty advisor/mentor on the basis of a written proposal, but are expected to meet generally accepted academic standards for a terminal MS degree-level project. 3 credits.

COMMUNICATIONS SCIENCES AND DISORDERS

Visit our Admissions Pages for Admissions Requirements

The burden of treatment for the vast array of communication disorders that affect one in every six Americans today falls as much on the educational community as it does on the medical community – frequently, on both. In the majority of graduate speech-language pathology programs this poses a challenge: whether to pursue a graduate degree with a focus on educational or medical speech-language pathology. At the MGH Institute, students don't face that challenge.

Our Communication Sciences and Disorders master's program provides *dual* emphasis on both educational and medical speech-language pathology. As a result, students acquire the knowledge and skills needed to diagnose and treat the full range of developmental and acquired communication disorders in both (not either) medical and educational settings as diverse as: acute care hospitals, public and private school systems, rehabilitation facilities, long-term health care facilities, community health clinics, and special education schools.

Comprehensive and innovative in both its content and instructional approach, our graduate speech-language pathology program integrates an intensive study of written language disorders along with the traditional study of spoken language disorders emphasized in most graduate speech-language pathology programs. It also offers certification eligibility options that include:

- [Reading Specialist License](#)
- [Early Intervention Specialist Certification](#)

The onsite Speech, Language and Literacy Clinic provides supervised practicum training to students in state-of-the-art facilities using a unique training model that incorporates peer dyads, case discussion groups, and hands-on seminars.

Become a Speech-Language Pathologist

Accredited by the [American Speech-Language-Hearing Association](#) Council on Academic Accreditation and by the Massachusetts Department of Education, our **Master of Science in Speech-Language Pathology** was recently ranked by *US News & World Report* in the top 15% of accredited master's and doctoral programs.

The [Career Outlook](#) for speech-language pathologists is very good. Graduates from a recent class had 100% job placement, with 85% of them obtaining their first job choice and 70% receiving offers for every job for which they interviewed.

As a student of this rigorous graduate program, you will be immersed in science-based theory and evidence-based practice. You will work with clients of varying ages and backgrounds in a variety of [clinical settings](#), all in a personal, non-competitive atmosphere. You will acquire the knowledge, skills, and experience needed to diagnose and treat the full range of developmental and acquired communication disorders in both medical and educational settings.

Upon completion of this comprehensive, 69-credit curriculum you will have met the coursework and practicum requirements for the ASHA Certificate of Clinical Competence (CCC), the qualifying credential in the field. Depending on your choice of course electives, you may also be eligible for certification as an **Early Intervention Specialist** by the Massachusetts Department of Public Health, or as a licensed **Reading Specialist** by the Massachusetts Department of Education. You will likely be eligible for certification in other states, depending on their reciprocity agreements with Massachusetts.

Master of Science in Speech Language Pathology Program Features

Recognizing the need for a broader range of training than is traditionally given, the MGH Institute has developed a **Master of Science in Speech-Language Pathology** program unlike others. Here are some of the features that make our program unique:

- Accredited in Speech-Language Pathology by the American Speech-Language-Hearing Association (ASHA) Council on Academic Accreditation (CAA) and by the Massachusetts Department of Education.
- Dual emphasis on educational and medical speech-language pathology training enabling our graduates to work with the full range of developmental and acquired disorders, including [aphasia](#).
- Research driven, scientist-practitioner teaching methodology.
- Premier clinical practicum sites in prominent hospitals and schools throughout New England. We currently have more than 189 active practicum sites including Massachusetts General Hospital, Spaulding Rehabilitation Hospital, Children's Hospital Boston, Brigham and Women's Hospital, Massachusetts Eye and Ear Infirmary, Boston VA Healthcare System, and Boston Public Schools and Winthrop Public Schools.
- Integration of written language and spoken language pathology.
- Extensive core curriculum of required courses that eliminates the need for "specialty track" selections common to other speech-language pathology programs. If you want to specialize you can do so through your selection of electives and, if needed, by taking an additional offsite practicum.
- Elective course offerings unlike others.
- Onsite, state-of-the-art Speech, Language and Literacy Clinic for in-house practicums using a unique training model that incorporates peer dyads, case discussion groups, and hands-on seminars.
- World-renowned faculty of practicing clinicians and active clinical researchers, including four ASHA Fellows.
- Personalized, collegial learning environment dedicated solely to graduate education. (No competition for faculty attention with undergraduate students.)
- Research opportunities including thesis options.
- Training for Reading Specialist Certification eligibility by the Massachusetts Department of Education.
- Training for Early Intervention Specialist Certification eligibility by the Massachusetts Department of Public Health.
- Multiple opportunities for interdisciplinary learning.
- Cross-registration for elective courses with Harvard Graduate School of Education.
- Partnership with the [Harvard-MIT Division of Health Sciences Technology](#) doctoral program in speech and hearing sciences.

Clinical Experience

To integrate classroom and clinical learning, our program offers intensive but supportive clinical experiences. Two initial in-house practica, involving work with developmental speech-language and reading problems, take place onsite under close faculty supervision in the MGH Institute **Speech, Language and Literacy Clinic**. During these two semesters, students pair-up in dyads sharing primary and secondary roles in planning and conducting evaluations and therapy with clients who have spoken and written language disorders.

These peer-pairings allow students to ease into their first clinical experiences with a greater sense of security, while also enabling them to have more experiences with a wider array of clients. Client casework is reviewed weekly at clinical case discussion groups where students present their cases for the week. Weekly seminars, also held in the clinic, offer hands-on learning of clinical procedures and techniques.

A minimum of three offsite practica (some students elect to take a fourth) follow the in-house practica. Each student's offsite practica include one school setting, one setting in which they work with adults, and one setting of their choosing. Practicum placements are individually determined through consultation with clinical coordinators to best ensure the acquisition of knowledge and skills.

MGH Institute students enjoy priority placements at prestigious health care facilities (including Massachusetts General Hospital, Spaulding Rehabilitation Hospital, Children's Hospital Boston, Brigham and Women's Hospital,

Massachusetts Eye and Ear Infirmary, and Boston VA Healthcare System) and schools (including Boston Public Schools and Winthrop Public Schools) in the greater Boston area and throughout New England.

Top Clinical Sites: Speech-Language Pathology

Below is a partial list of our many clinical affiliation partners:

Partners Healthcare System Clinical Placement Sites

Brigham and Women's Hospital
Massachusetts General Hospital
MGH Chelsea and Revere Healthcare Centers
Newton-Wellesley Hospital
North Shore Medical Center
Spaulding Rehabilitation Hospital Network

Educational Clinical Placement Sites

Anne Sullivan Early Intervention Program
Billerica Public Schools
Boston Metro Early Intervention Program
Boston Public Schools
Brookline Public Schools
Dearborn Academy, Arlington
Hanover Public Schools
New England Center for Children
Newton Public Schools
Perkins School for the Blind
Wakefield Public Schools
Wellesley Public Schools
Whitman-Hanson Regional School District
Winthrop Public Schools

Medical Clinical Placement Sites

Barry L. Price Rehabilitation Center
Beth Israel Deaconess Medical Center
Cambridge Hospital
Children's Hospital, Boston
Franciscan Children's Hospital and Rehabilitation Center
Massachusetts Eye and Ear Infirmary
New England Medical Center
South Shore Visiting Nurses Association
Veterans Administration, Boston Healthcare System

Curriculum – Master of Science in Speech Language Pathology

Core Curriculum

Unlike other graduate Speech-Language Pathology programs in which students are asked to choose a “track” of study (educational vs. medical, child vs. adult, developmental vs. acquired) or to essentially design their own curriculum through their selection of electives, our program eliminates the need for such choices by preparing each of our students with the knowledge, skills, and experience needed to diagnose and treat the full range of developmental, and acquired communication disorders. We do this by offering an extensive core curriculum that includes, as a part of the required course load, courses that many programs offer only as electives. Each course in the curriculum builds upon the last set of courses throughout all the semesters of study, insuring that all our students are prepared both broadly and deeply to serve in both educational and health care settings.

Electives

Beyond our core of required courses, we also offer a variety of truly unique electives you're not likely to find elsewhere. These courses encourage our students to explore, discover, and develop their own talents and interests, and, if they so choose, to focus their training toward a particular specialty. Some of the areas in which our students choose to concentrate include: reading/writing, voice, neurogenic language and cognitive disorders, augmentative communication, phonology, and early intervention. Many of our students actually graduate with extra credit hours simply because they want to take full advantage of the powerful, scholarly opportunities afforded them through our electives offerings.

Research

Research opportunities and thesis options are available to students who wish to pursue them. Faculty research projects are on-going in the areas of autism, voice, reading/literacy, aphasia, cognitive impairment, and phonology. Students can participate in faculty research or take advantage of our centralized location within the hub of New England's top teaching and research institutions and our affiliation with the world-class Partners HealthCare System and our more than 189 active affiliates.

Environment

Students of this intensive master's program enjoy a uniquely personalized environment in which they are the center of faculty attention. Since MGH Institute is solely dedicated to graduate education, our students don't compete with undergraduates for faculty attention, as they might at other institutions. Our students also enjoy collegial working relationships with their fellow classmates in which they learn and study together in a noncompetitive educational environment.

Program Specifics

One of the best ways to compare our program to others is to study our curriculum in detail. In doing so, you might take note of the depth and breadth of required course offerings in both educational and medical speech-language pathology. They include required educational speech-language pathology courses such as:

- Development and Disorders of Spoken and Written Language I & II — Six credits (not 3) of development disorders covering spoken and written language pathology training.
- Foundations of Cognition (information processing modeling)
- Augmentative communication (alternative modes of communication including the use of assistive devices)
- Phonological Disorders (disorders of speech production)
- Language, Culture, and Cognition (language processing including phonology, morphology, syntax, semantics, and pragmatics in diverse populations)

They also include required medical speech-language pathology courses such as:

- Acquired Cognitively Based Communication Disorders (with special emphasis on traumatic brain injury)
- Dysphagia in Adults and Children (swallowing disorders)
- Aphasia in Adults: Assessment and Intervention
- Neuromotor Speech Disorders (with emphasis in dysarthria and apraxia)
- Voice Disorders (laryngeal function, including disorders caused by neurological conditions)

Our elective offerings are equally as impressive. They include educational speech-language pathology elective such as:

- Reading and Writing in Schools
- Early Intervention: Birth to 3
- Autism Spectrum Disorders

They also include medical speech-language pathology electives such as:

- Adult Neurodegenerative Disorders and Advanced Neuropathologies (including working with Alzheimers and Dementia)
- Genetics in Communication Disorders (craniofacial anomalies such as cleft lip and palate)
- Tracheostomy and Ventilation Issues in Medical Settings

And they include specialized electives such as:

- Counseling
- Language Based Disorders of Cognitive Neuropsychology
- Special Topics (one time offering on a specific area of interest)
- Independent Study

Summary

Our graduates are known as being broadly-prepared to serve in both educational and health care settings. Some of our graduates ultimately do both. All of them benefit from having the knowledge base that qualifies them to work in the setting of their choice upon graduation and affords them the flexibility to follow opportunities wherever they arise in the future.

Curriculum Outline – Master of Science

Total Core Required Credits: 62

(Core courses must be taken for letter grade.)

Total Elective Credits required: 7

Minimum credits required for graduation: 69

Year 1 - Fall Term

CD 760	Year 1 Spoken & Written Clinical Practicum Seminar	0
CD 761	Clinical Practicum	3
CD 732	Phonological/Articulation Disorders	3
CH 721	Foundations of Cognition	2
CD 745	Diagnostic Methods & Clinical Processes in CD	2
CD 743	Development & Disorders of Spoken & Written Lang. I	3

Year 1 - Spring Term

CD 760	Year 1 Spoken & Written Clinical Practicum Seminar	0
CD 762	Clinical Practicum	3
CD 744	Development & Disorders of Spoken & Written Lang. II	3
CD 722	Neuroanat. & Neurophysiol. of Comm. & Swallowing	3
CD 839	Aphasia in Adults: Assessment & Intervention	3
HP 998	Interdisciplinary Seminar - First Year	0

**Electives - As approved by academic advisor

Year 1 - Summer Term

CD 770	Year 1 Clinical Outplacement Seminar	0
CD 771	Year 1 Clinical Outplacement 1	3
CD 833	Neuromotor Speech Disorders	2
CD 843	Acquired Cognitively Based Communication Disorders	2
CD 840	Dysphagia in Adults & Children	3

**Electives - As approved by academic advisor

Year 2 - Fall Term

CD 870	Year 2 Clinical Outplacement Seminar	0
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CD 872	Year 2 Clinical Outplacement 2	3
CD 751	Aural Rehabilitation	3
	or	
CD 752	Hearing Skills Seminar	1
CD 832	Voice Disorders	3
CD 721	Physiology, Acoustics & Perception of Speech	3
	**Electives - As approved by academic advisor	

Year 2 - Spring Term

CD 870	Year 2 Clinical Outplacement Seminar	0
CD 873	Year 2 Clinical Outplacement 3	3
CD 726	Research Design	2
HP 721	Statistics	2
CH 835	Augmentative Communication	2
HP 999	Interdisciplinary Seminar - Second Year	0
	**Electives - As approved by academic advisor	

Year 2 - Summer Term

CD 723	Language, Culture & Cognition	2
CD 841	Fluency Disorders	2
HP 820	Ethical Issues in Health Care	2
	**Electives - As approved by academic advisor	

***A total of 15 credits of Clinical Practicum must be completed from the following courses:**

CD 761	Year 1 Spoken Clinical Practicum	3
CD 762	Year 1 Written Clinical Practicum	3
CD 771	Year 1 Clinical Outplacement 1	3
	or	
CD 871	Year 2 Clinical Outplacement 1	3
CD 872	Year 2 Clinical Outplacement 2	3
CD 873	Year 2 Clinical Outplacement 3	3

**** A total of 7 credits of electives must be completed from the following courses:
Note - these are samples of elective course listings. Not all are offered each year.**

CD 825	Reading and Writing in the Schools	2
CD 836	HP706 - Genetics in Communication Disorders	2
CD 855	Language-Based Disorders in Cognitive Neuropsychology	3
CD 857	Adult Neurodegenerative Disorders	2
CD 858	Special Topics	1-3
	-Trach & Vent in Medical Settings	
	- Autism Spectrum Disorders	
	- Pediatric Feeding	
	- Advanced Neuropathologies	
	- Alaryngeal Speech	
CD 895	Research Proposal in CSD	1
CD 896	Thesis Research I	1
CD 897	Thesis Research II	2
CD 899	Independent Study	1-6
CH 740	Early Intervention, Birth to 3	2
CH 871	Theoretical & Practical Approaches to Counseling	2

Courses with the following prefixes can also be used towards elective requirements with advisor permissions:

HP	Interdisciplinary Courses
CIM	Clinical Investigation Multidisciplinary Courses
NH	Nursing Multidisciplinary Courses
PH	Physical Therapy Multidisciplinary Courses
MH	Medical Imaging Multidisciplinary Courses

Certificate of Advanced Study in Reading

The MGH Institute has developed a comprehensive 16-credit curriculum in language and literacy specifically created for educators seeking in-depth training in the relationships of language development to reading proficiency and communication disorders.

Designed to develop leaders in literacy who can leverage their expertise to improve reading and writing practices in a variety of educational and health care settings, this program complements the credentials of any classroom teacher, special educator, speech-language pathologist, administrator, principal, or psychologist seeking a broader perspective on the science of reading instruction. And with a foundation in spoken language development, the curriculum has immediate relevance for educators of second language learners and for classroom teachers with students from diverse linguistic backgrounds.

“The demands of competent reading instruction, and the training experiences necessary to learn it, have been seriously underestimated by universities and by those who have approved licensing programs. The consequences for teachers and students alike have been disastrous.”

Louisa C. Moats, Project director, NICHD, from *Reading IS Rocket Science*

Traditional approaches to reading instruction have fallen short of the mark, leaving 40% of this country’s fourth graders without the basic reading skills to pass nationally standardized tests. As a result, improving literacy skills has moved to the forefront of national educational priorities in recent years.

The 2002 Reading First Initiative of the **No Child Left Behind Act** established national goals for high-quality, comprehensive reading instruction in kindergarten through third grade. The reauthorized **Individuals with Disabilities Education Act** emphasized the need for early intervention and the identification of communication disorders in young children who are at high risk for reading failure. Together, these acts have dramatically heightened the need for highly qualified teachers who are educational leaders trained in research-based practices designed to maximize the development of both spoken and written language skills in young children, adolescents and adults.

Reading Certificate: Program Features

In this intensive, 16-credit graduate certificate program, you will acquire a working knowledge of spoken and written language development and its relationship to reading proficiency, as well as reading and writing disorders. Through exposure to the latest evidence-based research, you’ll examine the complex cognitive and linguistic processes that provide the foundation for learning to read and write, and explore the profound impact communication disorders can have on reading and writing skills development when early predictive signs go undiagnosed.

In the context of current research, you will have the opportunity to analyze the full range of instructional reading programs and practices recommended for use in today’s inclusive classrooms (including “core” classroom reading programs for all readers, supplementary instructional programs for students “at some risk” for reading difficulties, and specialized instructional techniques for those students “at high risk” or failing to learn to read.)

In addition to the 16-credit curriculum, all students must complete training in a multi-sensory approach to teaching reading, such as Orton-Gillingham or Wilson. The coordinator of the reading certificate program will assist students in identifying appropriate training opportunities.

Learn and Lead Others in Effective Reading Methodologies

Through a combination of rigorous coursework and a supervised 150-hour reading practicum, you will gain insight into the most effective assessment tools for classroom screening, diagnosis, and progress monitoring of reading and writing skills and learn how to choose assessment instruments to best inform and adapt instructional practices. You will hone your interdisciplinary case consultation skills in preparation for the roles you will typically assume on school-wide literacy teams. And you will develop the skills and expertise necessary not only to practice what you have learned, but also to lead others in the design and assessment of effective, research-based instructional practices for all learners.

*An accelerated route to the initial **Reading Specialist License** in Massachusetts, the **Certificate of Advanced Study in Reading** is accredited by the Massachusetts Department of Education.*

Reading Certificate: Practicum

The Reading Certificate Practicum is a 150-hour internship under the supervision and mentorship of a Licensed Reading Specialist in the public schools and 766 approved private schools. The practicum is individualized. All students have the opportunity to:

- Meet the requirements and standards of the MA Department of Education
- Gain professional exposure to well-integrated clinical and school-wide literacy leadership roles
- Build on previously developed professional skills/experience

Because the role of the Reading Specialist varies from school to school and building to building across the Commonwealth, practicum sites are chosen carefully to include: a balance of clinical and classroom service delivery experiences, exposure to a variety of individual and group assessments, and a broad range of consultative experiences among professional teams of educators (e.g., principals, classroom teachers, psychologists, speech-language pathologists, special educators).

The MGH Institute has contractual practicum agreements with many Massachusetts public and private schools. Our students enjoy priority placements at these sites. Institute faculty work closely with each site to develop a practicum experience that not only addresses the goals of our students and the Massachusetts licensure requirements, but also serves the most critical literacy needs of each public school site.

Reading Certificate: Curriculum

Course	Title	Credit
CD 822	Language Acquisition	3
CD 823	Development and Disorders of Oral Language, Reading and Writing	3
CD 824	Diag. Meth & Clinical Processes in Oral Language, Reading and Writing	3
CD 825	Reading and Writing in the Schools	2
CD 826	Leading Literacy Change	1
CD 880	Integrated Practicum Seminar	1
CD 882	Reading Certificate Practicum	3
		16 Total

Listing of Communication Sciences and Disorders Courses

Refer to Interdisciplinary Course Offerings for HP course descriptions.

Program Prerequisites

CD410 INTRODUCTION TO COMMUNICATION DISORDERS

Prerequisite: None. Students will be given an overview of the nature and causes of disorders of communication and swallowing, and the clinical processes related to their evaluation and treatment. All students will participate in guided opportunities to observe and interpret actual clinical interactions. 3 credits

CD411 PHONETIC TRANSCRIPTION AND INTRODUCTION TO ACOUSTIC PHONETICS

Prerequisite: None. Training will be provided in using the International Phonetic Alphabet to transcribe sounds of American English, including experience with influences of dialect and speech disorders. An introduction to the fundamentals of the physics of sound and acoustic phonetics will also be provided. 3 credits

CD412 ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING MECHANISMS

Prerequisite: None. This course covers basic anatomy and physiology of speech mechanisms, including respiratory, laryngeal, and supraglottal systems. A particular focus is basic science foundations and application to clinical problem-solving. The course serves as a foundation for several other courses. 3 credits

CD413 SPEECH AND LANGUAGE ACQUISITION

Prerequisite: None. This course will provide students with a basic overview of normal speech and language development. Theories of language acquisition will be introduced and morphology, syntax, semantics, and pragmatics will be addressed. 3 credits

CD414 AUDIOLOGY

Prerequisite: None. Beginning with a review of anatomy and physiology of the ear, this course meets the ASHA minimum requirement for study of the pathologies of the auditory system and assessment of auditory disorders, including hearing screening, hearing measurement, and differential diagnosis of hearing loss. 3 credits

Graduate Courses

CD721 PHYSIOLOGY, ACOUSTICS AND PERCEPTION OF SPEECH Program Prerequisites or by consent. This course will cover advanced topics in the physiology and acoustics of speech production, and perception of speech. Laboratory methods for studying the production and perception of speech will also be presented. 3 credits

CD722 NEUROANATOMY AND NEUROPHYSIOLOGY OF COMMUNICATION AND SWALLOWING Program Prerequisites or by consent. The student will receive a comprehensive background in anatomy and physiology of the central and peripheral components of the human nervous system, with special focus given to the communication pathways and mechanisms of swallowing. 3 credits

CD723 LANGUAGE, CULTURE AND COGNITION Program Prerequisites or by consent. Models of human language and cognition are presented. Attention is devoted to the various levels of language, including phonology, morphology, syntax, semantics, and pragmatics. Students are also exposed to cognitive operations associated with language processing. 2 credits

CD726 RESEARCH DESIGN IN COMMUNICATION DISORDERS Program Prerequisites or by consent. The major goal of this course is to prepare students to be critical consumers of the research literature. The course focuses on the types of research, and research designs that are commonly utilized to investigate normal and disordered human communication. 2 credits

CD 732 PHONOLOGICAL/ ARTICULATION DISORDERS Program Prerequisites or by consent. This course will address disorders of speech production. Current theories will be discussed, and clinical procedures relating to diagnosis and remediation will be presented. 3 credits

CD743 DISORDERS OF SPOKEN AND WRITTEN LANGUAGE I Program Prerequisites or by consent. The first course in a two course sequence. It will describe and analyze a range of frequently encountered oral and written language disorders of childhood. Principles, methods, and techniques of diagnosis and remediation will be presented. 3 credits

CD744 DISORDERS OF SPOKEN AND WRITTEN LANGUAGE II

Prerequisite: CD743. This course will provide more advanced opportunities to examine disorders of oral and written language. Through case studies, students will learn how to analyze diagnostic information from multiple sources and will apply that information to generating appropriate recommendations. 3 credits

CD745 DIAGNOSTIC METHODS AND CLINICAL PROCESSES IN COMMUNICATION DISORDERS

Prerequisite: CH720, CD743, or by consent. This course introduces basic diagnostic methods and clinical processes of spoken/ written language disorders. Topics: steps in clinical problem solving, fundamental concepts of clinical measurement, models of diagnosis, clinical history, interviewing techniques and report writing. 2 credits

CD 750 AUDIOLOGY

Prerequisite: None. Beginning with a review of anatomy and physiology of the ear, this course meets the ASHA minimum requirement for study of the pathologies of the auditory system and assessment of auditory disorders, including hearing screening, hearing measurement, and differential diagnosis of hearing loss. 3 credits

CD751 AURAL REHABILITATION

Prerequisites: CD414/750 or equivalent. This course provides knowledge of the habilitative/rehabilitative procedures for speech and language problems associated with hearing impairment. Knowledge of principles and methods of prevention, assessment, and intervention for people with hearing disorders, including considerations of anatomical/physiological, psychological, developmental, linguistic, and the cultural correlates of hearing disorders are presented. The same skills from CD752 Hearing Skills Seminar are incorporated in this course. 3 credits

CD752 HEARING SKILLS SEMINAR

Program prerequisites; CD414/750 or consent. This seminar provides students with the following hearing skills: prevention, evaluation, rehabilitation, integration of information, and making appropriate recommendations. 1 credit

CD760 SPOKEN AND WRITTEN CLINICAL PRACTICUM SEMINAR

Program Prerequisites. This seminar provides ongoing practical support and guidance for students seeing clients in the Speech, Language and Literacy Clinic. It addresses either spoken or written language issues, depending on the student's placement. Presentations and discussions help students draw connections between academic course work and initial clinical experiences. 0 credit

CD761, 762 SPOKEN AND WRITTEN CLINICAL PRACTICUM Program Prerequisites. Students will receive one term of spoken language and one term of written language practica in the Speech, Language, and Literacy Clinic. 3 credits each

CD 770, 870 CLINICAL OUTPLACEMENT SEMINAR

These seminars provide ongoing practical support and guidance for students in clinical outplacements. Presentations and discussions help students draw connections between academic course work and clinical experiences. 0 credits

CD771, 871, 872, 873, 874 CLINICAL OUTPLACEMENTS Prerequisites: CD 761, 762. Students will receive clinical practicum at affiliated training sites. Students register each semester in which they expect to engage in supervised practice. 3 credits

CD781/881 CSD READING OUTPLACEMENT

Prerequisites: CD760, 762, 825. Students receive 150 hours of reading practicum in a Massachusetts Public School or a 766 approved site. 3 credits.

CD791/891 AR/AUDIOLOGY OUTPLACEMENT

Prerequisite: CD750 or equivalent. Students will receive clinical practicum at the Massachusetts Eye and Ear Infirmary and other affiliated training sites in the areas of Audiology and Aural Rehabilitation. 1 credit

CD791/891 AR/AUDIOLOGY OUTPLACEMENT

Prerequisite: CD750 or equivalent. Students will receive clinical practicum at the Massachusetts Eye and Ear Infirmary and other affiliated training sites in the areas of Audiology and Aural Rehabilitation. 1 credit

CD822 LANGUAGE ACQUISITION

Prerequisites: None. This course covers typical oral language development and its relationship to the acquisition of reading and writing skills. Theories of language development are analyzed and phonology, morphology, syntax, semantics and pragmatics are addressed. 3 credits

CD823 DEVELOPMENT AND DISORDERS OF ORAL LANGUAGE, READING, AND WRITING

Prerequisite: CD-822. This course focuses on typical spoken and written language development and frequently encountered oral language, reading and writing disorders of childhood. Principles, methods, and techniques of diagnosis and remediation are evaluated. 3 credits

CD824 DIAGNOSTIC METHODS AND CLINICAL PROCESSES IN ORAL LANGUAGE, READING AND WRITING DISORDERS

Prerequisites: CD 822, CD 823 or equivalent coursework. This course covers a variety of formal and informal oral language, reading, and writing assessments, and focuses on the analysis of patterns of student strengths and weaknesses. The interaction of oral and written language is emphasized. Additional topics include steps in clinical problem solving, fundamental concepts of clinical measurement, models of diagnosis, clinical history, interviewing techniques, and report writing. 3 credits

CD825 READING AND WRITING IN THE SCHOOLS

Prerequisite: CD-822. This course is designed to address issues relevant to teaching reading and writing in the schools (K-12). Topics include analysis of scientifically based research on reading, an overview of reading philosophies, implementation of data driven differentiated instruction, and reading and writing across the curriculum. 2 credits

CD826 LEADING LITERACY CHANGE

Prerequisites: None. This course investigates the roles of reading specialists, issues related to consulting and whole school change, and the use of formative assessments to drive instruction. Its focus is on professional development and in-service education to support classroom teachers and tutors in their efforts to improve reading and writing instruction. 1 credit

CD832 VOICE DISORDERS

Program Prerequisites or by consent. This course will provide a comprehensive review of methods for evaluating and treating voice problems in children and adults that result from a disturbance or disruption in laryngeal function, including disorders caused by neurological conditions, vocal abuse/misuse, and nonneurological organic processes. 3 credits

CD833 NEUROMOTOR SPEECH DISORDERS

Prerequisite: CD722 or by consent. The course will focus upon the theory underlying differential diagnosis and treatment of acquired and congenital motor speech disorders (including those related to cerebral palsy) with an emphasis upon dysarthria and apraxia. 2 credits

CD834 ALARYNGEAL/LARYNGECTOMY SEMINAR

Program prerequisites and CD832. This clinically oriented seminar provides information about all aspects of laryngectomy rehabilitation including effective counseling techniques, the use of the electrolarynx, development of esophageal voice, and tracheoesophageal voice restoration. 1 credit

CD836 GENETICS IN COMMUNICATION DISORDERS

Program Prerequisites, HP 706 or by consent. This course is an overview of genetics and common syndromes that result in craniofacial anomalies and/or communication disorders. Evaluation and treatment of craniofacial anomalies and associated communication disorders, with a special emphasis on genetic based communication disorders related to specific language impairment, stuttering, and phonological disorders will be addressed. 1-2 credits

CD839 APHASIA IN ADULTS: ASSESSMENT AND INTERVENTION

Prerequisites: CD722, completion of coursework in general clinical practice and neuroanatomy, or by consent. This course will address the nature, evaluation and remediation of individuals with aphasia. 3 credits

CD840 DYSPHAGIA IN ADULTS AND CHILDREN

Prerequisite: CD722 or by consent. This introductory course in swallowing disorders reviews anatomy and physiology of normal and abnormal swallowing in adults and children. Specific etiologic categories are discussed. Clinical and instrumental diagnostic methods are described and emphasis is given to treatment methods using a critical decision making model. 3 credits

CD841 FLUENCY DISORDERS Program Prerequisites or by consent. This course will address differences in fluency, disfluency and stuttering. Theories, current research findings, evaluation and management of stuttering disorders in both children and adults will be presented. 2 credits

CD843 ACQUIRED COGNITIVELY BASED COMMUNICATION DISORDERS

Prerequisite: CD839 or by consent. This course will address the nature, evaluation, and remediation of adults with cognitive-linguistic impairment. 2 credits

CD855 LANGUAGE-BASED DISORDERS IN COGNITIVE NEUROPSYCHOLOGY

Prerequisites: CD720, CD744, or by consent. A cognitive neuropsychological approach to the study of acquired disorders in language processing is presented. Emphasis is placed on research examining disorders in comprehension and production of spoken words, and in single- word reading and spelling. 3 credits.

CD858 SPECIAL TOPICS IN COMMUNICATION SCIENCES AND DISORDERS Program Prerequisites or by consent. Offered every semester. Each section will address a selected, advanced topic in communication sciences and disorders. Specific course content will be announced during the preceding semester. Variable credit

CD880 INTEGRATED PRACTICUM SEMINAR

Prerequisites: CD 822,CD 823,CD 824,CD 825. Must be taken concurrently with CD 882. The purpose of this course is to support students' reading practicum experiences. Students will critically analyze their cases and self-reflect on their professional practices as reading specialists. 1 credit

CD882 READING CERTIFICATE PRACTICUM

Prerequisites: CD 822,CD 823,CD 824,CD 825 or consent of advisor. Must be taken concurrently with CD 880. Integrated Practicum Seminar is required. As a capstone to the Certificate of Advanced Study in Reading, students receive a mentored reading practicum in the Massachusetts Public Schools or in a 766-approved site under the supervision of a licensed reading specialist. Placement can usually be arranged in the school district of your employment. 3 credits

CD895 RESEARCH PROPOSAL IN CSD

Prerequisite: CD 726. Development of a proposal for research in CSD under the guidance of a faculty member. Emphasis is on a critical literature review that supports the formulation of a hypothesis and selection of an appropriate research design and statistical analysis.

CD896 THESIS RESEARCH I

Prerequisite: CD 895. With faculty supervision, students will conduct an original research project and write a scientific report of their findings. Theses may involve descriptive or experimental studies, and also may include rigorous analyses of theoretically informative clinical cases. 1 credit

CD897 THESIS RESEARCH II

Prerequisite: CD 896. Continuation of CD 896. 2 credits

CD898 THESIS CONTINUATION

Use this designation when registering for thesis continuation. After completing 4 credits of thesis research (CD 895, 896, 897), a student is required to register for thesis continuation for each term that the thesis is incomplete. 1 credit

CD899 INDEPENDENT STUDY IN COMMUNICATION SCIENCES AND DISORDERS.

Prerequisite: None. Students will work with a faculty member to develop/further their knowledge of a particular topic. These interactions may take the form of directed readings and discussions, a tutorial experience, or the conduct of a minor research project. 1-3 credits variable

CH721 FOUNDATIONS OF SPOKEN/WRITTEN LANGUAGE AND COGNITION. Program Prerequisites or by consent.

This course will examine in depth theories of spoken and written language acquisition, stages of development and methods of analysis. It will also include discussion of information processing concepts such as attention, perception and memory. 2 credits

CH740 EARLY INTERVENTION: BIRTH TO 3

Prerequisite: Program prerequisites. This course provides theoretical and practical preparation for diagnosing and treating infants, toddlers and their families. Through lectures, readings, and discussions, students will understand Individual Family Service Plans (IFSP), service coordination, family-centered practice, and federal and state legislation. In addition, students will learn hands-on remediation techniques. They will also become familiar with the diagnostic tools used in Massachusetts to determine eligibility. 2 Credits.

CH741 ORTON-GILLINGHAM MULTISENSORY LANGUAGE TRAINING

This course, accredited by the International Multisensory Language Education Council, provides theoretical and practical preparation for treating developmental dyslexia and related language learning disabilities. Through lectures, readings, and discussions, students will gain an understanding of written language disorders and the Orton-Gillingham Multisensory Structured Language Approach to written language intervention. Required, supervised practicum hours allow students to apply theory to practice. 3 credits

CH835 AUGMENTATIVE COMMUNICATION

Program Prerequisites or by consent. Various low technology and high technology assistive devices for individuals with communication disorders will be discussed. Students will be exposed to both diagnostic and treatment considerations in augmentative communication. A unique feature matching approach will be emphasized with a case management format supplementing lectures. 2 credits

CH836 THEOR. & PRACT. APPROACH TO COUNSELING

Prerequisite: Program prerequisite or by consent. Course work in developmental and acquired neurogenic disorders. This course will expose the clinician to a range of theoretical and practical paradigms relevant to the field of communication disorders. Application will be made to clients/families in developmental and acquired neurogenic populations. Lectures and small group sessions will allow presentation and peer review of counseling interactions. 2 credits.

CH837 TRACHESTOMY/VENTILATION ISSUES IN A MEDICAL SETTING Program prerequisites. This course addresses concepts, assessment and treatment of respiratory disorders/diseases that require the use of tracheostomy tubes and mechanical ventilation for adults and children. 1 Credit

MEDICAL IMAGING: PROGRAM OVERVIEW

Visit our Admissions Pages for Admissions Requirements

Becoming a Radiologic Technologist

Diagnostic radiography. Mammography. Computed tomography. Magnetic resonance imaging. Cardiovascular interventional technology. The stepping stone to a career in all these areas of practice in the medical imaging field is certification as a radiologic technologist (RT).

Labeled by the American Society of Radiologic Technologists (ASRT), as the “scarcest of all hospital staff,” radiologic technologists are in demand, not only in hospitals, but in imaging centers, clinics, private medical offices, medical and dental laboratories, and even mobile x-ray providers. According to the US Department of Labor, as the country’s population ages and medical imaging technology continues to advance, employment of radiologic technologists is “expected to grow faster than average for all other occupations through 2012.”

In response to the critical shortfall of registered radiologic technologists in the medical imaging field, the MGH Institute now offers an alternative, fast-track route to RT certification and licensure for bachelor’s degree holders looking to enter the Medical Imaging field.

Ideally suited for individuals entering health care from other professions, as well as for health care workers looking to advance their careers, this unique 17-month, graduate-level program blends optimal teaching methodologies with the flexibility of online academic study. Based on the newest professional curriculum adopted by the American Society of Radiologic Technologists, it is the first medical imaging program in the US to combine 100% online academic instruction with hands-on laboratory and clinical sessions.

To achieve this innovative offering, MGH Institute developed a rigorous, distance learning curriculum that promotes a dynamic interchange between classmates and faculty as it provides scheduling and time-management flexibility for students transitioning from other life commitments. The curriculum is built on a series of 8 - 10 week blocks of online academic study, during which students engage in vigorous online discussions with their instructors and each other as they meet weekly assignment deadlines. That online study becomes the preparation for the onsite laboratory and clinical rotations that follow each academic block.

Given the scheduling and time flexibility of the online study portion of this program, students have the capability to engage in more in-depth discussions than they would in a traditional classroom setting. Since this is a graduate-level program, they also receive a more in-depth education than they might in undergraduate programs in which critical instruction time must be dedicated to general education and basis science courses.

As a student in the Medical Imaging Program, you will develop the balance of scholastic and psychomotor skills needed to operate technologically advanced medical imaging apparatus while interacting compassionately with patients. You will build on a working knowledge of biology, computer science, human anatomy and physiology, while mastering essential radiologic imaging techniques, safety precautions, patient positioning procedures, and patient care skills.

You will enjoy access to world-class health care facilities and the web-based libraries and databases used by practicing clinicians. You will hone critical thinking, communication, and problem solving skills and gain a diverse insight into the medical imaging field from your experiences and those shared by your fellow classmates. Upon completion of the program, you will have acquired the skills necessary to sit for certification and licensure as a radiologic technologist and begin your career in the dynamic, cutting-edge field of medical imaging.

Accreditation

The Post-Baccalaureate Certificate in Medical Imaging is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

JRCERT

20 North Wacker Drive, Suite 2850
Chicago, IL 60606-3182
(312) 702-5300

Medical Imaging: Mission and Goals

Mission Statement

The program educates individuals through the integration of personal and professional values with theoretical, clinical and academic knowledge. The program provides the health care community with graduates who possess the knowledge, the critical thinking and problem solving skills, and the clinical skills that are essential to the professional practice of Radiologic Technology in the 21st century.

The program provides an attractive avenue by which career changers, health care workers, foreign educated technologists, and other baccalaureate-prepared individuals may build on their prior learning through an accelerated medical imaging program.

Goals:

1. Upon completion of the program, students will qualify for career entry positions as diagnostic radiography practitioners
2. Graduates of the program will be prepared for the ARRT certification examination in Radiography and meet the educational qualifications for licensure as Radiologic Technologists
3. The program provides the health care community with graduates possessing the knowledge, clinical competence, ability to effectively communicate, and critical thinking & problem-solving skills expected of career entry radiologic technologists
4. The program and the Institute provide students with the tools, knowledge and support necessary to successfully complete the program
5. Alumni demonstrate an ongoing commitment to the profession by participating in research or other professional activities and utilize insights gained in programmatic courses to promote continued professional and personal growth
6. The program continually strives to achieve improvement through an outcomes assessment process that includes soliciting both formal and informal feedback from its communities of interest as well as the collection and analysis of program data.

Medical Imaging: Special Features

The Post-Baccalaureate Certificate in Medical Imaging offers individuals holding a bachelor's degree in any field fast-track entry into radiologic technology and the expanding field of medical imaging. Combining optimal teaching methodologies with the flexibility of online study, this program is ideally suited for individuals entering health care from other professions as well as for health care workers looking to advance their careers in a timely manner. Here are some of the features that make our program unique:

Accelerated Study / Graduate Level Education

In 17 months of intensive study you will acquire the knowledge and skills you need to sit for certification and licensure as a Radiologic Technologist. During that time, you will receive an in-depth graduate-level education in diagnostic radiography as you acquire hands-on experience at some of the top health care institutions in the country. And the credits you earn in this program can be put toward a master's degree at a future date (unlike credits earned through a community college based medical imaging program).

Distance Learning Format / Increased Communication

This is the first Medical Imaging program in the US to combine 100% online academic instruction with hands-on laboratory and clinical rotations. In doing so, this innovative program has not only put time-management issues back in the hands of its students (many of whom have professional or life commitments to juggle while transitioning into this program), it also gives students the means to achieve a more dynamic interchange with their fellow classmates and instructors than they would receive in a traditional classroom setting. As part of your weekly assignments, you will engage in on-going discussions with your classmates and instructors through the use of our custom-built, user-friendly courseware discussion boards.

Professional Curriculum / Optimal Teaching Methodology

Based on the newest professional curriculum adopted by the American Society of Radiologic Technologists, this rigorous program takes a three-tiered educational approach (of alternating blocks of online, laboratory, and clinical study) that enables students to immediately meld theory with practice in progressive stages throughout the program. As a result, you will be able to more easily apply what you are learning to your knowledge and skill set memory. We also schedule full-time laboratory and clinical rotations (generally eight hours a day, five days a week), which allows you to focus all your attention on mastering new skills, without the distraction of outside class and coursework or interruption to the routine that best reinforces skills acquisition.

Clinical Affiliations / World Class Experience

Thanks to our extensive clinical affiliations with world-renowned hospitals in the Partners HealthCare System (including Massachusetts General Hospital, Brigham and Women's Hospital, Newton Wellesley Hospital, Faulkner Hospital, North Shore Medical Center, and Spaulding Rehabilitation Hospital Network), we are able to provide you with multiple and varied resources for your clinical practicum experience. This means that you will already have experience working at world-class institutions by the time you seek certification and licensure as a radiologic technologist.

Diverse Faculty / Individualized Attention

Thanks to the distance learning component of this program, students enjoy access to medical imaging leaders and scholars from around the country. Our faculty are actively engaged in medical imaging practice and professional activities and use their own real-world cases as teaching examples. As a result, our students are not only instructed in the field's most current and relevant practices, they are also privy to the innovative thinking and professional and ethical standards that will define tomorrow's practices as well. Our small class sizes, usually 15 - 20 students in total, ensures that you will receive individualized attention and, as a result, broaden your chances for professional growth.

Professional Resources / State-of-the Art Education

Medical Imaging technology advances daily. That's why we make sure you're trained on state-of-the-art equipment, the same used in Boston's premier health care facilities. And it's why we give our students access to the same medical library and web-resources used by practicing clinicians at Massachusetts General Hospital.

Medical Imaging: Clinical Experience

Procedures Laboratory Rotations

Procedures laboratories are designed to teach you competence and confidence in the hands-on patient care skills and imaging physics and procedures you will need in your clinical rotations. Offered in fully-operational, state-of-the-art facilities (the same facilities in which some students will take their clinicals), procedures labs are taken by the class, in-person, as a group. You and your classmates will use the labs to familiarize yourselves with imaging equipment and rehearse patient care procedures on patient simulators, as well as each other.

Clinical Practice Rotations

Clinical practice rotations are designed to give you the opportunity to practice your newly acquired skills with real patients in health care settings under the supervision of a practicing clinician. In order to ensure that you gain exposure to all levels of patients (from walk-ins to trauma cases) as well as all levels of procedures (from simple x-rays to interventional procedures), clinicals are held in both hospital and out-patient settings. Our extensive clinical affiliations with the world-renowned hospitals in the Partners HealthCare System (including Massachusetts General Hospital, Brigham and Women's Hospital, Newton Wellesley Hospital, Faulkner Hospital, North Shore Medical Center, and Spaulding Rehabilitation Hospital Network) enable us to offer our students outstanding access for their clinical placements. Each clinical rotation builds on the previous one to ensure that you achieve the required competency levels in all the functional areas required for certification and licensure.

Flexible Study Schedule / Group Experience

During the distance-learning component of this program, you will work quite closely with the rest of your class – often more closely than you would were attending weekly classes in person. The reasons for this are numerous:

- The curriculum is built upon a cohort model in which you will progress through the program as a group, working toward the same weekly deadlines as the rest of your classmates.
- Your professors will require you to engage in vigorous online discussions with your fellow students as a part of your weekly assignments.
- You will attend laboratories in person, along with all your other classmates, for 2 - 4 weeks at a time, 6 - 8 hours a day.
- You will share your clinical practice experiences with your fellow classmates in weekly discussions.

Beyond that, one of the core objectives of our program is to develop your critical thinking, communication, and problem-solving skills – a goal which can only be achieved through active participation in team work and group discussion. Our students bring to this program valuable life and professional experience that will enhance your learning experience, just as yours will enhance your classmates'.

The median age of our students is 43 years of age, with students ranging in age from their early 20's to their 60's. Given that, we encourage the sharing of ideas and perspectives between fellow classmates as much as we encourage it between our instructors and their students.

Medical Imaging: Curriculum Overview

The curriculum for the 46-credit Post-Baccalaureate Certificate in Medical Imaging has been built upon teaching methodologies that optimize and expedite learning:

- A competency-based curriculum ensures that students master learning and skills at each successive level of study before proceeding onto the next.
- Throughout the 17-month program, eight and ten-week academic blocks of intensive online study are followed by procedures laboratories and then capped by clinical rotations. This three-tiered approach enables students to immediately meld theory with practice in progressive stages throughout the program and, as a result, more easily apply what they are learning to their knowledge and skill set.
- Laboratory and clinical rotations are set up as full-time commitments (generally eight hours a day, five days a week), allowing students to focus all their attention on mastering new skills, without the distraction of outside class and coursework or interruption to the routine that best reinforces skills acquisition.
- Students progress through the program as a group, in tandem with their fellow classmates, in order to maximize the exchange of ideas and sharing of perspectives and experiences.

A brief, face-to-face, on-campus orientation, in which you get to know your fellow classmates, marks the start of your program. After a ten-week block of online study, in which weekly assignment deadlines and vigorous online discussions prepare you for your initial procedures laboratory, you reconvene with fellow students for 2.5 weeks of full-time evening lab work, followed by 3 weeks of full-time clinical practice. That marks the end of your first semester of study.

Semesters II and III follow the same model, alternating coursework between blocks of online study, lab, and clinical rotations. Online courses last 8-10 weeks. Laboratory courses vary from 2.5 - 4.5 weeks. Clinical courses are progressive, including a 3-week session, an 8.5-week session, and a capstone (final) session of 22 weeks in length.

Medical Imaging: Course Outline

Total Credits	46
Total Lab Hours	305
Total Clinical Hours	1260
Total Time for completion	17 months

Semester 1 - 10 weeks

MH 720	Medicolegal Issues in Health Care	1
MI 610	Fundamentals of Radiologic Science & Health Care	1
MI 720	Radiographic Procedures I	2
MI 730	Medical Imaging & Processing I	2
MI 750	Patient Care in the Radiologic Sciences	1
		7

Semester 1 Laboratory/Clinical 1 - 5 weeks

MI 751	Medical Imaging Patient Care & Procedures Lab (5 days/wk for 8 hrs/day for 2.5 weeks)	4
MI 760	Medical Imaging Clinical Practice 1 5 days/wk for 8 hrs/day for 3 weeks	2
		6

Semester 2 - 10 weeks

MH 730	Radiation Biology	2
MI 723	Imaging Equipment	2
MI 721	Radiographic Procedures II	2
MI 731	Medical Imaging & Processing II	2
MI 740	Radiation Production & Protection	3
	*Intersession Clinical (5 Days/Wk for 8 Hrs for 1 Wk)	
		11

Semester 2 - Laboratory - 5 weeks

MI 752	Medical Imaging & Procedures Lab (5 Days/Wk for 6 Hrs/Day for 4.5 Wks)	4
		4

Semester 3 - Laboratory/Clinical - 8.5 weeks

MI 761	Medical Imaging Clinical Practice II (5 Days/Wk for 8 Hrs/Day for 8.5 Wks)	3
		3

Semester 3 - 8 weeks

MH 731	Radiographic Pathology	2
MI 772	Sectional Anatomy	2
MI 770	Image Analysis & Critical Thinking (Capstone Course)	1
MI 771	Advanced Patient Care & Pharmacology in the Radiologic Sciences	2
HP 820	Ethical Issues in Health Care	2
		9

Semester 4/5 - 22 weeks

MI 753	Radiography Seminar Laboratory (4 Hours per week)	1
MI 762	Medical Imaging Clinical Practice III (4 Days/Wk for 9 Hrs/Day for 22 Wks)	5

		6
TOTAL		46

Listing of Medical Imaging Courses

Refer to Interdisciplinary Course Offerings for HP course descriptions.

MH 720 DL MEDICOLEGAL ISSUES IN HEALTH CARE

This course presents students with the knowledge of legal terminology, concepts, and principles needed in a modern health care facility. Topics include misconduct, malpractice, patient confidentiality, legal and professional standards, and the ASRT scope of practice. Emphasis will be placed on the importance of proper documentation and informed consent. 1 Credit.

MH 730 DL RADIATION BIOLOGY

This course provides an overview of the principles of the interaction of radiation with living systems, including effects on molecules, cells, tissues, and the body as a whole. Students learn the factors affecting biological response, including acute and chronic effects of radiation. 2 Credits.

MH 731 DL RADIOGRAPHIC PATHOLOGY

This course gives students an understanding of disease causation theories and the pathophysiologic disorders that affect healthy systems. Etiology, pathophysiologic responses, clinical manifestations, radiographic appearance, and management of alterations in body systems will be presented and discussed. 2 Credits.

MI 610 DL FUNDAMENTALS OF RADIOLOGIC SCIENCE & HEALTH CARE

This course delivers an introduction to radiography and an overview of the practitioner's role in the health care delivery system. The Health Care Organization's principles, practices, and policies as well as the radiographer's professional responsibilities will be examined and discussed. Students gain a solid understanding of patients, families, and professional peers through comparison of diverse populations based on their value system, cultural and ethnic influences, communication, socioeconomic influences, health risks, and life stages, to help students provide better patient care. 1 Credit.

MI 720 DL RADIOGRAPHIC PROCEDURES

This is the first of two courses giving students the knowledge necessary to perform standard radiographic procedures, along with the application to special studies. Instruction includes a review of the topographical anatomy needed for optimal diagnostic image production, with emphasis on basic positioning terminology of the upper and lower extremities. Laboratory experiences complement the didactic portion. 2 Credits.

MI 721 DL RADIOGRAPHIC PROCEDURES II

This course builds on the knowledge gained from MI 720 DL in performing standard radiographic procedures. Instruction includes a review of topographical anatomy, with emphasis on skull and facial bones, special views of the skull, paranasal sinuses, upper and lower gastrointestinal systems, and minor special procedures. Laboratory experiences complement the didactic portion. 2 Credits

MI 723 DL IMAGING EQUIPMENT

This course builds student knowledge in radiographic, fluoroscopic, mobile, and tomographic equipment requirements and design. Content includes basic x-ray circuitry, x-ray and fluoroscopic tube construction, and the electronics incorporated into radiographic imaging equipment. Computer applications in the radiologic sciences related to image capture, display, storage, and distribution are covered as well as quality control and its role in equipment maintenance. 2 Credits.

MI 730 DL MEDICAL IMAGING & PROCESSING I

This is the first of two courses covering the factors that govern and influence the production and recording of radiographic images. Topics include an introduction to basic radiographic equipment and radiographic quality factors, with emphasis on film and electronic imaging with related accessories. Class demonstrations/labs are used to demonstrate application of theory. 2 Credits.

MI 731 DL MEDICAL IMAGING AND PROCESSING II

This course builds upon the knowledge and skills gained from MI 730 DL. Students gain a more detailed understanding of the radiographic quality factors of density, contrast, recorded detail, and distortion. Film and

electronic imaging with related accessories, processing, and digital imaging also are presented in detail. 2 Credits.

MI 740 DL RADIATION PRODUCTION AND PROTECTION

This course provides basic knowledge of atomic structure, terminology, and the principles of radiation protection. Instruction includes the nature and characteristics of radiation, x-ray production, and photon interactions with matter. Students learn the responsibilities of the radiographer for patients, personnel, and the public, including radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies, and health care organizations. 3 Credits

MI 750 DL PATIENT CARE IN THE RADIOLOGIC SCIENCES

This course covers the basics in patient care, with consideration for the physical and emotional needs of patient and family. Students learn routine and emergency care procedures as well as standard precautions for infection control. Course material includes factors that influence relationships with patients and professional peers, and the role of the radiographer in patient education. Laboratory experiences complement the didactic portion. 1 Credit.

MI 751 MEDICAL IMAGING PATIENT CARE & PROCEDURES LAB

This supervised lab provides a stress-free environment for students to practice and perform patient care and radiographic procedures. Students practice and simulate patient care procedures, including taking vital signs, communication procedures, and body mechanics. Students prepare for clinical participation and competency by following the prescribed method, practicing, and simulating the proper positions used to image the human body. 4 Credits.

MI 752 MEDICAL IMAGING & PROCEDURES LAB

This supervised lab enables students to practice performing radiographic and technical imaging procedures, and to explore radiographic quality. Students learn by practice and simulation, leading to a competency evaluation that prepares them for a clinical setting. Students also perform various technical procedures demonstrating the effects of radiographic quality on images. 4 Credits.

MI 753 RADIOGRAPHY SEMINAR LABORATORY

This supervised lab gives students a demonstration and practice of radiographic and technical imaging procedures including venipuncture, ECG/EKG, and radiographic trauma as well as quality assurance procedures for testing equipment. Students use the prescribed practice and simulation, leading to a competency evaluation that prepares them for a clinical setting. Students also will be tested on cumulative knowledge and abilities in radiography. 1 Credit.

MI 760 MEDICAL IMAGING CLINICAL PRACTICE I

Clinical practice provides invaluable hands-on patient care and assessment, competent performance of imaging procedures, and quality management. Clinical I students will participate in observing and assisting with routine radiographic procedures, working toward independence through structured sequential, competency-based assignments. Team practice, patient-centered clinical practice, and professional development will be performed and evaluated. Procedures that have been successfully simulated will be performed by students under the direct supervision of a qualified practitioner, with the ultimate goal of completing and passing the designated competencies. 2 Credits.

MI 761 MEDICAL IMAGING CLINICAL PRACTICE II

This course builds upon the skills gained from MI 760. Goals are competency for designated procedures and a medium level of independence. The level of competency and independence increases as the student performs fewer procedures under direct supervision, and a larger number of procedures under indirect supervision of a qualified practitioner - with the expectation of continued competency on previously completed procedures. 3 Credits.

MI 762 MEDICAL IMAGING CLINICAL PRACTICE III

This course continues to build upon the skills gained in the first two clinical components, with goals of complete competency and independence. The level of competency and independence continues to increase as the student performs a larger number of more complex procedures under indirect supervision, and fewer procedures under direct supervision of a qualified practitioner - with the expectation of continued competency on procedures completed previously. 5 Credits.

MI 770 DL IMAGE ANALYSIS AND CRITICAL THINKING

Students learn to analyze radiographic images, and gain an understanding of the importance of minimum imaging standards. The class includes discussions of problem-solving techniques for image evaluation as well as factors that can affect image quality. Actual images will be included for analysis. (Capstone course.) 1 Credit.

MI 771 DL ADVANCED PATIENT CARE & PHARMACOLOGY IN RADIOLOGIC SCIENCES

The course provides the more advanced concepts of patient care, including consideration for the physical and psychological needs of the patient and family. It is a foundational offering for the medical imaging certificate program as required by the program guidelines established by the ASRT. 2 Credits.

MI 772 DL SECTIONAL ANATOMY

This course develops the clinical skill of detecting anatomy on sectional images. Students view human anatomy in multi-dimensional sections to gain an understanding of the structural organization of the human body, and to recognize anatomy on varied images. The course is designed to enhance student preparedness for career ladder positions. 2 Credits.

NURSING: PROGRAM OVERVIEW

Visit our [Admissions Pages](#) for Admissions Requirements

Entry into Nursing Practice | Accelerated BSN | Direct-Entry Master's in Nursing

The Nursing Profession

Nurses are the largest group of health care professionals and the [career outlook for nurses](#) remains strong. Operating from a unique disciplinary perspective, nurses view each patient as a person in relation to their environment and the social, economic, and political forces shaping that environment. This sets nursing apart as both an art and science that views health as an evolving process tied not only to a patient's body, mind, and spirit, but to the multidimensional relationships that define human connection and existence as well. A nurse's charge, then, is to maximize the promotion, maintenance, and restoration of his or her patients' health holistically, within the context of the infinitely complex environments in which we live.

Accelerated BSN Overview

Recognizing the urgent need to build the nation's pool of qualified nurses, the MGH Institute of Health Professions announces a new baccalaureate degree program designed to quickly move graduates into the nursing workforce.

The 14-month **Accelerated Bachelor of Science in Nursing** (BSN) provides you with the knowledge and skill preparation that employers increasingly prefer for entry-level nurses. Designed for applicants who already possess a bachelor's degree in another field, no prior nursing education or experience is required to apply to the Accelerated BSN.

Direct-Entry Master's Overview

As the first educational institution in Massachusetts, and one of the first in the nation, to develop a **Master of Science in Nursing** curriculum for individuals holding a bachelors degree in a field other than nursing, the MGH Institute has more than 20 years of experience in preparing students with no nursing background to become advanced practice nurses.

The direct-entry Master of Science in Nursing (MS) program consists of a three-year, graduate-level curriculum that commences with three semesters of generalist-level (pre-RN) courses, followed by three semesters of advanced-practice-level specialty coursework.

Addressing the full scope of advanced practice nursing, including the physical and social sciences, nursing research, public and community health, this program broadly prepares students to become competent, widely-skilled, reflective nurse-leaders, equipped to practice in a variety of settings.

As a student of this rigorous graduate nursing program, you will be immersed in the science-based theory and evidence-based practice of the premier minds, practitioners, and facilities in the nursing field. Charged with the pursuit of humanistic values, professionalism, and quality care, you will be cross-trained in the theories of etiology, pathophysiology, and therapeutic treatment, and become versed in the interplay of physical, psychological, and environmental factors as they affect human health.

Mentored by those defining the leading edge of today's dynamic and growing nursing field, you will hone assessment, diagnostic reasoning, and decision making skills as a means for enhancing critical thinking. Benefiting from unparalleled access to premier health care facilities, you will develop your craft in collegial, non-competitive settings and practice it through clinical experiences in hospitals and community settings with real patients.

Through it all, you will come to understand the interrelationship of body-mind-spirit as it affects human health at the molecular, cellular, organ, and systems level. You will master ever-changing ways to promote, maintain, and restore health, while learning what it is to be an expert clinician, an educator, a consultant, a researcher, a leader, and an advocate – to become an advanced practice nurse.

The direct-entry graduate nursing program is a Massachusetts Board of Registration in Nursing approved program

and is accredited by the National League for Nursing. Graduates receive a Master of Science in Nursing (MS) degree and are eligible to apply for licensure as an advanced practice nurse. (Specific requirements for preparation and certification to practice in an advanced role vary from state to state and are determined by each state's Board of Registration in Nursing.)

Advanced Practice Nursing: Nurse Practitioner (NP) or Clinical Nurse Specialist (CNS)?

If you are interested in preparing to become an advanced practice nurse, or are already an advanced practice nurse looking to expand your specialty training, the Nursing Program at MGH Institute can offer you the kind of access, opportunities, and contemporary clinical experience that can only be obtained through affiliation with a world-class academic health center.

Our program offers graduate-level preparation for students seeking careers in the advanced practice nursing roles of nurse practitioner or clinical nurse specialist.

Post-Professional Options for RNs

The result of twenty-five years of innovative curriculum development, the Graduate Program in Nursing prepares advanced practice nurses to assume leadership roles in health care. The curriculum revolves around three basic themes: knowledge, critical thinking, and professional development. The MGH Institute achieves this mission through excellence and innovation in education, scholarship and practice.

Graduates of the post-professional nursing program are eligible to sit for nurse practitioner certification examinations in their selected specialties and/or certification as a psychiatric clinical nurse specialist.

The post-master's certificate program allows master's-prepared RNs to obtain additional specialty skills or become eligible to sit for nurse practitioner examinations.

The new Doctor of Nursing Practice (DNP) provides an unmatched opportunity to build on your knowledge, expand your professional roles, and contribute to improved health care outcomes through practice, policy and scholarship.

Other Options for Nurses

RNs who have matriculated into the Master of Science in Nursing program may petition to pursue a Certificate of Advanced Study in Clinical Investigation simultaneously at a reduced credit requirement.

Additionally, the MGH Institute offers an interdisciplinary Teaching and Learning Certificate for Health Care Educators, that provides practitioners with an opportunity to package their clinical expertise in a framework that can be shared effectively to enrich others in their profession.

The Nursing Program at the MGH Institute is a Massachusetts Board of Registration in Nursing approved program and is accredited by the National League for Nursing. Graduates receive a Master of Science in Nursing (MS) degree and are eligible to apply for licensure as an advanced practice nurse. (Specific requirements for preparation and certification to practice in an advanced practice role vary from state to state and are determined by each state's Board of Registration in Nursing.)

Entry-Level and Post-Professional Nursing Program Features

Access / Comprehensive Training

Our graduate nursing program empowers its students with the kind of access, information, and contemporary clinical experience that can only be obtained through affiliation with a world-class academic health center. As the only degree granting institution within the Partners Healthcare System, the second largest healthcare system in the nation, we offer our students opportunity for both hospital and community experience within the Partners network as well as 250 actively affiliated, regional, and national clinical sites. Our curriculum utilizes adult-learning principles that integrate scientific nursing knowledge, scholarship, and clinical and leadership skills into a caring, holistic framework.

Experienced Institution / Solid Preparation

Our twenty plus years of experience in educating nurses at the graduate level has enabled us to create innovative curriculums that foster scientific and theoretical knowledge, cultivate critical thinking skills, and promote professional development. We pride ourselves on the 95-100% pass rates our students experience as first-time takers on both the registered nurse licensure (NCLEX-RN) and advanced practice nursing certification (ANCC and NCC) exams. Our students consistently score well above both state and national averages.

Renowned Faculty / Contemporary Education

More than 80% of the faculty in our graduate nursing program hold doctoral degrees. They are recognized nationally and internationally for their leadership as well as clinical and scholarly excellence and are actively engaged in nursing and its associated professional activities. Most actively publish in peer-reviewed journals and textbooks and use their own real-world experience as teaching examples. As a result, our students are not only instructed in the field's most current and relevant practices, they are privy to the innovative thinking and professional and ethical standards that will define tomorrow's practices as well.

Specialization Options / Board Certification

The Entry-Level master's curriculum includes options for the sought-after advanced practice nursing roles of nurse practitioner (NP) and clinical nurse specialist (CNS). Nurse practitioner (NP) specialty options include Acute Care, Family, General Adult, Pediatrics, and Psychiatric-Mental Health, as well as dual-specialty options in Adult/Gerontology, Adult/Psychiatric-Mental Health, and Adult/Women's Health. Clinical nurse specialist (CNS) options include Clinical Leader/Manager and dual-focus options in either Adult/Elder Psychiatric-Mental Health, or Child/Adolescent Psychiatric-Mental Health. All options prepare students for board certification in their chosen advanced practice specialty.

Post-baccalaureate Education / Individualized Attention

Since MGH Institute is solely dedicated to graduate education, our students don't compete with undergraduates for faculty attention as they might at other institutions. This, in addition to our small class sizes, allows for a uniquely personalized environment in which students are the center of faculty attention and, as a result, develop their professional skills within a nurturing environment.

Diverse perspective / Supportive Environment

Students typically enter the graduate nursing program with a variety of educational and occupational backgrounds, many pursuing second careers. This diversity of age, ethnicities, and perspectives provides a stimulating educational experience, fosters exposure to different ideas, and enriches interactions between classmates and faculty. You'll enjoy collegial working relationships with your fellow classmates in which you learn and study together in a noncompetitive educational environment.

Elective Options / Enriching Opportunities

An HIV/AIDS certificate is available as an elective credit in conjunction with the Adult Nurse Practitioner specialty track (or as additional credits for other specialties), allowing graduates to provide specialty care to HIV+ adults. Through our International Health Practicum, students interested in international nursing practices, can pursue their advanced practice interests in an international clinical experience outside the United States.

RNs who have matriculated into the Master of Science in Nursing program may petition to pursue a Certificate of Advanced Study in Clinical Investigation simultaneously at a reduced credit requirement.

Additionally, the MGH Institute offers an interdisciplinary Teaching and Learning Certificate for Health Care Educators, that provides practitioners with an opportunity to package their clinical expertise in a framework that can be shared effectively to enrich others in their profession.

Interdisciplinary Focus of the Nursing Program

Learning Environment

Students of this intensive graduate program enjoy a uniquely personalized environment in which they are the center of faculty attention. Since MGH Institute is dedicated solely to graduate education, there are no undergraduates to compete with for faculty time or attention, as there might be at other institutions.

Students typically enter the program with a variety of educational and occupational backgrounds. This diversity provides a stimulating educational experience, and enriches interactions between both classmates and faculty. You'll enjoy collegial working relationships with your fellow classmates in which you learn and study together in a noncompetitive educational environment.

As part of our interdisciplinary approach to education, students have the opportunity to participate in quarterly **Schwartz Center Educational Rounds** in which students and faculty from the different academic programs engage in dialogue on important issues that advance a compassionate approach to patient care. The rounds are similar in structure to the hospital-based rounds series also sponsored by the Kenneth B. Schwartz Center. Through these sessions, students not only broaden their interdisciplinary perspective, they also develop the teamwork skills critical to contemporary health care.

No classes are held from the middle of April to the beginning of September, enabling students to gain additional clinical experience in summer and finance their education as well.

The vast majority of classes for the direct-entry master's nursing program are taught on our Boston campus in the Charlestown Navy Yard. Some may include online options or utilize the Internet for threaded discussions between classmates. An increasing number of courses are being offered completely online.

CAS in Clinical Investigation

There is a wide recognition that a well-trained, multi-disciplinary work force will be required to tackle health care demands of the future. Nurses play an increasing role in various levels of clinical research. With one of the first Clinical Investigation programs in the country, the MGH Institute offers rigorous courses taught by faculty actively engaged in clinical research.

RNs who have matriculated into the Master of Science in Nursing may petition to earn a Certificate of Advanced Study in Clinical Investigation at *reduced credit requirement* than if they were completed separately. MS candidates must be in good academic standing to seek this dual option; consult your academic advisor to learn more.

- CAS combined with MS in Nursing - only 10 credits

Accelerated BSN | Program Overview

Your career. Accelerated.

Recognizing the urgent need to build the nation's pool of qualified nurses, the MGH Institute of Health Professions announces a new baccalaureate degree program designed to quickly move graduates into the nursing workforce.

The 14-month **Accelerated Bachelor of Science in Nursing** (BSN) provides you with the knowledge and skill preparation that employers increasingly prefer for nurses who provide direct patient care. Designed for applicants who already possess a bachelor's degree in another field, no prior nursing education or experience is required to apply to the Accelerated BSN.

The intensive, full-time Accelerated BSN program puts you on a fast track toward direct patient care and flexible career opportunities. The MGH Institute provides outstanding preparation for this professional development path by offering:

- **A unique learning environment.** The curriculum is designed to foster adult learning in a collaborative environment, offering individual attention, innovative teaching methodologies and access to the premier minds, practitioners, and facilities in the health professions.
- **Highly Regarded Faculty.** The Accelerated BSN program was developed by the same nationally recognized faculty who teach in our graduate-level nurse practitioner program. Many of our faculty are highly regarded experts in a variety of research and clinical practice areas.
- **An exceptional track record.** As a clear measure of the MGH Institute's 30-year success in preparing nurses for clinical practice, we have an exceptionally high pass rate on the NCLEX-RN® exam required for licensing. It is consistently above the national average for first-time test takers.
- **Top-rated clinical placements.** The MGH Institute operates within the framework of the Partners HealthCare System, enabling students to work and learn in some of the region's finest acute care and community-based facilities including Brigham and Women's Hospital, Massachusetts General Hospital, Spaulding Rehabilitation Hospital Network, and Newton-Wellesley Hospital. With more than 600 clinical partners overall, students get exposure to a full range of clinical experiences.
- **A network of nursing professionals.** As an MGH Institute graduate, you become part of an alumni and professional network of more than 1,000 nurses. Fellow alumni, as well as nursing faculty, can help you expand your professional knowledge and discover new ways to approach problems within a rapidly evolving health care environment. Your Institute education also positions you to return later for advanced practice nursing preparation, if you choose.

Accelerated BSN Curriculum - 54 Credits

Course	Term/Semester	Credits
NS 510 - NU Process Pract and Skills - Th/Clin	I - Summer	6
NS 511 - Biobehavioral Princ and Theories - Th/Clin	I - Summer	5
NS 512 - History of Nursing Ideas	I - Summer	3
HP 509 - Pathophysiology	I - Summer	3
NS 520 - Common Problems of Adult Health - Th/Clin	II - Fall	6
NS 521 - Community NU Principles and Theories - Th/Clin	II - Fall	5
NS 522 - Health Assessment - Th/Cin	II - Fall	3
HP 519 - Pharmacology	II - Fall	3
NS 530 - Maternal Child Nursing - Th/Clin	III - Spring	6
NH 531 - Health Care Policy and Politics	III - Spring	3
NS 532 - Nursing Synthesis 3	III - Spring	3
HP 529 - Ethical Issues in Healthcare	III - Spring	2
NS 540 - Role Immersion/Clinical Internship	IV - Summer	6
	Totals	54

***first 7 weeks of summer session**

Direct-Entry Master's in Nursing

Visit our specialties pages for curriculum outlines.

The direct-entry **Master of Science in Nursing (MS)** program consists of a three-year, graduate-level curriculum that commences with three semesters of generalist-level (pre-RN) courses, followed by three semesters of advanced-practice-level specialty coursework.

Addressing the full scope of advanced practice nursing, including the physical and social sciences, nursing research, public and community health, this program broadly prepares students to become competent, widely-skilled, reflective nurse-leaders, equipped to practice in a variety of settings.

As a student of this rigorous graduate nursing program, you will be immersed in the science-based theory and evidence-based practice of the premier minds, practitioners, and facilities in the nursing field. Charged with the pursuit of humanistic values, professionalism, and quality care, you will be cross-trained in the theories of etiology, pathophysiology, and therapeutic treatment, and become versed in the interplay of physical, psychological, and environmental factors as they affect human health.

Mentored by those defining the leading edge of today's dynamic and growing nursing field, you will hone assessment, diagnostic reasoning, and decision making skills as a means for enhancing critical thinking. Benefiting from unparalleled access to premier health care facilities, you will develop your craft in collegial, non-competitive settings and practice it through clinical experiences in hospitals and community settings with real patients.

Through it all, you will come to understand the interrelationship of body-mind-spirit as it affects human health at the molecular, cellular, organ, and systems level. You will master ever-changing ways to promote, maintain, and restore health, while learning what it is to be an expert clinician, an educator, a consultant, a researcher, a leader, and an advocate – to become an advanced practice nurse.

A nurse practitioner (NP) is a master's prepared, advanced practice registered nurse with advanced academic and clinical experience. A clinical nurse specialist (CNS) is a master's prepared, advanced practice registered nurse who possesses expert knowledge and clinical skills in a specialized area of nursing

Advanced Practice Nursing Defined | Nurse Practitioner | Clinical Nurse Specialist

Nurse Practitioner

A nurse practitioner (NP) is a master's prepared, advanced practice registered nurse with advanced academic and clinical experience. Taking a holistic approach that emphasizes preventative care, nurse practitioners play an increasingly vital role in providing primary health care to a variety of populations from children, adults, and families, to geriatric patients, the acutely ill, and those with mental illness. Working directly with patients, NPs can diagnose and manage most common and many chronic illnesses. They are authorized to perform physical examinations, order and interpret diagnostic tests, provide counseling and education, and write prescriptions. NPs have prescriptive privileges of varying degrees in 49 states. Working either independently or as part of a health care team in a variety of settings, nurse practitioners can be found in hospitals, HMOs, schools, clinics, doctors' offices, their own private practices, and various public health care roles.

Clinical Nurse Specialist

A clinical nurse specialist (CNS) is a master's prepared, advanced practice registered nurse who possesses expert knowledge and clinical skills in a specialized area of nursing practice. A CNS's specialty may be identified in terms of a:

- patient population (e.g. pediatrics, geriatrics, women's health)
- type of problem (e.g. pain, wound management, stress)
- practice setting (e.g. rehabilitation, end-of-life)
- disease/pathology/medical specialty (e.g. diabetes, oncology, psychiatry)

In addition to delivering direct, holistic patient care, the CNS plays a leadership role in coordinating and managing health care services, developing innovative, quality patient care, educating patients and training staff, and using theory and research to improve the processes of nursing care. As a result, the CNS assumes a variety of roles within the health care system, including health care provider, case manager, leader/administrator, educator, consultant, and researcher.

The CNS in psychiatric nursing is prepared primarily for direct care including psychiatric assessments and various approaches to intervention including individual, group and family psychotherapy. Psychotropic medication assessment and prescribing and management are also roles of the psychiatric CNS. The psychiatric CNS in Massachusetts has prescriptive authority and practices independently and collaboratively working in various inpatient and community settings.

Practicing mainly through the ability to influence others to action, clinical nurse specialists must possess mature clinical and professional judgment, strong leadership, interpersonal, collaboration, and managerial skills, and an understanding of the complexities and interdependencies of the various components of health care practice. Working independently or more often as part of a health care team in a variety of settings, clinical nurse specialists can be found in hospitals, HMOs, schools, clinics, doctors' offices, or their own private practices.

MS in Nursing Curriculum (Entry-Level)
Visit our specialties pages for curriculum outlines.

Coursework

Emphasizing the critical mix of academic, clinical, and research experiences nurses need in today's complex and demanding health care environment, the entry-level Master's curriculum utilizes a teaching methodology that enables students to immediately meld theory with clinical practice in stages throughout the program and, as a result, more easily apply what they are learning to their knowledge and skill set. A number of courses in the program are tailored to both the population students will serve in their advanced practices as well as to the roles they will perform in their chosen specialties.

Pre-RN Coursework

The direct-entry master's nursing program begins with three semesters of *full-time* preparation in the foundations of nursing practice to prepare you for the NCLEX-RN exam which leads to licensure as a registered nurse.

During this pre-RN phase of the program, all students, regardless of their choice of nursing role or specialty, undergo a progressive core of coursework that includes classroom as well as hands-on lab and clinical learning experiences. You'll also partake in onsite medical surgical experiences in acute care settings at the renowned Massachusetts General Hospital, as well as a biobehavioral, community health, and maternity experience.

Studying in small supervised groups, (six to eight students per faculty member) you'll work in laboratory settings with adult and/or infant patient simulators (SimMan and SimBaby) where you'll acquire focused assessment skills related to the population you will be working with in your advance practice coursework.

Advanced Practice Coursework

The advanced practice portion of the entry-level graduate nursing program consists of three semesters of advanced-level coursework that can be taken either on a full-time or part-time basis. During this portion of the program, students hone their specialty skills, enjoying even smaller student to faculty ratios than in their pre-RN phase of study. In clinical practicums, students work one-on-one with a practitioner in their area of advanced practice and with patients individually. In clinical seminars, students focus on application of knowledge and development of clinical thinking and decision-making skills.

Students complete a minimum of 500 hours of supervised clinical practicum throughout this portion program, more if they have chosen specialties catering to various age groups or requiring performance in multiple health care settings. These experiences allow students to meet highly individualized learning objectives in a variety of settings and to continually practice what they learn in class with real patients. Our students enjoy priority clinical practicum placements at prestigious health care facilities, including Massachusetts General Hospital, Spaulding Rehabilitation Hospital, Children's Hospital Boston, Brigham and Women's Hospital, Newton-Wellesley Hospital, and Beth Israel Deaconess Medical Center. These placements have often resulted in job offers after graduation.

Combining theory and intensive hands-on clinical coursework, this phase of the graduate nursing program gives you the 41 (minimum) additional credits required for your master's degree and for eligibility as a certified Nurse Practitioner and/or Clinical Specialist. In earning your credits, you will receive a clinical education across the continuum of socio-economic, ethnic, and clinical sites, and have the opportunity to study with a faculty that is actively engaged in research. You will also be prepared in the utilization of research as it impacts clinical care and outcomes and have the opportunity to be supported in studies and research related to your own interests.

A faculty advisor who is a clinical expert in your chosen field of specialization will be assigned to work with you to develop an individual program plan that meets your interests and assures eligibility for your certification as either a nurse practitioner or clinical nurse specialist.

Post-Professional Nursing: Master of Science

Visit our specialties pages for curriculum outlines.

Addressing the full scope of advanced practice nursing, including the physical and social sciences, nursing research, public and community health, the Post-Professional Master of Science in Nursing broadly prepares registered nurses to become competent, highly-skilled, reflective nurse-leaders, equipped to practice in a variety of settings.

Emphasizing the critical mix of academic, clinical, and research experiences advanced practice nurses need in today's complex and demanding health care environment, our Master's curriculums utilizes a teaching methodology that enables students to immediately meld theory with clinical practice in stages throughout the program and, as a result, more easily apply what they are learning to their knowledge and skill set.

To integrate classroom and clinical learning, our program offers intensive but supportive clinical experiences. Students complete a minimum of 500 hours of supervised clinical practicum throughout this program, more if they have chosen specialties catering to various age groups or requiring performance in multiple health care settings. These experiences allow students to meet highly individualized learning objectives in a variety of settings and to continually practice what they learn in class with real patients. Our students enjoy priority placements at prestigious health care facilities, including Massachusetts General Hospital, Spaulding Rehabilitation Hospital, Children's Hospital Boston, Brigham and Women's Hospital, Newton-Wellesley Hospital, and Beth Israel Deaconess Medical Center. These placements have often resulted in job offers after graduation.

As a student of this rigorous graduate degree program, you will be immersed in the science-based theory and evidence-based practice of the premier minds, practitioners, and facilities in the nursing field. You will be mentored by those defining the leading edge of today's dynamic and growing nursing field and be charged with the pursuit of humanistic values, professionalism, and quality care.

In acquiring your credits, you will receive a clinical education across the continuum of socio-economic, ethnic, and clinical sites, and have the opportunity to study a faculty that is actively engaged in research. You will also be prepared in the utilization of research as it impacts clinical care and outcomes and have the opportunity to be supported in studies and research related to your own interests.

Benefiting from intensive clinical practicum experiences with real patients while working one-on-one with a nurse practitioner, clinical nurse specialist, or physician in your specialty, you will practice your craft in various hospital and community settings.

As a result, you will hone your critical thinking, diagnostic reasoning, assessment, and decision making skills as a means for mastering ever-changing ways to promote, maintain, and restore health as the foundation for a caring, holistic practice.

The program can be taken on either a full or part-time basis and is open to licensed registered nurses with any of the following qualifications:

- Bachelor of Science in Nursing (BSN)
- Bachelor of Science (BS) or Bachelor of Arts (BA) in a field other than Nursing
- Nursing Diploma or Associate Degree (AD) *

The prerequisites you will need for entry into the program, your course load, and the length of your program may vary depending upon your previous educational preparation and choice of specialty. Upon enrollment, a faculty member who is a clinical expert in your chosen field of specialization will be assigned to you to individualize a curriculum plan that meets your interests and assures eligibility for certification in your advanced practice specialty.

Experienced RNs may be eligible to earn up to 6 credits for life/work experience which may be applied to Advanced Practice Level courses. Credits are awarded based on a review of a portfolio prepared by the applicant after matriculation.

**Associate Degree and Diploma RNs meet the same admissions requirements as all other students, with the exception of the baccalaureate degree, and must complete selected additional general education requirements (see Course of Study) prior to applying. Many of these courses may be taken at the community college level, although a minimum of 12 credits must be taken at the upper division (300-400) level.*

Post-Professional Nursing: Doctor of Nursing Practice

Doctor of Nursing Practice | DNP Program Overview

Advancing practice. Defining care.

The MGH Institute's new Doctor of Nursing Practice program is at the forefront of educational change, preparing today's advanced practice nurses for leadership roles in the increasingly complex management of health care delivery. The program was developed in response to the [American Association of Colleges of Nursing \(AACN\) 2004 decision](#) that advanced practice nursing education should move from the master's to the doctoral level by the year 2015.

Building on the MGH Institute's current graduate-level nursing curriculum, the innovative DNP program provides an unmatched opportunity to build on your knowledge, expand your professional roles, and contribute to improved health care outcomes through practice, policy, and scholarship. Upon completion of your doctoral degree requirements, you will be prepared to provide leadership for health system change in a variety of settings — whether as a manager of quality initiatives, an executive in a health care organization, a director of clinical programs, or a faculty member responsible for clinical teaching and program delivery.

Applicants to the Doctor of Nursing Practice program, must be registered nurses who hold a master's degree. (Applicants with a master's in a field other than nursing may be required to complete additional coursework.)

The curriculum includes 43 credits of instruction, with up to 18 credits that may be awarded for previous work through a post-admissions portfolio process. The curriculum includes an intensive, semester-long clinical residency culminating in an applied-practice capstone project.

As a pioneer in introducing the direct-entry master's to nursing education in the 1980s, the Graduate Program in Nursing continues to build upon nearly three decades of providing innovative career paths for advance practice nurses with this rigorous but flexible DNP program that offers:

- **A resource-rich learning environment.** As a member of the Partners HealthCare System, the MGH Institute draws on a rich diversity of teaching and clinical resources, such as Massachusetts General Hospital and Brigham & Women's Hospital, to provide you access to some of the best practitioners, researchers, and facilities in the region.
- **A flexible program of study.** To promote work/life balance for busy nursing professionals, the MGH Institute offers the option of full or part-time study, a mix of online and classroom instruction, and course schedules designed to accommodate the demands of career and family.
- **Nationally recognized faculty.** As an MGH Institute student, you are taught and mentored by educators who are actively engaged in practice, scholarship, or research, and are acknowledged experts in a variety of specializations.
- **Unique electives.** In addition to completing the core curriculum, you can choose from an array of elective courses in such areas as advanced clinical practice for nurse practitioners or clinical nurse specialists, teaching, international global health, clinical investigation, informatics, and nursing administration.
- **Exceptional practice opportunities.** In addition to options at MGH and Brigham & Women's, you have the chance to work and learn in more than 600 of the country's finest acute care and community-based facilities, including Spaulding Rehabilitation Hospital Network, and Newton-Wellesley Hospital, as well as regional health providers, such as Cambridge Health Alliance, Lahey Clinic Medical Center, and UMass Memorial Health Care.
- **Real-world experience.** In the residency phase of the DNP program, you will have the opportunity to apply your advanced interdisciplinary training by developing an independent capstone project that addresses a real clinical problem.

Doctor of Nursing Practice | DNP Curriculum

Doctor of Nursing Practice Curriculum for Registered Nurses with a Master's Degree in Nursing

Course Number	Course Title	Credits	Term
Professional Core			
NP-745	Leadership for Advanced Practice Nursing	3	Spring
Systems Core Courses			
DNH-720	Population Health	3	Spring
NH-730	Outcomes Measurement	3	Summer
NH-740	Healthcare Economics and Financing	3	Summer
HP-717	Survey of Healthcare Informatics	4	Fall
Critical Inquiry and Evidence-Based Courses			
DNS-840	Knowledge & Inquiry Development for Nursing Practice	3	Fall
DNS-845	Nursing Research, Analysis and Critique	3	Fall
DNP-870	Mentored Research Practicum	3	Spring
DNP-850	Biostatistics	2	Fall
Independent Scholarship in Practice			
DNP-891	Capstone Project: Definition and Development	2	Spring
DNP-880	Residency	5	Summer
Subtotal Core Credits Required		34	
Minor Study Elective Focus Concentration			
3 courses	Administration	9	As scheduled
3 courses	Advanced Clinical Practice	9	As scheduled
3 courses	Clinical Investigation	9	As scheduled
3 courses	Education	9	As scheduled
3 courses	Informatics	9	As scheduled
3 courses	International Health	9	As scheduled
Subtotal Minor Study Elec. Focus Concentr.		9	
Total Credits		43	

Note: Up to 18 credits may be waived through post acceptance portfolio review.

**Registered Nurses with a Master's Degree in a Related Field
Take these courses in addition to those above**

Course Number	Course Title	Credits	Term
Clinical Core			
NP 715	Advanced Pathophysiology	3	Spring
NS 739	Advanced Pharmacology	3	Spring
NS 760/761/762	Advanced Assessment and Diagnostic Reasoning	5	Fall
Professional Core			
DNH 710	Health Policy: Action, Analysis and Advocacy	3	
Critical Inquiry and Evidence-Based Courses			
HP 720	Designing Clinical Research	3	
Subtotal, RN with a Related Master's Degree		17	
Total, RN with Related Master's Degree		60	

Post Professional Nursing: Post-Master's or Post-NP Certificate of Advanced Study

Visit our specialties pages for curriculum outlines.

Our Post-Master's Certificates of Advanced Study (CAS) allow RNs holding a Master of Science in Nursing to expand their specialty training and become eligible for additional advanced practice certification.

The CAS can be earned on either a full or part-time basis. Students may apply for admission and begin their course of study in any semester. The program is open to licensed registered nurses with a Master of Science in Nursing (MSN) (or higher) degree. Upon enrollment, a faculty member who is a clinical expert in your chosen field of specialization will be assigned to you to individualize a curriculum plan that meets your interests and assures eligibility for certification in your advanced practice specialty.

Emphasizing the critical mix of academic, clinical, and research experiences advanced practice nurses need in today's complex and demanding health care environment, our Certificate of Advanced Study curriculum utilizes a teaching methodology that enables students to immediately meld theory with clinical practice in stages throughout the program and, as a result, more easily apply what they are learning to their knowledge and skill set.

To integrate classroom and clinical learning, our programs offer intensive but supportive clinical experiences. Students complete a minimum of 500 hours of supervised clinical practicum during their specialty programs, more if they have chosen specialties catering to various age groups or requiring performance in multiple health care settings. These experiences allow students to meet highly individualized learning objectives in a variety of settings and to continually practice what they learn in class with real patients. Our students enjoy priority placements at prestigious health care facilities, including Massachusetts General Hospital, Spaulding Rehabilitation Hospital, Children's Hospital Boston, Brigham and Women's Hospital, Newton-Wellesley Hospital, and Beth Israel Deaconess Medical Center. These placements have often resulted in job offers after graduation.

As a student of this rigorous graduate degree program, you will be immersed in the science-based theory and evidence-based practice of the premier minds, practitioners, and facilities in the nursing field. You will be mentored by those defining the leading edge of today's dynamic and growing nursing field and be charged with the pursuit of humanistic values, professionalism, and quality care.

In earning your credits, you will receive a clinical education across the continuum of socio economic, ethnic, and clinical sites, partake in a clinical experience with an underserved population, and have the opportunity to study with faculty who are engaged in research with the underserved population. You will also be prepared in the utilization of research as it impacts clinical care and outcomes and have the opportunity to be supported in studies and research related to your own interests.

Benefiting from intensive clinical practicum experiences with real patients, working one-on-one with a nurse practitioner, clinical nurse specialist, or physician in your specialty, you will practice your craft in collegial, non-competitive environments, including hospital and community settings.

As a result, you will hone your critical thinking, diagnostic reasoning, assessment, and decision making skills as a means for mastering ever-changing ways to promote, maintain, and restore health and as the foundation for a caring, holistic practice.

Credits requirements for completing the Post-Master's Certificate of Advanced Study vary depending upon your previous educational preparation and choice of specialty. Students must have a Master of Science in Nursing (MS) degree to enter the program. Students with nurse practitioner (NP) credentials as well will require fewer credits.

Experienced RNs may be eligible to earn up to 6 credits for life/work experience which may be applied to Advanced Practice Level courses. These credits are awarded based on review of a portfolio prepared by the student.

Nursing: HIV/AIDS Certificate

RNs may earn a certificate in HIV/AIDS care by completing three online courses, in conjunction with the General Adult specialty or as electives in other specialties – or by completing the three courses as a non-degree student.

Topics covered in depth through this three course series include epidemiology, infection control, cultural considerations in delivering care, pathophysiology, immunology, symptom management, case management and HIV prevention.

Course of Study

NH 817 Introduction to HIV/AIDS: Epidemiology of HIV/AIDS	3
NH 833 Pathophysiology and Symptom Mgmt in HIV Disease	3
NH 831 Prevention and Case Management of HIV/AIDS	3
Total	9

Curriculum Plans by Specialty:

Nursing Specialty Descriptions and Curriculum Plans

Nurse Practitioner Specialties

Acute Care

The Acute Care Nurse Practitioner (ACNP) specialty option prepares graduates to assess and manage the care of adult patients who are physiologically unstable, technologically dependent, and highly vulnerable for health complications.

Focusing on a collaborative model for providing holistic care to acutely or critically ill patients, this track prepares Acute Care Nurse Practitioners (ACNP) for practice within the inpatient/hospital setting and across hospital-to-clinic settings, including the emergency department, intensive care unit, specialty labs (interventional radiology), acute care wards (oncology, trauma, transplantation, cardiac surgery), specialty clinics (congestive heart failure, urgent care, rehabilitation, pulmonary, in-patient medical and surgical units), or any combination of the above. Knowledge and skills preparation includes:

- assessment of acute and chronic illness (epidemiology/disease control, pathophysiology, psychopathology, diagnostic reasoning)
- clinical management (pharmacotherapeutics, clinical therapeutics, clinical decision-making, patient safety)
- health promotion and disease prevention (risk factor analysis, risk reduction, special needs of the adult across the lifespan, screening tests)
- practitioner-patient relationship (cultural competence and spiritual awareness, communication, teaching/coaching, patient advocacy)
- professional issues (ethics, scope of practice/health care public policy, access to care coordination of care)
- research utilization (evidence-based practice principles)

Upon completion of this course of study, graduates are eligible to take the Acute Care Nurse Practitioner certification exam (#28) given by the American Nurses Credentialing Center (ANCC).

Acute Care Specialty Coordinator: Deborah Rosenbloom-Brunton, MS, RN, APRN-BC

Acute - Entry Level Masters Curriculum Plan – 91 credits

The first three semesters of courses for entry-level students are the generalist level, and are taken by all students to meet eligibility for the MCLEX-RN examination and licensure (course sequencing is subject to change). Students sit for the RN licensure exam at the completion of the third semester.

Following completion of the generalist level, three semesters of advanced level courses (a minimum of 43 credits) are required for the master's degree and eligibility for certification as a Nurse Practitioner and/or Clinical Specialist.

Year I, Term I, Fall		
NS 660	Nursing Practice: Process and Skills	6
HP 621	Pathophysiology	3
NS 663	Biobehavioral Principles and Theories	5
NS 601	History of Nursing Ideas	3
		17
Year I, Term II, Spring		
NS 661	Nursing Practice Common Problems in Adult Health	6
NS 665	Health Assessment	3
NS 664	Community Principles and Theories	5
HP 622	Pharmacology	3
		17
Year II, Term I, Fall		
NH 602	Health Care Policy and Politics	3
NS 680	Maternal Child Nursing	3
NS 683	Clinical Application of Family Centered Care - Adult	3
NS 760	Advanced Assessment and Diagnostic Reasoning	5
		14
Year II, Term II, Spring		
NP 734	Acute Care Management I Theory	3
NP 774	Acute Care Management I Clinical	3
NS 739	Advanced Pharmacology	3
	Elective	3
		12
Year III, Term I, Fall		
HP 720	Designing Clinical Research	3
NP 834	Acute Care Management II Theory	3
NP 874	Acute Care Management II Clinical	6
	Elective	3
		15
Year III, Term III, Spring		
HP 820	Ethical Issues	2
NP 854	Acute Care Management III	3
NP 884	Acute Care Practicum III	6
NP 839	Professional Issues	2
NS 891	Scholarly Project	3
		16
	TOTAL	91

Acute - RN Post-Professional Masters Curriculum Plan – 52-62 credits

Courses Required For RN's Without a BSN:

NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
NS 601	History of Nursing Ideas	3	Fall
	TOTAL	10	

Core Courses Required For All RN's:

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 602	Health Care Policy and Politics	3	Fall
NP 839	Professional Issues	2	Spring, Summer
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess & Diag Reas	5	Fall, Spring
NS 891	Scholarly Project	3	All
	Elective	3	
	TOTAL	25	

Advanced Practice Courses Required For All RN's

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits *must* be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty course listings below). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience".

NP 734	Acute Care Nursing Mgmt I Theory	3	Spring
NP 774	Acute Care Nursing Practicum I	3	Spring
NP 834	Acute Care Nursing Mgmt II Theory	3	Fall
NP 874	Acute Care Nursing Mgmt Practicum II	6	Fall
NP 854	Acute Care Nursing Management III Theory	3	Spring
NP 884	Acute Care Nursing Practicum III	6	Spring
	Advanced Practice Electives	3	
	TOTAL	27	

Acute - RN Post-Professional Masters Curriculum Plan (CNS OPTION) – 51-59 credits

Courses Required For RN's Without a BSN:

	Credits	Semester(s)
NS 601 History of Nursing Ideas	3	Fall, Summer
NS 664 Community Principles and Theories	5	Spring
Credits	8	

Core Courses Required For All RN's:

Patient / Client Sphere

Course Title	Credits	Semester(s)
HP 621 Pathophysiology	3	All
NS 760 Adv Assess & Diag Reasoning - Adult	5	Fall, Spring
NP 734 Acute Care I Theory	3	Spring
NP 834 Acute Care Management Theory II	3	Fall
NP XXX CNS Practicum I	3	Spring
Total	17	

Nurses and Nursing Practice Sphere

Course Title	Credits	Semester(s)
NP 839 Professional Issues	2	Spring, Summer
NP 745 Leadership for Advanced Practice Nursing	3	Spring
HP 712 Teach & Learn (Or education Elective)	3	Fall
HP 720 Designing Clinical Research	3	All
NS 891 Scholarly Project	3	All
NP XXX CNS Practicum II	3	Spring
Total	17	

Organization Systems Sphere

Course Title	Credits	Semester(s)
NH 602 Health Care Policy and Politics	3	Fall
HP 820 Ethical Issues in Health Care	2	Spring
NH 740 Healthcare Economics and Financing	3	Summer
NH 730 Outcomes Measurement	3	Spring
NP XXX CNS Practicum III	6	Spring
Total	17	

Total Credits	51	With BSN
	59	Without BSN

RN students must take a minimum total of 27 credits of advanced practice theory and clinical courses of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward those clinical credits. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

Students in this track are eligible to sit for the ANCC Acute CNS Certification Exam.

Acute - Post-MSN Certificate of Advanced Study Curriculum Plan – 37 credits

HP 621	Pathophysiology	3	All
NS 760	Adv Assess and Diagnostic Reasoning Adlt	5	Spring
NS 739	Advanced Pharmacology	3	All
NP 734	Acute Care Nursing Management I Theory	3	Spring
NP 774	Acute Care Nursing Management I Clinical	3	Spring
NP 834	Acute Care Nursing Management II Theory	3	Fall
NP 874	Acute Care Nursing Management Clinical II	6	Fall
NP 854	Acute Care Nursing Management III Theory	3	Spring
NP 884	Acute Care Nursing Practicum III	6	Spring
NP 839	Professional Issues	2	Spring, Summer
	TOTAL	37	

Acute - Post-NP Certificate of Advanced Study Curriculum Plan – 24 credits

NP 734	Acute Care Nursing Management I Theory	3	Spring
NP 774	Acute Care Nursing Practicum I	3	Spring
NP 834	Acute Care Nursing Management II Theory	3	Fall
NP 874	Acute Care Nursing Management Pract II	6	Fall
NP 854	Acute Care Nursing Management III Theory	3	Spring
NP 884	Acute Care Nursing Practicum III	6	Spring
	Total	24	

Adult Primary Care

Adult Nurse Practitioner (ANP) Specialty

The Adult Nurse Practitioner (ANP) specialty option prepares graduates to provide comprehensive wellness care, as well as acute, episodic, and chronic care to older adolescent, adult, and older adult patients. Emphasis is placed on diagnosing and managing common primary care problems through comprehensive physical and psychosocial assessment, decision-making / diagnostic reasoning processes, and health maintenance, including health promotion and disease prevention. Focusing on a collaborative model for providing holistic care, this track prepares adult nurse practitioners for practice in a variety of hospital and community-based practice settings, including community health clinics, private medical practices, health maintenance organizations, specialty clinics, and correctional facilities. Knowledge and skills preparation includes:

- health promotion and disease prevention (epidemiology/risk analysis, genetics, risk reduction, health behavior guidelines, anatomy, physiology, growth and development, screening tests, wellness assessment)
- assessment of acute and chronic illness (epidemiology/disease control, pathophysiology, psychopathology, diagnostic reasoning, comprehensive health assessment)
- clinical management (standards of practice, clinical guidelines, pharmacotherapeutics, clinical therapeutics, clinical decision-making, documentation, patient safety, theory application)
- the practitioner-patient relationship (cultural and linguistic competence, communication skills, patient education, patient advocacy)
- professional issues (health care/public policy, ethic standards and scope of advanced practice nursing, access to care)
- research (research utilization/evidence-based practice, outcomes evaluation)

(A 9 credit HIV/AIDS care certificate is also available as an elective credit in conjunction with this specialty track. In combination, these offerings prepare Adult Nurse Practitioners to provide comprehensive primary care to adults, as well as specialty care to HIV+ adults. All courses for the HIV/AIDS certificate are available online.)

Upon completion of this course of study, graduates are eligible to take the Adult Nurse Practitioner certification exam (#21) given by the American Nurses Credentialing Center (ANCC), or the Adult Nurse Practitioner exam administered by the American Academy of Nurse Practitioners (AANP).

Adult Primary Specialty Coordinator: Elissa Ladd, PhD, APRN, ANP, FNP

Adult PC - Entry Level Masters Curriculum Plan – 91 credits

The first three semesters of courses for entry-level students are the generalist level, and are taken by all students to meet eligibility for the MCLEX-RN examination and licensure (course sequencing is subject to change). Students sit for the RN licensure exam at the completion of the third semester.

Following completion of the generalist level, three semesters of advanced level courses (a minimum of 43 credits) are required for the master's degree and eligibility for certification as a Nurse Practitioner and/or Clinical Specialist.

Year I, Term I, Fall		
NS 660	Nursing Practice: Process and Skills	6
HP 621	Pathophysiology	3
NS 663	Biobehavioral Principles and Theories	5
NS 601	History of Nursing Ideas	3
		17
Year I, Term II, Spring		
NS 661	Nursing Practice Common Problems in Adult Health	6
NS 665	Health Assessment	3
NS 664	Community Principles and Theories	5
HP 622	Pharmacology	3
		17
Year II, Term I, Fall		
NH 602	Health Care Policy and Politics	3
NS 680	Maternal Child Nursing	3
NS 683	Clinical Application of Family Centered Care	3
NS 760	Advanced Assessment and Diagnostic Reasoning	5
		14
Year II, Term II, Spring		
HP 720	Designing Clinical Research	3
NS 739	Advanced Pharmacology	3
NP 701	Nursing Mgmt. Adult: Primary Care I Theory	3
NP 761	Nursing Mgmt Adult: Primary Care I Clinical	3
		12
Year III, Term I, Fall		
NP 801	Nursing Mgmt Adult: Primary Care II Theory	3
NP 861	Nursing Mgmt Adult: Primary Care II Clinical	3
	Advanced Practice Electives	6
	Elective	3
		15
Year III, Term II, Spring		
HP 820	Ethical Issues in Health Care	2
NP 802	Primary Care III Theory	3
NP 862	Primary Care III Clinical	6
NP 839	Professional Issues	2
NS 891	Scholarly Project	3
		16
	TOTAL	91

Adult PC - RN Post-Professional Masters Curriculum Plan – 52-62 credits

Courses Required For RN's Without a BSN:

NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
NS 601	History of Nursing Ideas	3	Fall
	TOTAL	10	

Core Courses Required For All RN's:

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 602	Health Care Policy and Politics	3	Fall
NP 839	Professional Issues	2	Spring, Summer
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess & Diag Reas	5	Fall, Spring
NS 891	Scholarly Project	3	All
	Elective	3	
	TOTAL	25	

Advanced Practice Courses Required For All RN's

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits *must* be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty course listings below). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience".

For General Adult Specialty:

NP 701	Nursing Mgmt of the Adult PC I Theory	3	Spring, Summer
NP 761	Nursing Mgmt of the Adult PC I Clinical	3	Spring, Summer
NP 801	Nursing Mgmt of the Adult PC II Theory	3	Summer, Fall
NP 861	Nursing Mgmt of the Adult PC II Clinical	3	Summer, Fall
NP 802	Nursing Mgmt of the Adult PC III Theory	3	Spring
NP 862	Nursing Mgmt of the Adult PC III Clinical	6	Spring
	Advanced Practice Electives	3	
	TOTAL	27	

Adult PC - Post-MSN Certificate of Advanced Study Curriculum Plan – 37 credits

HP 621	Pathophysiology	3	All
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess and Diagnostic Reasoning	5	Fall, Spring
NP 701	Nursing Mgmt of the Adult: PC I Theory	3	Spring
NP 761	Nursing Mgmt of the Adult: PC I Clinical	5	Spring
NP 801	Nursing Mgmt of the Adult: PC II Theory	3	Summer, Fall
NP 861	Nursing Mgmt of the Adult: PC II Clinical	5	Summer, Fall
NP 839	Professional Issues	2	Spring, Summer
	Total	29	

Adult PC - RN Post-Professional Masters Curriculum Plan (CNS OPTION) – 51-59 credits

Courses Required For RN's Without a BSN:

		Credits	Semester(s)
NS 601	History of Nursing Ideas	3	Fall, Summer
NS 664	Community Principles and Theories	5	Spring
	Credits		

Core Courses Required For All RN's:

Patient / Client Sphere

	Course Title	Credits	Semester(s)
HP 621	Pathophysiology	3	All
NS 760	Adv Assess & Diag Reasoning - Adult	5	Fall, Spring
NP 701	NU Mgmt Adult: Primary Care I - Theory	3	Spring
NP 801	NU Mgmt Adult: Primary Care II - Theory	3	Fall, Summer
NP XXX	CNS Practicum I	3	Spring
	Total	17	

Nurses and Nursing Practice Sphere

	Course Title	Credits	Semester(s)
NP 839	Professional Issues	2	Spring, Summer
NP 745	Leadership for Advanced Practice Nursing	3	Spring
HP 712	Teach & Learn (Or education Elective)	3	Fall
HP 720	Designing Clinical Research	3	All
NS 891	Scholarly Project	3	All
NP XXX	CNS Practicum II	3	Spring
	Total	17	

Organization Systems Sphere

	Course Title	Credits	Semester(s)
NH 602	Health Care Policy and Politics	3	Fall
HP 820	Ethical Issues in Health Care	2	Spring
NH 740	Healthcare Economics and Financing	3	Summer
NH 730	Outcomes Measurement	3	Spring
NP XXX	CNS Practicum III	6	Spring
	Total	17	

Total Credits	51	With BSN
	59	Without BSN

RN students must take a minimum total of 27 credits of advanced practice theory and clinical courses of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward those clinical credits. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

Students in this track are eligible to sit for the ANCC Adult CNS Certification Exam.

Family

The Family Nurse Practitioner (FNP) specialty option prepares graduates to provide comprehensive wellness, acute, episodic, and chronic care to families and individuals across the life span. Emphasis is placed on diagnosing and managing common primary care problems through comprehensive physical and psychosocial assessment, decision-making / diagnostic reasoning processes, and health maintenance, including health promotion and disease prevention.

Focusing on a collaborative model for providing holistic care, this track prepares family nurse practitioners for practice in a variety of hospital and community-based practice settings, including community health clinics, private medical practices, health maintenance organizations, specialty clinics, ambulatory care centers, school and home care facilities.

Participation in and use of research development and implementation of health policy, leadership, education, case management, and consultation is also stressed. Knowledge and skills preparation includes:

- clinical management (standards of advance practice, clinical practice guidelines, pharmacotherapeutics, clinical therapeutics, clinical decision-making, documentation, safety, theory application)
- professional role and policy (health care/public policy awareness, ethics, scope of practice, access to care, coordination of care)
- practitioner-patient relationship (cultural competence, communication skills, education, patient advocacy)
- assessment of acute and chronic illness (epidemiology/disease control, anatomy/anatomical variants, physiology, pathophysiology, psychosocial, diagnostic reasoning)
- research (research process/utilization, continuous process improvement/outcomes evaluation)
- health promotion and disease prevention (epidemiology/risk analysis, genetics, risk reduction and health behavior guidelines, growth and development across the lifespan, screening, wellness assessment)

Upon completion of this course of study, graduates are eligible to take the Family Nurse Practitioner certification exam (#22) given by the American Nurses Credentialing Center (ANCC).

Family Specialty Coordinator: Ellen Long-Middleton, PhD, RN

Family - Entry Level Masters Curriculum Plan – 93 credits

The first three semesters of courses for entry-level students are the generalist level, and are taken by all students to meet eligibility for the MCLEX-RN examination and licensure (course sequencing is subject to change). Students sit for the RN licensure exam at the completion of the third semester.

Following completion of the generalist level, three semesters of advanced level courses (a minimum of 43 credits) are required for the master's degree and eligibility for certification as a Nurse Practitioner and/or Clinical Specialist.

Year I, Term I, Fall		
NS 660	Nursing Practice: Process and Skills	6
HP 621	Pathophysiology	3
NS 663	Biobehavioral Principles and Theories	5
NS 601	History of Nursing Ideas	3
		17
Year I, Term II, Spring		
NS 661	Nursing Practice Common Problems in Adult Health	6
NS 665	Health Assessment	3
NS 664	Community Principles and Theories	5
HP 622	Pharmacology	3
		17
Year II, Term I, Fall		
NH 602	Health Care Policy and Politics	3
NS 680	Maternal Child Nursing	3
NS 685	Clinical Application of Family Centered Care - Family	3
NS 760	Advanced Assessment and Diagnostic Reasoning	5
		14
Year II, Term II, Spring		
HP 720	Designing Clinical Research	3
NS 739	Advanced Pharmacology	3
NP 732	Primary Care Across the Lifespan - Family Health I	4
NP 730	Diagnostic Measures & Psychomotor Skills	3
NP 777	Family Practicum I	3
		16
Year III, Term I, Fall		
NP 832	Primary Care Across the Lifespan - Family Health II	4
HP 820	Ethical Issues in Health Care	2
NP 847	Family Theory: An Integrated Approach	2
NP 877	Family Health Practicum II Elective (Optional)	6
		14
Year III, Term II, Spring		
NP 882	Primary Care Across the Lifespan - Family Health III	4
NP 839	Professional Issues	2
NS 891	Scholarly Project	3
NP 878	Family Health Practicum III	6
		15
	Total	93

Family - RN Post-Professional Masters Curriculum Plan – 54-64 credits

Courses Required For RN's Without a BSN:

NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
NS 601	History of Nursing Ideas	3	Fall
	TOTAL	10	

Core Courses Required For All RN's:

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 602	Health Care Policy and Politics	3	Fall
NP 839	Professional Issues	2	Spring, Summer
NS 739	Advanced Pharmacology	3	All
NS 762	Adv Assess & Diag Reas - Family	5	Fall, Spring
NS 891	Scholarly Project	3	All
	TOTAL	22	

Advanced Practice Courses Required For All RN's

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits *must* be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty course listings below). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience".

For Family Specialty:

NP 730	Diag Measures & Psychomotor Skills	3	Spring
NP 732	PC Across the Life Span - Fam Hlth I	4	Spring
NP 777	Family Health Practicum I	3	Spring
NP 832	PC Across the Life Span - Fam Hlth II	4	Fall
NP 847	Family Theory: An Integrated Approach	2	Fall
NP 877	Family Health Practicum II	6	Fall
NP 878	Family Health Practicum III	6	Spring
NP 872	PC Across the Life Span - Fam Hlth III	4	Spring
	TOTAL	32	

Family - RN Post-Professional Masters Curriculum Plan (CNS OPTION) – 53-61 credits

Courses Required For RN's Without a BSN:

	Credits	Semester(s)
NS 601 History of Nursing Ideas	3	Fall, Summer
NS 664 Community Principles and Theories	5	Spring
Credits		

Core Courses Required For All RN's:

Patient / Client Sphere

Course Title	Credits	Semester(s)
HP 621 Pathophysiology	3	All
NS 762 Adv Assess & Diag Reasoning - Family	5	Fall, Spring
NP 732 PC Across the Lifespan - Fam Hlth I	4	Spring
NP 832 PC Across the Lifespan - Fam Hlth II	4	Fall
NP XXX CNS Practicum I	3	Spring
Total	19	

Nurses and Nursing Practice Sphere

Course Title	Credits	Semester(s)
NP 839 Professional Issues	2	Spring, Summer
NP 745 Leadership for Advanced Practice Nursing	3	Spring
HP 712 Teach & Learn (Or education Elective)	3	Fall
HP 720 Designing Clinical Research	3	All
NS 891 Scholarly Project	3	All
NP XXX CNS Practicum II	3	Spring
Total	17	

Organization Systems Sphere

Course Title	Credits	Semester(s)
NH 602 Health Care Policy and Politics	3	Fall
HP 820 Ethical Issues in Health Care	2	Spring
NH 740 Healthcare Economics and Financing	3	Summer
NH 730 Outcomes Measurement	3	Spring
NP XXX CNS Practicum III	6	Spring
Total	17	

Total Credits	53	With BSN
	61	Without BSN

RN students must take a minimum total of 27 credits of advanced practice theory and clinical courses of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward those clinical credits. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

Pediatrics

The Pediatric Nurse Practitioner (PNP) specialty option prepares graduates to be the principal provider of primary health care for children from birth through 21 years of age. Preparing students to provide comprehensive wellness care, as well as acute, episodic, and chronic care, this track encourages students to assume a leadership role in addressing health care trends, professional issues, role development, and research.

Emphasis is placed on diagnosing and managing common primary care problems through comprehensive physical and psychosocial assessment, decision-making / diagnostic reasoning processes, and developmental health maintenance, including health promotion and disease prevention. Focusing on a collaborative model for providing holistic care, this track prepares pediatric nurse practitioners for practice in a variety of hospital and community-based practice settings, including community health clinics, private medical practices, and, specialty clinics. Knowledge and skills preparation includes:

- health promotion and disease prevention (epidemiology/risk analysis, genetics, risk reduction/lifestyle modification, health behavior guidelines, growth and development, screening tests, wellness assessment)
- assessment of acute and chronic illness (epidemiology/disease control, physiologic/pathophysiology, anatomy/anatomical variants related to body systems and problems areas, advanced diagnostic reasoning, advanced health assessment)
- clinical management of acute and chronic illness/conditions (current standards of practice related to management of body systems and problem areas, clinical practice guidelines, pharmacotherapeutics, clinical therapeutics, clinical decision-making, patient safety, developmental, family, and health related theory application)
- the practitioner-patient relationship (documentation, cultural and spiritual competence, communication skills, patient education, patient advocacy)
- professional issues (ethics, scope of advanced practice nursing, access to care)
- research (manage conditions using evidence-based research for body systems and problem areas, outcomes evaluation continuous process improvement)

Upon completion of this course of study, graduates are eligible to take the Pediatric Nurse Practitioner certification exam (#06) given by the American Nurses Credentialing Center (ANCC).

Pediatric Specialty Coordinator: Veronica Kane, RN, MSN, CPNP

Pediatric - Entry Level Masters Curriculum Plan – 91 credits

The first three semesters of courses for entry-level students are the generalist level, and are taken by all students to meet eligibility for the MCLEX-RN examination and licensure (course sequencing is subject to change). Students sit for the RN licensure exam at the completion of the third semester.

Following completion of the generalist level, three semesters of advanced level courses (a minimum of 43 credits) are required for the master's degree and eligibility for certification as a Nurse Practitioner and/or Clinical Specialist.

Year I, Term I, Fall		
NS 660	Nursing Practice: Process and Skills	6
HP 621	Pathophysiology	3
NS 663	Biobehavioral Principles and Theories	5
NS 601	History of Nursing Ideas	3
		17
Year I, Term II, Spring		
NS 661	Nursing Practice Common Problems in Adult Health	6
NS 665	Health Assessment	3
NS 664	Community Principles and Theories	5
HP 622	Pharmacology	3
		17
Year II, Term I, Fall		
NH 602	Health Care Policy and Politics	3
NS 680	Maternal Child Nursing	3
NS 685	Clinical Application of Family Centered Care - Family	3
NS 761	Advanced Assessment and Diag Reasoning, Child	5
		14
Year II, Term II, Spring		
HP 720	Designing Clinical Research	3
NP 738	Advanced Pediatric Pharmacology	3
NP 721	Nursing Management of Child: Primary Care I Theory	3
NP 771	Nursing Management of Child: Primary Care I Clinical	3
		12
Year III, Term I, Fall		
NP 821	Nursing Management of Child: Primary Care II Theory	3
NP 871	Nursing Management of Child: Primary Care II Clinical	3
NP 822	Adolescent Health Theory	3
NP 872	Adolescent Health Clinical	3
	Elective	3
		15
Year III, Term II, Spring		
HP 820	Ethical Issues in Health Care	2
NP 839	Professional Issues	2
NS 891	Scholarly Project	3
NP 823	Behavioral Issues in Pediatrics	3
NP 868	Clinical Practicum: Adv Topics in Ped Clin Pract.	6
		16
	TOTAL	91

Pediatric - RN Post-Professional Masters Curriculum Plan – 52-62 credits

Courses Required For RN's Without a BSN:

NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
NS 601	History of Nursing Ideas	3	Fall
	TOTAL	10	

Core Courses Required For All RN's:

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 602	Health Care Policy and Politics	3	Fall
NP 839	Professional Issues	2	Spring, Summer
NP 738	Advanced Pediatric Pharmacology	3	All
NS 761	Adv Assess & Diag Reas - Child	5	Fall, Spring
NS 891	Scholarly Project	3	All
	Elective	3	
	TOTAL	25	

Advanced Practice Courses Required For All RN's

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits *must* be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty course listings below). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience".

For Pediatric Specialty:

NP 721	NU Mgmt of the Child: Prim Care I Theory	3	Spring
NP 771	NU Mgmt of the Child: Prim Care I Clinical	3	Spring
NP 821	NU Mgmt of the Child: Prim Care II Theory	3	Fall
NP 871	NU Mgmt of the Child: Prim Care II Clinical	3	Fall
NP 822	Adolescent Health Theory	3	Fall
NP 872	Adolescent Health Clinical	3	Fall
NP 823	Behavioral Issues in Pediatrics	3	Spring
NP 868	Clin Pract: Adv Topics in Ped Clin Pract.	6	Spring
		27	

Pediatric - Post-MSN Certificate of Advanced Study Curriculum Plan – 40 credits

HP 621	Pathophysiology	3	All
NS 761	Adv Assess & Diagnostic Reasoning, Child	5	Fall
NP 738	Advanced Pediatric Pharmacology	3	Spring
NP 721	Nursing Mgmt of the Child: PC I Theory	3	Spring
NP 771	Nursing Mgmt of the Child: PC I Clinical	3	Spring
NP 822	Adolescent Health Theory	3	Fall
NP 872	Adolescent Health Clinical	3	Fall
NP 821	Nursing Mgmt of the Child: PC II Theory	3	Fall
NP 871	Nursing Mgmt of the Child: PC II Clinical	3	Fall
NP 823	Behavioral Issues in Pediatrics	3	Spring
NP 868	Clin Pract: Adv Top in Ped Clin Pract	6	Spring

NP 839	Professional Issues	2	Spring, Summer
	Total	40	

Pediatric - RN Post-Professional Masters Curriculum Plan (CNS OPTION) – 51-59 credits

Courses Required For RN's Without a BSN:

		Credits	Semester(s)
NS 601	History of Nursing Ideas	3	Fall, Summer
NS 664	Community Principles and Theories	5	Spring
	Credits		

Core Courses Required For All RN's:

Patient / Client Sphere			
	Course Title	Credits	Semester(s)
HP 621	Pathophysiology	3	All
NS 761	Adv Assess & Diag Reasoning - Child	5	Fall, Spring
NP 721	MU Mgmt Child: PC I Theory	3	Spring
NP 821	MU Mgmt Child: PC II Theory	3	Fall
NP XXX	CNS Practicum I	3	Spring
	Total	17	

Nurses and Nursing Practice Sphere			
	Course Title	Credits	Semester(s)
NP 839	Professional Issues	2	Spring, Summer
NP 745	Leadership for Advanced Practice Nursing	3	Spring
HP 712	Teach & Learn (Or education Elective)	3	Fall
HP 720	Designing Clinical Research	3	All
NS 891	Scholarly Project	3	All
NP XXX	CNS Practicum II	3	Spring
	Total	17	

Organization Systems Sphere			
	Course Title	Credits	Semester(s)
NH 602	Health Care Policy and Politics	3	Fall
HP 820	Ethical Issues in Health Care	2	Spring
NH 740	Healthcare Economics and Financing	3	Summer
NH 730	Outcomes Measurement	3	Spring
NP XXX	CNS Practicum III	6	Spring
	Total	17	

Total Credits	51	With BSN
	59	Without BSN

RN students must take a minimum total of 27 credits of advanced practice theory and clinical courses of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward those clinical credits. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

Students in this track are eligible to sit for the ANCC Pediatric CNS Certification Exam.

Women's Health

The Women's Health Nurse Practitioner (WHNP) specialty option prepares graduates to provide comprehensive wellness care, as well as acute, episodic, and chronic care to women as older adolescent, adult, and older adult patients. Emphasis is placed on diagnosing and clinically managing gynecological and obstetrical problems through comprehensive physical and psychosocial assessment, decision-making/diagnostic reasoning processes, and health maintenance, anticipatory guidance, and early detection of potential problems including health promotion and disease prevention.

Focusing on a collaborative model for providing holistic care, this track prepares women's health nurse practitioners for practice in a variety of hospital and community-based settings, including primary care clinics, physician offices, community health centers, hospitals, antepartum triage units, school and college health clinics, health departments, and their own private practices.

Special emphasis is placed on gender-focused health assessment, education, and interventions, the conditions that are unique to women within the context of socio-cultural environments, and external influences that affect women's lives such as public health policy. Knowledge and skills preparation includes:

- physical assessment and diagnostic evaluation (health history & physical examination diagnostic studies/laboratory tests/procedures)
- primary care (recognition, basic management and/or referral of common health problems health promotion and patient counseling)
- gynecology (normal gynecologic health, gynecologic deviations, fertility control)
- obstetrics (physiology of pregnancy, prenatal care, assessment of fetal well being, complications of pregnancy, postpartum)
- pharmacology (pharmacokinetics/dynamics indications, side effects, drug interactions & contraindications, patient education)
- professional issues (basic research principles ethical/legal issues)

Graduates of the Women's Health Nurse Practitioner (WHNP) specialty track are eligible to take the Women's Health Care Nurse Practitioner exam through the National Certification Corporation (NCC).

Women's Health Specialty Coordinator: Katherine E. Simmonds, MS, MPH, RNC, WHNP '93

Women's Health - Entry Level Masters Curriculum Plan – 89 credits

The first three semesters of courses for entry-level students are the generalist level, and are taken by all students to meet eligibility for the MCLEX-RN examination and licensure (course sequencing is subject to change). Students sit for the RN licensure exam at the completion of the third semester.

Following completion of the generalist level, three semesters of advanced level courses (a minimum of 43 credits) are required for the master's degree and eligibility for certification as a Nurse Practitioner and/or Clinical Specialist.

Year I, Term I, Fall		
NS 660	Nursing Practice: Process and Skills	6
HP 621	Pathophysiology	3
NS 663	Biobehavioral Principles and Theories	5
NS 601	History of Nursing Ideas	3
		17
Year I, Term II, Spring		
NS 661	Nursing Practice Common Problems in Adult Health	6
NS 665	Health Assessment	3
NS 664	Community Principles and Theories	5
HP 622	Pharmacology	3
		17
Year II, Term I, Fall		
NH 602	Health Care Policy and Politics	3
NS 680	Maternal Child Nursing	3
NS 685	Clin Applic of Fam Ctr Care for Fam Spec	3
NS 760	Advanced Assessment and Diag Reasoning, Adult	5
		14
Year II, Term II, Spring		
HP 720	Designing Clinical Research	3
NS 739	Advanced Pharmacology	3
NP 701	Nursing Management of Adult: Primary Care I Theory	3
NP 761	Nursing Management of Adult: Primary Care I Clinical	3
NP 762	Women's Health Clinical Seminar	1
		13
Year III, Term I, Fall		
NP 752	Women's Health Theory I	3
NP 781	Women's Health Practicum I	6
NS 891	Scholarly Project	3
	Elective	3
		15
Year III, Term II, Spring		
HP 820	Ethical Issues in Health Care	2
NP 839	Professional Issues	2
NP 853	Women's Health Theory II	3
NP 881	Women's Health Practicum II	6
		13
	TOTAL	89

Women's Health - RN Post-Professional Masters Curriculum Plan – 50-60 credits

Courses Required For RN's Without a BSN:

NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
NS 601	History of Nursing Ideas	3	Fall
	TOTAL	10	

Core Courses Required For All RN's:

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 602	Health Care Policy and Politics	3	Fall
NP 839	Professional Issues	2	Spring, Summer
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess & Diag Reas	5	Fall, Spring
NS 891	Scholarly Project	3	All
	Elective	3	
	TOTAL	25	

Advanced Practice Courses Required For All RN's:

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits *must* be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty course listings below). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience".

For Women's Health Specialty:

NP 762	Women's Health Clinical Seminar	1	Spring
NP 701	Nursing Mgmnt of the Adult: PC I Theory	3	Spring
NP 761	Nursing Mgmnt of the Adult: PC I Clinical	3	Spring
NP 752	Women's Health Theory I	3	Fall
NP 781	Women's Health Practicum I	6	Fall
NP 853	Women's Health Theory II	3	Spring
NP 881	Women's Health Practicum II	6	Spring
	Total credits	25	

Psychiatric/Mental Health (Adult)

The Adult Psychiatric-Mental Health specialty option prepares graduates to deliver advanced primary mental health care across the adult lifespan, in accordance with ANAs scope and standards of psychiatric and mental health nursing. Students are prepared to provide comprehensive physical and psychosocial assessment, diagnostic reasoning / differential diagnosis, psychotherapeutic interventions, and medication management of psychiatric disorders, in addition to health maintenance, including health promotion, risk analysis, and disease prevention.

Focusing on a collaborative model for providing holistic care, this track prepares advanced practice nurses to work in settings that include inpatient and emergency psychiatric services, outpatient mental health clinics, community mental health centers, psychiatric home care and programs with a substance abuse focus. Knowledge and skills preparation:

- health promotion and disease prevention (epidemiology/risk analysis, genetics, risk reduction, health behavior guidelines, biological considerations, growth and development, screening tests, wellness assessment)
- assessment of acute and chronic illness (epidemiology/disease risk and control, anatomy and pathophysiology, psychopathology, diagnostic reasoning – differential diagnoses, health assessment)
- clinical management (standards of practice, clinical guidelines, pharmacotherapeutics, clinical therapeutics, clinical decision-making, patient safety, theoretical models application, documentation)
- provide treatment (prescriptive practice of psychotropic medications; individual, group and family psychotherapy; crisis intervention; case management; consultation)
- the practitioner-patient relationship (cultural competence, communication skills, patient education, patient advocacy)
- professional issues (health care/public policy, ethic standards and scope of advanced practice nursing, access to care, coordination of services, scholarly activities)
- research (research process, research utilization/evidence-based practice, continuous process improvement, outcomes evaluation, peer review)

Upon completion of this course of study, graduates are eligible to take the Adult Psychiatric-Mental Health Nurse Practitioner certification exam (#34) given by the American Nurses Credentialing Center (ANCC), and/or the Clinical Nurse Specialist in Adult Psychiatric and Mental Health Nursing (exam #01) through the American Nurses Credentialing Center.

Psych/Mental Health Specialty Coordinator: Jeanne M. Cartier, PhD, APRN, BC

Psych/Mental Health Adult - Entry Level Masters Curriculum Plan – 91 credits

The first three semesters of courses for entry-level students are the generalist level, and are taken by all students to meet eligibility for the MCLEX-RN examination and licensure (course sequencing is subject to change). Students sit for the RN licensure exam at the completion of the third semester.

Following completion of the generalist level, three semesters of advanced level courses (a minimum of 43 credits) are required for the master's degree and eligibility for certification as a Nurse Practitioner and/or Clinical Specialist.

Year I, Term I, Fall		
NS 660	Nursing Practice: Process and Skills	6
HP 621	Pathophysiology	3
NS 663	Biobehavioral Principles and Theories	5
NS 601	History of Nursing Ideas	3
		17
Year I, Term II, Spring		
NS 661	Nursing Practice Common Problems in Adult Health	6
NS 665	Health Assessment	3
NS 664	Community Principles and Theories	5
HP 622	Pharmacology	3
		17
Year II, Term I, Fall		
NH 602	Health Care Policy and Politics	3
NS 680	Maternal Child Nursing	3
NS 683	Clinical Application of Family Centered Care - Adult	3
NS 760	Advanced Assessment and Diag Reasoning, Adult	5
		14
Year II, Term II, Spring		
NP 733	Psychobiology and Psychopharmacology	3
NS 739	Advanced Pharmacology	3
NP 845	Adv Assess and Mgmt of Complex Psych Problems	3
NP 763	Psychiatric-Mental Health Nursing Practicum I	2
	Elective	3
		14
Year III, Term I, Fall		
NP 855	Adv Assess and Mgmt of Complex Psych Problems	3
NP 875	Psychiatric/Mental Health Nursing Practicum II	5
HP 720	Designing Clinical Research	3
	Elective	3
		14
Year III, Term II, Spring		
HP 820	Ethical Issues in Health Care	2
NP 885	Psychiatric-Mental Health Nursing Practicum III	5
NP 839	Professional Issues	2
NS 891	Scholarly Project	3
	Elective	3
		15
	TOTAL	91

Psych/Mental Health Adult - RN Post-Professional Masters Curriculum Plan – 52-62 credits

Courses Required For RN's Without a BSN:

NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
NS 601	History of Nursing Ideas	3	Fall
	TOTAL	10	

Core Courses:

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 602	Health Care Policy and Politics	3	Fall
NP 839	Professional Issues	2	Spring, Summer
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess & Diag Reas	5	Fall, Spring
NS 891	Scholarly Project	3	All
	Elective	3	
	TOTAL	25	

Advanced Practice Courses Required For All RN's

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits *must* be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty course listings below). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience".

For Psychiatric (Adult) Specialty:

NP 733	Psychobiology and Psychopharmacology	3	Spring
NP 845	Advanced Assessment & Mgmt. Of Common Psychiatric Symptoms Theory	3	Spring
NP 763	Psychiatric-Mental Health Nursing Pract I	2	Spring
NP 855	Adv Assess and Mngmt of Complex Psych Problems	3	Fall
NP 875	Psychiatric-Mental Health Nursing Pract II	5	Fall
NP 885	Psychiatric-Mental Health Nursing Pract III	5	Spring
	Electives	6	
	TOTAL	27	

Psych/Mental Health Adult – Post MSN Certificate of Advanced Study Curriculum Plan – 34 credits

HP 621	Pathophysiology	3	All
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess and Diagnostic Reasoning Adlt	5	Fall, Spring
NP 733	Psychobiology and Psychopharmacology	3	Spring
NP 845	Adv Assess and Mgmt of Common Psych Symptoms	3	Spring
NP 763	Psychiatric-Mental Health Nursing Pract I	2	Spring
NP 855	Adv Assess and Mgmt of Complex Psych Problems	3	Fall
NP 875	Psychiatric-Mental Health Nursing Pract II	5	Fall
NP 885	Psychiatric-Mental Health Nursing Pract III	5	Spring
NP 839	Professional Issues	2	Spring, Summer
	Total	34	

Psych/Mental Health Adult – Post NP Certificate of Advanced Study Curriculum Plan –21 credits

NP 733	Psychobiology and Psychopharmacology	3	Spring
NP 845	Adv Assess and Mgmt of Common Psych Symptoms	3	Spring
NP 763	Psychiatric-Mental Health Nursing Pract I	2	Spring
NP 855	Adv Assess and Mgmt of Complex Psych Problems	3	Fall
NP 875	Psychiatric-Mental Health Nursing Pract II	5	Fall
NP 885	Psychiatric-Mental Health Nursing Pract III	5	Spring
	Total	21	

Psychiatric/Mental Health (Child/Adolescent)

The Clinical Nurse Specialist in Psychiatric and Mental Health Nursing (PMH-CNS) specialty option prepares graduates to provide leadership to others in the mental health workforce in the care of children and adolescents and to assume a variety of advanced practice nursing roles including teaching, research, consultation, supervision, case management, and administration. Candidates enter the program with strong interpersonal skills which are then supplemented through coursework by a high degree of therapeutic proficiency aimed at assisting the child or adolescent in achieving growth, development, mental well-being through holistic psychiatric care.

Emphasis is placed on patient assessment, diagnostic process, patient-centered treatment planning and evaluation, case management, teaching principles, consultation and supervision, utilization of research theory, administration, management, and leadership.

Graduates practice as Clinical Nurse Specialists in hospital, ambulatory, and community-based settings that include intensive case management teams, community mental health centers, psychiatric home-care programs, and forensic mental health programs. Knowledge and skills preparation:

- practice (health assessment/examination including psychiatric history and mental status examination; diagnosis; treatment planning and outcome-oriented interventions, including patient-centered treatment modalities and psychopharmacology; individual, group, and family psychotherapy; outcome evaluation; case management; communication; application of theory to practice)
- patient and professional education (application of teaching/learning concepts and strategies, including health promotion, disease prevention, and cultural and intellectual effects on learning; growth and development; professional role development)
- consultation (role negotiation; the consultative process, including application of theory to practice and outcomes)
- research utilization (research design and analysis; research critique and dissemination)
- administration/management (resource utilization, including human and financial; quality management; policy and program development; leadership, mentorship, and collaboration)

Graduates of the Clinical Nurse Specialist in Psychiatric-Mental Health Nursing (child/adolescent focus) specialty track are eligible to take the Clinical Nurse Specialist in Child and Adolescent Psychiatric and Mental Health Nursing (exam #02), as well as the Family Psychiatric and Mental Health Nurse Practitioner exam through the American Nurses Credentialing Center.

Psych/Mental Health Specialty Coordinator: Jeanne M. Cartier, PhD, APRN, BC

Psych/Mental Health Child - Entry Level Masters Curriculum Plan – 91 credits

The first three semesters of courses for entry-level students are the generalist level, and are taken by all students to meet eligibility for the MCLEX-RN examination and licensure (course sequencing is subject to change). Students sit for the RN licensure exam at the completion of the third semester.

Following completion of the generalist level, three semesters of advanced level courses (a minimum of 43 credits) are required for the master's degree and eligibility for certification as a Nurse Practitioner and/or Clinical Specialist.

Year I, Term I, Fall

NS 660	Nursing Practice: Process and Skills	6
HP 621	Pathophysiology	3
NS 663	Biobehavioral Principles and Theories	5
NS 601	History of Nursing Ideas	3
		17

Year I, Term II, Spring

NS 661	Nursing Practice Common Problems in Adult Health	6
NS 665	Health Assessment	3
NS 664	Community Principles and Theories	5
HP 622	Pharmacology	3
		17

Year II, Term I, Fall

NH 602	Health Care Policy and Politics	3
NS 680	Maternal Child Nursing	3
NS 685	Clinical Application of Family Centered Care - Family	3
NS 761	Advanced Assessment and Diag Reasoning, Child	5
		14

Year II, Term II, Spring

NP 738	Advanced Pediatric Pharmacology	3
NP 733	Psychobiology and Psychopharmacology	3
NP 845	Adv Assess and Mgmt of Common Psych Symptoms	3
NP 763	Psychiatric-Mental Health Nursing Practicum I	2
	Elective	3
		14

Year II, Summer

NP 778	Family Therapeutic Interventions	3
	or	
NP 740	Child/Adolescent Psych Theory	3
		3

Year III, Term I, Fall

NP 855	Advanced Assessment and Management of Complex Psych Problems	3
NP 875	Psychiatric-Mental Health Nursing Practicum II	5
HP 720	Designing Clinical Research	3
		11

Year III, Term II, Spring

HP 820	Ethical Issues in Health Care	2
NP 885	Psychiatric-Mental Health Nursing Practicum III	5
NP 839	Professional Issues	2
NS 891	Scholarly Project	3
		12

Year III, Summer

NP 778	Family Therapeutic Interventions	3
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or			
NP 740	Child/Adolescent Psych Theory		3
			3
	TOTAL		91

Psych/Mental Health Child - RN Post-Professional Masters Curriculum Plan – 52-62 credits

Courses Required For RN's Without a BSN:

NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
NS 601	History of Nursing Ideas	3	Fall
	TOTAL	10	

Core Courses:

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 602	Health Care Policy and Politics	3	Fall
NP 839	Professional Issues	2	Spring, Summer
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess & Diag Reas	5	Fall, Spring
NS 891	Scholarly Project	3	All
	Elective	3	
	TOTAL	25	

Advanced Practice Courses Required For All RN's

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits *must* be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty course listings below). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience".

For Psychiatric (Adult) Specialty:

NP 733	Psychobiology and Psychopharmacology	3	Spring
NP 845	Advanced Assessment & Mgmt. Of Common Psychiatric Symptoms Theory	3	Spring
NP 763	Psychiatric-Mental Health Nursing Pract I	2	Spring
NP 855	Adv Assess and Mngmt of Complex Psych Problems	3	Fall
NP 875	Psychiatric-Mental Health Nursing Pract II	5	Fall
NP 885	Psychiatric-Mental Health Nursing Pract III	5	Spring
	Electives	6	
	TOTAL	27	

Dual Nurse Practitioner Specialties*

* Students who complete dual specialty programs are eligible to sit for certification in both specialties.

Adult-Gerontology

The dual Adult Nurse Practitioner (ANP) / Gerontological Nurse Practitioner (GNP) specialty option prepares graduates to provide comprehensive wellness care, as well as acute, episodic, and chronic care to older adults and their families. Emphasis is placed on improving quality of life through comprehensive assessment and management of health and illness in the context of individuals, families, health care settings and society.

Focusing on a collaborative model for providing holistic care to adults from adolescence throughout the life span, this track prepares nurse practitioners for practice in hospital, community, and home-based settings, including community health clinics, private medical practices, health maintenance organizations, specialty clinics, adult day health centers, nursing homes, skilled nursing facilities, and long-term care institutions.

Gerontology courses focus on population specific issues such as physiological aging, psychosocial aging, and physiological aging versus pathology, as well as differential diagnosis and pharmacokinetics. Knowledge and skills preparation includes:

- health promotion and disease prevention (epidemiology/risk analysis, genetics, risk reduction, health behavior guidelines, anatomy, physiology, growth and development, diagnostic tests, wellness assessment)
- assessment of acute and chronic illness (epidemiology/disease control, comorbidity, physiological aging vs. pathology, depression, dementia, diagnostic reasoning, comprehensive health assessment)
- clinical management (standards of practice, clinical guidelines, drug interactions, clinical therapeutics, clinical decision-making, documentation, nutrition, rehabilitation therapies)
- the practitioner-patient relationship (cultural and linguistic competence, family systems and spirituality, patient education, patient advocacy, advanced directives, self care, end of life care)
- professional issues (health care/public policy, ethical standards, access to care, coordination of care, patient advocacy)
- research (research utilization/evidence-based practice, outcomes evaluation)
- systems and focus areas (head, eyes, ears, nose, throat, cardiovascular, gastrointestinal, genitourinary/reproductive, musculoskeletal, neurological, skin, psychology/mental health, immune/lymphatic, metabolic/endocrine, hematology)

Upon completion of this course of study, graduates are eligible to take both the Adult Nurse Practitioner certification exam (#21) and the Gerontological Nurse Practitioner exam (#23) given by the American Nurses Credentialing Center (ANCC).

Adult/Gero Specialty Coordinator: Ruth Palan Lopez, PhD, APRN, BC

Dual Adult/Gerontology - Entry Level Masters Curriculum Plan – 94 credits

The first three semesters of courses for entry-level students are the generalist level, and are taken by all students to meet eligibility for the MCLEX-RN examination and licensure (course sequencing is subject to change). Students sit for the RN licensure exam at the completion of the third semester.

Following completion of the generalist level, three semesters of advanced level courses (a minimum of 43 credits) are required for the master's degree and eligibility for certification as a Nurse Practitioner and/or Clinical Specialist.

Year I, Term I, Fall		
NS 660	Nursing Practice: Process and Skills	6
HP 621	Pathophysiology	3
NS 663	Biobehavioral Principles and Theories	5
NS 601	History of Nursing Ideas	3
		17
Year I, Term II, Spring		
NS 661	Nursing Practice Common Problems in Adult Health	6
NS 665	Health Assessment	3
NS 664	Community Principles and Theories	5
HP 622	Pharmacology	3
		17
Year II, Term I, Fall		
NH 602	Health Care Policy and Politics	3
NS 680	Maternal Child Nursing	3
NS 683	Clinical Application of Family Centered Care - Adult	3
NS 760	Advanced Assessment and Diag Reasoning, Adult	5
		14
Year II, Term II, Spring		
HP 720	Designing Clinical Research	3
NS 739	Advanced Pharmacology	3
NP 701	Nursing Mgmt. Adult: Primary Care I Theory	3
NP 761	Nursing Mgmt Adult: Primary Care I Clinical Elective	3
		15
Year III, Term I, Fall		
NP 801	Nursing Mgmt Adult: Primary Care II Theory	3
NP 861	Nursing Mgmt Adult: Primary Care II Clinical	3
NP 746	Primary Care Older Adult	3
NP 766	Gerontol Nsg Practicum	3
HP 822	Living with Death, Living with Grief	3
		15
Year III, Term I, Fall		
HP 820	Ethical Issues in Health Care	2
NP 839	Professional Issues	2
NS 891	Scholarly Project	3
NP 846	Clinical Issues in Care of Frail Elders	3
NP 866	Gerontol Practicum	6
		16
	TOTAL	94

Dual Adult/Gerontology - RN Post-Professional Masters Curriculum Plan – 55-65 credits

Courses Required For RN's Without a BSN:

NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
NS 601	History of Nursing Ideas	3	Fall
	TOTAL	10	

Core Courses Required For All RN's:

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 602	Health Care Policy and Politics	3	Fall
NP 839	Professional Issues	2	Spring, Summer
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess & Diag Reas	5	Fall, Spring
NS 891	Scholarly Project	3	All
	Elective	3	
	TOTAL	25	

Advanced Practice Courses Required For All RN's:

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits *must* be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty course listings below). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience".

For Dual Adult/Gerontology Specialty:

NP 701	NU Mgmt of the Adult: Prim Care I Theory	3	Spring
NP 761	NU Mgmt of the Adult: Prim Care I Clinical	3	Spring
HP 822	Living With Death, Living With Grief	3	Spring
NP 801	NU Mgmt of the Adult: Prim Care II Theory	3	Summer, Fall
NP 861	NU Mgmt of the Adult: Prim Care II Clinical	3	Summer, Fall
NP 746	Primary Care of the Elderly Client	3	Fall
NP 766	Gerontological NU Practicum I	3	Fall
NP 846	Issues in Care of Frail Elders	3	Spring
NP 866	Gerontological NU Practicum II	6	Spring
		30	

Dual Adult/Gerontology – Post MSN Certificate of Advanced Study Curriculum Plan – 30 credits

NP 621	Pathophysiology	3	All
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess and Diagnostic Reasoning	5	Fall, Spring
NP 746	Prim Care of the Older Adult - Theory	3	Fall
NP 766	Gerontological NU Practicum I - Clinical	5	Fall
HP 822	Living with Death, Living and Grief	3	Spring
NP 846	Issues in the Care of Frail Elders - Theory	3	Spring
NP 866	Gerontological NU Practicum II - Clinical	5	Spring, Summer
	Total	30	

Dual Adult/Gerontology – Post NP Certificate of Advanced Study Curriculum Plan – 24 credits

NP 734	Acute Care Nursing Management I Theory	3	Spring
NP 774	Acute Care Nursing Practicum I	3	Spring
NP 834	Acute Care Nursing Management II Theory	3	Fall
NP 874	Acute Care Nursing Management Pract II	6	Fall
NP 854	Acute Care Nursing Management III Theory	3	Spring
NP 884	Acute Care Nursing Practicum III	6	Spring
	Total	24	

Adult-Women's Health

The dual Adult Nurse Practitioner (ANP) / Women's Health Nurse Practitioner (WHNP) specialty option prepares graduates to provide comprehensive wellness care, as well as acute, episodic, and chronic care to older adolescent, adult, and older adult patients. Emphasis is placed on diagnosing and clinically managing common gynecological and obstetrical problems through comprehensive physical and psychosocial assessment, decision-making/diagnostic reasoning processes, and health maintenance, including health promotion and disease prevention.

Focusing on a collaborative model for providing holistic care, this track prepares students for practice as both Adult and Women's Health Nurse Practitioners in a variety of hospital and community-based settings, including primary care clinics, physician offices, community health centers, hospitals, antepartum triage units, health maintenance organizations, specialty clinics, school and college health clinics, health departments, and their own private practices, and correctional facilities.

Special emphasis is placed on gender-focused health assessment, education, and interventions, the conditions that are unique to women within the context of socio-cultural environments, and external influences that affect women's lives such as public health policy. Knowledge and skills preparation includes:

Adult Nurse Practitioner Focus

- health promotion and disease prevention (epidemiology/risk analysis, genetics, risk reduction, health behavior guidelines, anatomy, physiology, growth and development, screening tests, wellness assessment)
- assessment of acute and chronic illness (epidemiology/disease control, pathophysiology, psychopathology, diagnostic reasoning, comprehensive health assessment)
- clinical management (standards of practice, clinical guidelines, pharmacotherapeutics, clinical therapeutics, clinical decision-making, documentation, patient safety, theory application)
- the practitioner-patient relationship (cultural and linguistic competence, communication skills, patient education, patient advocacy)
- professional issues (health care/public policy, ethical standards and scope of advanced practice nursing, access to care)
- research (research utilization/evidence-based practice, outcomes evaluation)

Women's Health Nurse Practitioner Focus

- physical assessment and diagnostic evaluation (health history & physical examination diagnostic studies/laboratory tests/procedures)
- primary care (recognition, basic management and/or referral of common health problems health promotion and patient counseling)
- gynecology (normal gynecologic health, gynecologic deviations, fertility control)
- obstetrics (physiology of pregnancy, prenatal care, assessment of fetal well being, complications of pregnancy, postpartum)
- pharmacology (pharmacokinetics/dynamics indications, side effects, drug interactions & contraindications, patient education)
- professional issues (basic research principles ethical/legal issues)

Graduates of the dual Adult Nurse Practitioner (ANP) / Women's Health Nurse Practitioner (WHNP) specialty track are eligible to take the Adult Nurse Practitioner certification exam (#21) through the American Nurses' Credentialing Center and the Women's Health Care Nurse Practitioner exam through the National Certification Corporation (NCC).

Adult-Women's Health Specialty Coordinator: Linda C. Andrist, PhD, RNC, WHNP

Dual Adult/Women's Health - Entry Level Masters Curriculum Plan – 92 credits

The first three semesters of courses for entry-level students are the generalist level, and are taken by all students to meet eligibility for the MCLEX-RN examination and licensure (course sequencing is subject to change). Students sit for the RN licensure exam at the completion of the third semester.

Following completion of the generalist level, three semesters of advanced level courses (a minimum of 43 credits) are required for the master's degree and eligibility for certification as a Nurse Practitioner and/or Clinical Specialist.

Year I, Term I, Fall	
NS 660 Nursing Practice: Process and Skills	6
HP 621 Pathophysiology	3
NS 663 Biobehavioral Principles and Theories	5
NS 601 History of Nursing Ideas	3
	17
Year I, Term II, Spring	
NS 661 Nursing Practice Common Problems in Adult Health	6
NS 665 Health Assessment	3
NS 664 Community Principles and Theories	5
HP 622 Pharmacology	3
	17
Year II, Term I, Fall	
NH 602 Health Care Policy and Politics	3
NS 680 Maternal Child Nursing	3
NS 685 Clinical Application of Family Centered Care - Family	3
NS 760 Advanced Assessment and Diag Reasoning, Adult	5
	14
Year II, Term II, Spring	
HP 720 Designing Clinical Research	3
NS 739 Advanced Pharmacology	3
NP 701 Nursing Management of Adult: Primary Care I Theory	3
NP 761 Nursing Management of Adult: Primary Care I Clinical	3
NP 762 Women's Health Clinical Seminar	1
	13
Year III, Term I, Fall	
NP 781 Women's Health Practicum I	3
NP 801 Nursing Management of Adult Primary Care II Theory	3
NP 861 Nursing Management of Adult Primary Care II Clinical	3
NP 752 Women's Health Theory I	3
Elective	3
	15
Year III, Term II, Spring	
HP 820 Ethical Issues in Health Care	2
NP 839 Professional Issues	2
NS 891 Scholarly Project	3
NP 853 Women's Health Theory II	3
NP 881 Women's Health Practicum II	6
	16
TOTAL	92

Dual Adult/Women's Health - RN Post-Professional Masters Curriculum Plan – 53-63 credits

Courses Required For RN's Without a BSN:

NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
NS 601	History of Nursing Ideas	3	Fall
	TOTAL	10	

Core Courses Required For All RN's:

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 602	Health Care Policy and Politics	3	Fall
NP 839	Professional Issues	2	Spring, Summer
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess & Diag Reas	5	Fall, Spring
NS 891	Scholarly Project	3	All
	Elective	3	
	TOTAL	25	

Advanced Practice Courses Required For All RN's:

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits *must* be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty course listings below). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience".

For Dual Adult/Women's Health Specialty:

NP 762	Women's Health Clinical Seminar	1	Spring
NP 701	NU Mgmt of the Adult: Prim Care I Theory	3	Spring
NS 761	NU Mgmt of the Adult: Prim Care I Clinical	3	Spring
NP 752	Women's Health Theory I	3	Fall
NP 781	Women's Health Practicum I	3	Fall
NP 801	NU Mgmt of the Adult: Prim Care II Theory	3	Summer, Fall
NP 861	NU Mgmt of the Adult: Prim Care II Clinical	3	Summer, Fall
NP 853	Women's Health Theory II	3	Spring
NP 881	Women's Health Practicum II	6	Spring
	TOTAL	28	

Clinical Nurse Specialist **

** Those specialties marked with ** are open to post-professional RN students only at this time.

Psychiatric/Mental Health (Adult)

Please see the curriculum layouts for the Adult Psych/Mental Health options on previous pages.

Psychiatric/Mental Health (Child/Adolescent)

Please see the curriculum layouts for the Child Psych/Mental Health options on previous pages.

Acute Care **

Post-Professional RN CNS Acute Care Specialty - 51- 59 Credits

Courses Required For RN's Without a BSN:

	Credits	Semester(s)
NS 601 History of Nursing Ideas	3	Fall, Summer
NS 664 Community Principles and Theories	5	Spring
Credits	8	

Core Courses Required For All RN's:

Patient / Client Sphere

Course Title	Credits	Semester(s)
HP 621 Pathophysiology	3	All
NS 760 Adv Assess & Diag Reasoning - Adult	5	Fall, Spring
NP 734 Acute Care I Theory	3	Spring
NP 834 Acute Care Management Theory II	3	Fall
NP XXX CNS Practicum I	3	Spring
Total	17	

Nurses and Nursing Practice Sphere

Course Title	Credits	Semester(s)
NP 839 Professional Issues	2	Spring, Summer
NP 745 Leadership for Advanced Practice Nursing	3	Spring
HP 712 Teach & Learn (Or education Elective)	3	Fall
HP 720 Designing Clinical Research	3	All
NS 891 Scholarly Project	3	All
NP XXX CNS Practicum II	3	Spring
Total	17	

Organization Systems Sphere

Course Title	Credits	Semester(s)
NH 602 Health Care Policy and Politics	3	Fall
HP 820 Ethical Issues in Health Care	2	Spring
NH 740 Healthcare Economics and Financing	3	Summer
NH 730 Outcomes Measurement	3	Spring
NP XXX CNS Practicum III	6	Spring
Total	17	

Total Credits

51	With BSN
59	Without BSN

RN students must take a minimum total of 27 credits of advanced practice theory and clinical courses of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward those clinical credits. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

Students in this track are eligible to sit for the ANCC Adult CNS Certification Exam.

Adult Primary Care **

Post-Professional RN CNS Adult Primary Care Specialty - 51- 59 credits

Courses Required For RN's Without a BSN:

	Credits	Semester(s)
NS 601 History of Nursing Ideas	3	Fall, Summer
NS 664 Community Principles and Theories	5	Spring
Credits		

Core Courses Required For All RN's:

Patient / Client Sphere		
Course Title	Credits	Semester(s)
HP 621 Pathophysiology	3	All
NS 760 Adv Assess & Diag Reasoning - Adult	5	Fall, Spring
NP 701 NU Mgmt Adult: Primary Care I - Theory	3	Spring
NP 801 NU Mgmt Adult: Primary Care II - Theory	3	Fall, Summer
NP XXX CNS Practicum I	3	Spring
Total	17	

Nurses and Nursing Practice Sphere		
Course Title	Credits	Semester(s)
NP 839 Professional Issues	2	Spring, Summer
NP 745 Leadership for Advanced Practice Nursing	3	Spring
HP 712 Teach & Learn (Or education Elective)	3	Fall
HP 720 Designing Clinical Research	3	All
NS 891 Scholarly Project	3	All
NP XXX CNS Practicum II	3	Spring
Total	17	

Organization Systems Sphere		
Course Title	Credits	Semester(s)
NH 602 Health Care Policy and Politics	3	Fall
HP 820 Ethical Issues in Health Care	2	Spring
NH 740 Healthcare Economics and Financing	3	Summer
NH 730 Outcomes Measurement	3	Spring
NP XXX CNS Practicum III	6	Spring
Total	17	

Total Credits	51	With BSN
	59	Without BSN

RN students must take a minimum total of 27 credits of advanced practice theory and clinical courses of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward those clinical credits. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

Students in this track are eligible to sit for the ANCC Adult CNS Certification Exam.

Family **

Post-Professional RN CNS Family Specialty - 53- 61 credits

Courses Required For RN's Without a BSN:

	Credits	Semester(s)
NS 601 History of Nursing Ideas	3	Fall, Summer
NS 664 Community Principles and Theories	5	Spring

Credits

Core Courses Required For All RN's:

Patient / Client Sphere

Course Title	Credits	Semester(s)
HP 621 Pathophysiology	3	All
NS 762 Adv Assess & Diag Reasoning - Family	5	Fall, Spring
NP 732 PC Across the Lifespan - Fam Hlth I	4	Spring
NP 832 PC Across the Lifespan - Fam Hlth II	4	Fall
NP XXX CNS Practicum I	3	Spring
Total	19	

Nurses and Nursing Practice Sphere

Course Title	Credits	Semester(s)
NP 839 Professional Issues	2	Spring, Summer
NP 745 Leadership for Advanced Practice Nursing	3	Spring
HP 712 Teach & Learn (Or education Elective)	3	Fall
HP 720 Designing Clinical Research	3	All
NS 891 Scholarly Project	3	All
NP XXX CNS Practicum II	3	Spring
Total	17	

Organization Systems Sphere

Course Title	Credits	Semester(s)
NH 602 Health Care Policy and Politics	3	Fall
HP 820 Ethical Issues in Health Care	2	Spring
NH 740 Healthcare Economics and Financing	3	Summer
NH 730 Outcomes Measurement	3	Spring
NP XXX CNS Practicum III	6	Spring
Total	17	

Total Credits

53	With BSN
61	Without BSN

RN students must take a minimum total of 27 credits of advanced practice theory and clinical courses of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward those clinical credits. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

Gerontology **

Post-Professional RN CNS Gerontology Specialty - 51- 59 credits

Courses Required For RN's Without a BSN:

	Credits	Semester(s)
NS 601 History of Nursing Ideas	3	Fall, Summer
NS 664 Community Principles and Theories	5	Spring
Credits		

Core Courses Required For All RN's:

Patient / Client Sphere		
Course Title	Credits	Semester(s)
HP 621 Pathophysiology	3	All
NS 760 Adv Assess & Diag Reasoning - Adult	5	Fall, Spring
NP 746 Primary Care of the Older Adult	3	Fall
NP 846 Clinical Issues in the Care of Frail Elders	3	Spring
NP XXX CNS Practicum I	3	Spring
Total	17	
Nurses and Nursing Practice Sphere		
Course Title	Credits	Semester(s)
NP 839 Professional Issues	2	Spring, Summer
NP 745 Leadership for Advanced Practice Nursing	3	Spring
HP 712 Teach & Learn (Or education Elective)	3	Fall
HP 720 Designing Clinical Research	3	All
NS 891 Scholarly Project	3	All
NP XXX CNS Practicum II	3	Spring
Total	17	
Organization Systems Sphere		
Course Title	Credits	Semester(s)
NH 602 Health Care Policy and Politics	3	Fall
HP 820 Ethical Issues in Health Care	2	Spring
NH 740 Healthcare Economics and Financing	3	Summer
NH 730 Outcomes Measurement	3	Spring
NP XXX CNS Practicum III	6	Spring
Total	17	
Total Credits	51	With BSN
	59	Without BSN

RN students must take a minimum total of 27 credits of advanced practice theory and clinical courses of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward those clinical credits. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

Students in this track are eligible to sit for the ANCC Gerontological Nursing CNS Certification Exam.

Pediatrics **

Post-Professional RN CNS Pediatric Specialty - 51- 59 credits

Courses Required For RN's Without a BSN:

	Credits	Semester(s)
NS 601 History of Nursing Ideas	3	Fall, Summer
NS 664 Community Principles and Theories	5	Spring
Credits		

Core Courses Required For All RN's:

Patient / Client Sphere		
Course Title	Credits	Semester(s)
HP 621 Pathophysiology	3	All
NS 761 Adv Assess & Diag Reasoning - Child	5	Fall, Spring
NP 721 MU Mgmt Child: PC I Theory	3	Spring
NP 821 MU Mgmt Child: PC II Theory	3	Fall
NP XXX CNS Practicum I	3	Spring
Total	17	
Nurses and Nursing Practice Sphere		
Course Title	Credits	Semester(s)
NP 839 Professional Issues	2	Spring, Summer
NP 745 Leadership for Advanced Practice Nursing	3	Spring
HP 712 Teach & Learn (Or education Elective)	3	Fall
HP 720 Designing Clinical Research	3	All
NS 891 Scholarly Project	3	All
NP XXX CNS Practicum II	3	Spring
Total	17	
Organization Systems Sphere		
Course Title	Credits	Semester(s)
NH 602 Health Care Policy and Politics	3	Fall
HP 820 Ethical Issues in Health Care	2	Spring
NH 740 Healthcare Economics and Financing	3	Summer
NH 730 Outcomes Measurement	3	Spring
NP XXX CNS Practicum III	6	Spring
Total	17	
Total Credits	51	With BSN
	59	Without BSN

RN students must take a minimum total of 27 credits of advanced practice theory and clinical courses of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward those clinical credits. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

Students in this track are eligible to sit for the ANCC Pediatric CNS Certification Exam.

Women's Health **

Post-Professional RN CNS Women's Health Specialty - 51- 59 credits

Courses Required For RN's Without a BSN:

	Credits	Semester(s)
NS 601 History of Nursing Ideas	3	Fall, Summer
NS 664 Community Principles and Theories	5	Spring
Credits		

Core Courses Required For All RN's:

Patient / Client Sphere			
	Course Title	Credits	Semester(s)
HP 621	Pathophysiology	3	All
NS 760	Adv Assess & Diag Reasoning - Adult	5	Fall, Spring
NP 752	Women's Health Theory I	3	Fall
NP 853	Women's Health Theory II	3	Spring
NP XXX	CNS Practicum I	3	Spring
	Total	17	

Nurses and Nursing Practice Sphere			
	Course Title	Credits	Semester(s)
NP 839	Professional Issues	2	Spring, Summer
NP 745	Leadership for Advanced Practice Nursing	3	Spring
HP 712	Teach & Learn (Or education Elective)	3	Fall
HP 720	Designing Clinical Research	3	All
NS 891	Scholarly Project	3	All
NP XXX	CNS Practicum II	3	Spring
	Total	17	

Organization Systems Sphere			
	Course Title	Credits	Semester(s)
NH 602	Health Care Policy and Politics	3	Fall
HP 820	Ethical Issues in Health Care	2	Spring
NH 740	Healthcare Economics and Financing	3	Summer
NH 730	Outcomes Measurement	3	Spring
NP XXX	CNS Practicum III	6	Spring
	Total	17	

Total Credits	51	With BSN
	59	Without BSN

RN students must take a minimum total of 27 credits of advanced practice theory and clinical courses of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward those clinical credits. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

Advanced Practice Elective Options

Minimum enrollment standards must be met for courses to be offered.
See class schedule for which of the below is offered in any given semester.

HP	822	Living with Death, Living with Grief	3
NH	817	Intro to HIV/AIDS: Epidemiology of HIV/AIDS	3
NH	832	Prevention and Care Management of HIV/AIDS	3
NH	833	Pathophys and Symptom Mgmt in HIV Disease	3
NH	834	Substance Abuse and Addictions	3
NH	842	International Health	3
NH	843	International Health Practicum	3
NP	730	Diagnostic Measure and Psychomotor Skills (Spring)	3
NP	733	Psychobiology and Psychopharmacology (Spring)	3
NP	740	Child/Adolescent Psych Mental Health	3
NP	746	Primary Care Older Adults (Fall)	3
NP	752	Women's Health Theory I (Fall)	3
NP	766	Gerontological Nursing Practicum	3
NP	778	Family Therapeutic Interventions *	3
NP	802	NU Mgmt of the Adult: Primary Care III Theory (Spring)	3
NP	822	Adolescent Health (Fall)	3
NP	823	Behavioral Issues in Pediatrics (Spring)	3
NP	845	Adv Assess & Mgmt of Common Psych Sympt (Spring)	3
NP	846	Clinical Issues in Care of Frail Elders (Spring)	3
NP	847	Family Theory: A Comprehensive Approach (Fall)	2
NP	853	Women's Health Theory II (Spring)	3
NP	855	Adv Assess & Mgmt of Complex Psych Problems (Fall)	3
NP	859	Psychiatric Issues in Advanced Practice Nursing	3
NP	866	Gerontology Practicum	3-6

* Taught in alternating summers

Nursing Course Descriptions

Courses with the "DNH" prefix

DNH 710 HEALTH POLICY ACTION, ANALYSIS AND ADVOCACY

Prerequisites: NH-602 or permission of instructor. This course provides a context for health care policy decision-making and advocacy. Students will develop and apply a framework for health care policy formulation, analysis and implementation. The course will require students to integrate political, ethical, legal and professional constructs and standards in support of their policy project and case analysis. 3 credits.

DNH 720 POPULATION HEALTH

Prerequisite: Designing Clinical Research or equivalent. This course provides an overview of population health trends at the local, state, national and global levels. Students will critically examine the use of epidemiology and biostatistics in the prevention and intervention with clinical problems and health services research. 3 credits

Courses with the "DNP" prefix

DNP 850 BIOSTATISTICS

Prerequisite: Matriculation into the DNP program or permission of faculty. This course provides an overview of concepts and application of biostatistics to health care problems. Emphasis is on comprehension and application of biostatistical issues in research designs, data collection, measurement and analysis. The course will build on an understanding of basic probability to address confidence intervals, multivariate techniques, and measures of ratios, rates, and risk. 2 credits

DNP 870 MENTORED RESEARCH PRACTICUM

Prerequisites: Statistics, Designing Clinical Research. This course provides a practicum for research-based activities in the DNP program. Research content and application to a mentored research experience are developed in a clinical, informatics or academic setting. 3 credits

DNP 880 DNP RESIDENCY

Prerequisites: All required theoretical core courses and capstone courses. This residency provides students with a clinical experience in which to integrate course content through project development and implementation in a clinical setting. The student will complete the residency and project under the guidance of the site mentor, nursing faculty capstone advisor, and appropriate content expert(s). 5 credits

DNP 891 CAPSTONE PROJECT: PROPOSAL AND IMPLEMENTATION

Prerequisite: Required core courses. In this seminar students will be guided in the process of evidenced based project development, including formulation of goals and objectives, refinement of project design, implementation strategies, development of tools and or forms for data collection, identification of resources (personnel and fiscal), and evaluation. Through group discussion, students will participate in a process of peer consultation and critique in support of project refinement. 2 credits

Courses with the "DNS" prefix

DNS 840 KNOWLEDGE AND INQUIRY DEVELOPMENT FOR NURSING PRACTICE

Prerequisites: Statistics, Designing Clinical Research. This course examines the philosophical, scientific and practice contexts for theory and knowledge development for nursing. Key theories of relevance to nursing, and approaches to advancing knowledge and evidence-based practice are considered for implementation. 3 credits

DNS 845 NURSING RESEARCH, ANALYSIS AND CRITIQUE

Prerequisites: Statistics, Designing Clinical Research, Knowledge and Inquiry for Nursing Practice. The ability of advanced practice nurses to understand, utilize, and generate research evidence is a requisite skill for providing optimal healthcare. This course is designed to familiarize students with nursing research literature and with exemplars of qualitative and quantitative nursing research programs. Students will use their background knowledge of statistics and clinical research design to critically evaluate a variety of research studies. Class discussions will address the reciprocity between nursing research, theory, and practice. Students will critically review a body of research related to a topic of their choice. 3 credits

Courses with the "NH" prefix

NH 602 HEALTH CARE POLICY AND POLITICS

Prerequisites: none. Pass/Fail and audit available. Provides a forum for the discussion of policies related to health care such as the role of health care professionals in this process and delivery of health care. Students analyze health care policy for socio-economic, ethical, political, and historical perspectives. 3 credits

NH-730 OUTCOMES MEASUREMENT

Prerequisite: Matriculation into advanced practice level or permission of instructor. Outcomes Measurement is a core skill used by Advanced Practice Nurses to evaluate their own practice and the practice of other nurses. This class is an introduction to the analysis of outcome measures at the Patient and Systems levels. Critique of reliability, validity, and applicability of measures will be emphasized. Analysis of cases and research focusing on outcomes. 3 credits

NH 740 HEALTH CARE ECONOMICS AND FINANCING

Prerequisites: RN Status or NCLEX eligible. An introduction to the principles of economics, financing and budgeting within the context of the healthcare environment. Essential economic and financial theory for the healthcare provider will be examined and financial methodology will be introduced. Specific weekly topics will be presented based on the following modules: principles of economic theory in healthcare, public and private financing in healthcare and budgeting principles. 3 credits

NH 817 INTRODUCTION TO HIV/AIDS: EPIDEMIOLOGY OF HIV/AIDS

Prerequisite: RN or written consent of instructor. Pass/Fail and audit available. Introduction to HIV/ AIDS: Epidemiology focusing on the emergence, progression, and status of HIV and AIDS from an international perspective. 2 credits

NH 831 PREVENTION AND CASE MGMT OF HIV/AIDS

Prerequisites: None. This course will focus on the prevention of HIV/AIDS and case management of HIV disease. Students will analyze approaches to prevention, treatment and promotion of wellness in persons infected and affected by HIV/AIDS. 3 Credits

NH 833 PATHOPHYS AND SYMPT MGMT IN HIV DISEASE

Prerequisites: HP 621, permission of Instructor. Pass/Fail and audit available. This course builds on the student's basic knowledge of immunology, physiology and pathophysiology and explores the molecular biology virology, pathogenesis, and pathophysiology of HIV/AIDS. 3 Credits

NH 834 SUBSTANCE ABUSE AND ADDICTIONS

Prerequisites: None. Pass/Fail and audit available. This course is designed to provide students with the fundamentals for understanding addictions as well as the use and abuse of alcohol and other drugs and the prevailing treatment models for the addictions. The content includes an overview of policies for the treatment and control of alcohol and other drugs, an examination of the epidemiology and basic pharmacology of substance abuse, theoretical frameworks of addiction, assessment and intervention methods, and an understanding of outcome research in the field of addictions. The content will be considered across an array of social and cultural groups including adults, women, adolescents, persons of color, and persons with other psychiatric disabilities and physical disabilities, homeless and veterans, among others. The course emphasizes a heterogeneous view of addictions, substance abuse and treatment, and is congruent with the biopsychosocial model of advanced practice nursing. 3 Credits

NH 842 INTERNATIONAL HEALTH

Prerequisite: Advanced Practice Status. This course will address the issues affecting the health of individuals, communities, and populations globally. Issues in international health including public health, environmental health, emerging infectious diseases, and chronic illness will be explored. The historic roots of international health, societal and cultural issues and major contemporary issues will be explored. 3 Credits

NH 843 INTERNATIONAL HEALTH EXPERIENCE

Prerequisite: NH 842 or HIV/AIDS courses desirable. Pass/Fail and audit available. This is an advanced practice clinical experience that exposes students to international nursing practice. Students have clinical observations in international settings in accord with their interests

Courses with the "NP" Prefix

NP 701 NURSING MANAGEMENT OF THE ADULT: PRIMARY CARE I THEORY

Prerequisite: NS 760. Pre- or co-requisite: NS 739. Pass/Fail not available; audit available. Emphasis is on critical thinking and diagnostic reasoning skills using holistic, culturally, and developmentally sensitive assessment and management of common and episodic health problems of adults. 3 credits

NP 715 ADVANCED PATHOPHYSIOLOGY

Prerequisite: Basic pathophysiology. This course provides an in depth scientific knowledge base relevant to selected pathophysiological states. Major concepts from basic pathophysiology are built upon with consideration of responses across the lifespan. Advanced concepts of pathophysiological functioning are correlated with clinical decisions related to selected diagnostic tests and initiation of therapeutic regimens applicable to advanced practice nurses across specialties. Specific disease processes are examined incorporating the role of developmental physiology, embryologic, genetic, and environmental factors in the epidemiology of disease. 3 credits

NP 721 NURSING MANAGEMENT OF THE CHILD: PRIMARY CARE I THEORY

Prerequisite: NS 760. Pre- or co-requisite: NS 739. Pass/Fail not available; audit available. Theoretical content emphasizes critical thinking and diagnostic reasoning skills. Emphasis is placed on holistic, culturally, and developmentally sensitive health assessment maintenance, and education of children and families. 3 credits

NP 733 PSYCHOBIOLOGY AND PSYCHOPHARMACOLOGY

Prerequisites: none. This course will build upon the knowledge base acquired in pathophysiology and advanced pharmacology, extending and applying this content to the neurobiology of psychiatric disorders. The etiology, course, and outcome of major psychiatric disorders will be explored, together with appropriate pharmacological interventions. 3 credits

NP 734 ACUTE CARE NURSING MANAGEMENT I THEORY

Prerequisites: NS 760, NS 739 This is the first of three theory courses in acute care nursing management. Concepts of health, disease and chronicity in acute care nursing management are explored. Using diagnostic reasoning as a foundation for practice, management of acute conditions is studied with focus on the diagnosis and treatment of non-acute health problems that accompany adults in the inpatient setting. 3 credits

NP 738 ADVANCED PHARMACOLOGY FOR PEDIATRICS

Prerequisites: Pediatric specialty or permission of instructor. This course explores the unique world of Pediatric pharmaco-therapeutics and provides advanced practice nurses with knowledge needed to prescribe medications and monitor the safety and effectiveness of medications. Additionally, this course will develop clinical reasoning skills vital for appropriate therapeutic decision-making. Emphasis is given to indications, mechanisms of action, action, dosages, adverse side effects and control, cost containment, and client education. 3 credits

NP 740 CHILD/ADOLESCENT PSYCH MENTAL HEALTH

Prerequisites: None. Focuses on psychiatric problems of children and adolescents throughout the developmental phases of infancy, early childhood, latency and adolescence. Psychopathological disorders cited in the DSMIV-R reviewed emphasizing the diagnostic process, treatment approaches, and preventive interventions. Discussion of the roles of play therapy, peer/group strategies, medications and family interventions as treatment options. 3 credits

NP 745 LEADERSHIP FOR ADVANCED NURSING PRACTICE

Prerequisite: Matriculation at the graduate level. This course will focus on the role of nursing leadership in designing and implementing health systems change. . Emphasis will be placed on leadership for systems innovation. Students will draw on theories and concepts of organizations, leadership, business, finance, economics, and health policy to develop and support initiatives to improve health care at the practice and systems level. 3 credits

NP 746 PRIMARY CARE OF THE ELDERLY CLIENT

Prerequisites: RN status, NS 760. Pass/Fail not available; audit available. Focus on advanced practice in gerontological nursing. Emphasis on health care for older adults within the context of the family and community. 3 credits

NP 752 WOMEN'S HEALTH THEORY I

Prerequisite: NS 760. This is an advanced course in nursing management of women with common gynecologic/reproductive health problems, pregnancy, postpartum, and women's health issues. Emphasis is on conditions that are unique to women from menarche across the life cycle within the context of socio-cultural environments - interpersonal, family, and community. 3 Credits

NP 761 NURSING MANAGEMENT OF THE ADULT: PRIMARY CARE I CLINICAL

Prerequisite: NS 760. Pre- or co-requisite: NP 701. Pass/Fail not available; audit available. Emphasis on the development of critical thinking and diagnostic reasoning skills, and assessment and management of common and episodic health problems in adults. Focus on health promotion, including prevention and early detection of health problems, and health maintenance. 3-6 credits

NP 762 WOMEN'S HEALTH CLINICAL SEMINAR

Pre- or co-requisite: NP 701. Pass/Fail not available; audit available. Critical thinking and diagnostic reasoning skills in the assessment and management of women and episodic health problems of women. 1 credit

NP 763 PSYCHIATRIC-MENTAL HEALTH NURSING PRACTICUM I

Co-requisites NP 733, NP 845. This clinical course is designed to complement the knowledge base of NP 845, Advanced Assessment and Management of Common Psychiatric Symptoms. Building upon diagnostic reasoning skills and comprehensive assessment, students will develop knowledge and skills in interviewing techniques, use of the DSM-IV multi-axial classification system, assessment, planning, and implementation of intervention with clients who are experiencing disruption in mental health. Selection of placement will be determined by the student's clinical focus. Both individual and group supervision will provide a forum for exploring the student's understanding of, and developing expertise in, advanced nursing practice. 2 credits

NP 766 GERONTOLOGICAL NURSING PRACTICUM I

Prerequisite: RN status. Pass/Fail and audit available for non-Gero track students only. Skill development in assessment, differential diagnosis, treatment, and health promotional strategies with elderly persons presenting complex health problems. Clinical experience with preceptors in advanced gerontological nursing practice. 3 credits

NP 771 NURSING MANAGEMENT OF THE CHILD: PRIMARY CARE I CLINICAL

Prerequisite: NS 760. Pre- or co-requisite: NP 721. Pass/Fail not available; audit available. Emphasizes development of critical thinking and diagnostic reasoning skills and health maintenance and education of children and families along the wellness continuum. 3 credits

NP 774 ACUTE CARE NURSING PRACTICUM I

Prerequisites: NS760, co-requisite NP 853. Consistent with the theory course, students will apply the theories of diagnosis and treatment of select acute care conditions. In collaboration with physicians, students will provide case management to a select group of acutely ill patients. 3 credits

NP 777 FAMILY HEALTH PRACTICUM I

Prerequisite: FNP students only. Pass/Fail available; audit not available. Clinical practicum in a variety of settings. Theoretical application and skills in health promotion, early detection, and assessment and management of common episodic health problems of individual family members and the family as a unit. 3 credits

NP 778 FAMILY THERAPEUTIC INTERVENTIONS

Prerequisites: None. The study of family dynamics, interaction, communication processes, family structure, forms of family dysfunction, and interventions and research. The frameworks of psychodynamic, object relations, structural, strategic, contextual, developmental and narrative approaches applied to family case examples. Research approaches reviewed and critiqued. 3 Credits

NP 801 NURSING MANAGEMENT OF THE ADULT: PRIMARY CARE II THEORY

Prerequisite: NP 701. Pass/Fail available; audit not available. Continues refinement of critical thinking and diagnostic reasoning skills. Emphasis on holistic, culturally, and developmentally sensitive assessment and management of complex and chronic health problems of adults. 3 credits

NP 802 NURSING MANAGEMENT OF THE ADULT; PRIMARY CARE 111 THEORY

Prerequisites: NP 701, NP 761. Co-requisite NP 801, 861. Theoretical content emphasizes the application of critical thinking and diagnostic reasoning skills in the management of complex health problems. The nursing goals of health promotion and maximization of wellness and functional ability are highlighted along with the holistic, culturally and developmentally sensitive assessment and management of the adult patient. The specific focus is on the complexity of health care for special populations of adults in a variety of practice settings. 3 credits

NP 821 NURSING MANAGEMENT OF THE CHILD: PRIMARY CARE II THEORY

Prerequisites: NS 760, NP 721. Co-requisites: NP 871 or NP 877. Theoretical content continues to refine critical thinking and diagnostic reasoning skills in the management of common episodic and chronic health problems of children. 3 credits

NP 822 ADVANCED PRACTICE MODULE: ADOLESCENT HEALTH

Prerequisites: NS 761, NP 721, and NP 761. Pass/Fail available; audit not available. Biophysical and psychosocial factors that affect adolescent growth and development. Includes health and legal, political, and ethical issues encountered when caring for adolescents. 3 credits

NP 823 BEHAVIORAL ISSUES IN PEDIATRICS

Prerequisite: NP 761 or RN status with written consent of instructor. Pass/Fail and audit available. Theoretical foundation for assessment of the etiologies and manifestations of various child behaviors. 3 credits

NP 834 ACUTE CARE NURSING MANAGEMENT II THEORY

Prerequisites: NP 734. This is the second of three theory courses in acute care nursing management. Case management for specific health problems of the acutely ill patient is explored, with focus on cultural sensitivity, ethical domains of acute care practice and related research. 3 credits

NP 839 PROFESSIONAL ISSUES

Prerequisite: NP 701 or RN status. Pass/Fail and audit available. Contemporary issues which affect professional development of advanced practice nurses, including regulation of practice, political activism, and professional responsibilities. 2 credits

NP 845 ADVANCED ASSESSMENT AND MANAGEMENT OF COMMON PSYCHIATRIC SYMPTOMS.

Prerequisites: none. Designed to prepare students to conduct psychiatric evaluations using the DSM-IV multiaxial classification system. The etiology, course, assessment and intervention strategies for common psychiatric symptoms frequently encountered in primary care settings will be addressed. 3 credits

NP 846 ISSUES IN CARE OF FRAIL ELDERERS

Prerequisites: NP 701, NP 801, or RN status. Pass/Fail and audit available. Focus on the aging process, disease and treatment modalities, current societal and nursing policies, and approach in providing health care to frail elderly people. 3 credits

NP 847 FAMILY THEORY: A COMPREHENSIVE APPROACH

Prerequisite: FNP student or RN status. Pass/Fail and audit available. Overview of health theories related to advanced practice nursing care of the family. Strategies and interventions in education, family support, and facilitated family communication. 2 credits

NP 853 WOMEN'S HEALTH THEORY II

Prerequisite: NP 762. This is an advanced course in nursing assessment and management of women with selected health problems and for women with at-risk pregnancies. Emphasis is placed on evaluating scholarship, research, and policy that impact women's health and health care and the consequent implications for families and communities. 3 Credits.

NP 854 ACUTE CARE NURSING MANAGEMENT III THEORY

Prerequisites: NP 834. This is the third of three theory courses in acute care nursing management. Case management of patients with selected topics, with special emphasis on co-morbid conditions is explored. Emphasis on health promotion, disease prevention and patient/family education as appropriate to the acute care setting. 3 credits

NP 855 ADV ASSESS AND MGMT OF COMPLEX PSYCHIATRIC PROBLEMS

Prerequisites: none. The history of psychiatric-mental health nursing will provide the context from which to examine treatment modalities, ranging from the purely physical to strictly interpersonal, to more recent developments in holistic approaches to care. Management of acute and chronic problems for selected patient populations will be explored, with emphasis on the integration of social and cultural factors in treatment plans. 3 credits

NP 859 PSYCHIATRIC ISSUES IN ADVANCED PRACTICE NURSING

Prerequisites: Advanced practice placement in the curriculum. This course is designed to provide an overview of the epidemiology, presentation, diagnostic criteria, and screening tests for psychiatric disorders likely to be encountered in primary and acute care settings, including anxiety disorders, mood disorders, insomnia, somatization disorder, substance use disorder, eating disorders, dementia, and psychotic disorders. Content will include general guidelines for treatment of many psychiatric disorders in medical settings, including basic pharmacological management and recommendations on when to refer patients. Selection of special topics will be determined by students' practice interests in order to develop expertise in providing holistic, integrated advanced practice nursing care.

NP 860 ROLES OF ADVANCED PRACTICE NURSING: PRACTICUM

Prerequisites: NS 760, RN Program student, ANP student, written consent of instructor. Pass/Fail and audit available. Experience with client and clinicians and guided discussion of clinical experiences promotes development of skills essential for advanced practice nursing. 3-6 credits

NP 861 NURSING MANAGEMENT OF THE ADULT: PRIMARY CARE II CLINICAL

Prerequisite: NP 701. Pass/Fail and audit not available. This second of two primary care clinical courses provides clinical practice experiences in primary care settings with application of theory to clinical practice. 3-6 credits

NP 862 NURSING MANAGEMENT OF THE ADULT; PRIMARY CARE 111 PRACTICUM

Prerequisites: NP 701, and co-requisite NP 802 (Primary Care 111 theory). This is the third Primary Care practicum, preparing students for advanced practice as adult nurse practitioners. Students have opportunities to maintain their primary care clinical practice as well as selecting a specialty within adult care practice. Clinical practice focuses on the application of theory and skill in the delivery of care to special populations having a complex health situation. 3 credits

NP 866 GERONTOLOGICAL NURSING PRACTICUM II

Prerequisites: NP 701, NP 801, or RN status. Pass/Fail and audit available for non-Gero track students only. Development of appropriate treatment plan for frail elders with a complexity of physical, mental, and emotional health problems. Clinical experience is in a variety of settings which stress rehabilitation and prevention of further loss and exacerbation. 3-6 credits

NP 871 NURSING MANAGEMENT OF THE CHILD: PRIMARY CARE II CLINICAL

Prerequisites: NS 760, NP 771. Co-requisite: NP 821. Clinical experience in utilizing skills in the management of common episodic and chronic health problems of children. 3 credits

NP 872 CLINICAL PRACTICUM IN ADOLESCENT HEALTH

Prerequisite: none. Co-requisite: NP 822. Pass/Fail and audit available. Experience in a clinical setting that provides adolescent health care. Clinical seminar is offered weekly. 3 credits

NP 873 CLINICAL PRACTICUM: MANAGEMENT OF BEHAVIORAL PROBLEMS IN CHILDREN

Prerequisite: none. Co-requisite: NP 823. Pass/Fail and audit available. Clinical placements will be individualized to provide opportunities for holistic evaluation of children: physical, neuro-developmental, affective

NP 874 ACUTE CARE NURSING MANAGEMENT PRACTICUM II

Co-requisites: NP 834. Consistent with the theory course, students will apply the theories of diagnosis and treatment of select acute care conditions. Particular emphasis will be placed on development of culturally sensitive strategies in the care of the acutely ill patient. 3 credits

NP 875 PSYCHIATRIC-MENTAL HEALTH NURSING PRACTICUM II

Prerequisites/Co-requisites: NP 763, NP 855, NP 733. This clinical course is designed to complement the knowledge base of NP 855 Advanced Assessment and Management of Complex Psychiatric Problems. Students will utilize skills in advanced assessment and management of patients who have psychiatric and/or physical problems. Selection of placement will be determined by the student's clinical focus: age specific, problem specific, or setting specific. Both individual and group supervision will provide a forum for exploring the student's understanding of, and developing expertise in, advance nursing practice.

NP 877 FAMILY HEALTH PRACTICUM II

Prerequisites: NS 738, NP 841, FNP students only. Co-requisite: NP 845. Clinical practicum with application of family theories to practice in the assessment, diagnosis, and management of individuals and families with common and complex, acute and chronic illnesses. 6 credits

NP 878 FAMILY HEALTH PRACTICUM III

Prerequisite: FNP students only. Pass/Fail and audit available. Continuation of clinical practicum with theory application and skill development in the primary care of individuals and families. Students are placed in a variety of family health settings. 6 credits

NP 881 WOMEN'S HEALTH PRACTICUM II

Pass/Fail and audit available. Students integrate and apply the theoretical content in nursing assessment and management of women. 3 or 6 credits

NP 884 ACUTE CARE NURSING PRACTICUM III

Co-requisites: NP 854. This practicum course is the last clinical rotation for the acute care nurse practitioner student. Students will select an acute specialty in which to concentrate the month long, full-time practice. 3 credits

NP 885 PSYCHIATRIC-MENTAL HEALTH NURSING PRACTICUM III

Prerequisites/Co-requisites: NP 855, NP 875. This culminating five credit clinical practicum will provide an opportunity for students to synthesize and integrate concepts from adult primary health care with their psychiatric-mental health knowledge base into comprehensive holistic management of adult health problems with selected vulnerable populations. Management of psychotropic drug regimens, self care, symptom management, and relapse prevention will prepare the student for practice in a variety of settings. Individual supervision and group seminars will provide an opportunity for specialized learning specific to particular patient problems. 4 credits

NP 887 PRIMARY CARE/MENTAL HEALTH INTEGRATED PRACTICUM

Prerequisites/Co-requisites: NP 733, NP 845, NP 701. This clinical course is designed to complement the knowledge base of NP 845, Advanced Assessment and Management of Common Psychiatric Symptoms and NP 701, Nursing Management of the Adult: Primary Care I Theory. This first clinical course begins to prepare students for advanced practice as nurse practitioners in both adult primary care and psychiatric settings. Clinical experience emphasizes the development of critical thinking and diagnostic reasoning skills in the comprehensive and differential assessment and management of common and chronic physical and/or psychiatric health problems. Students have clinical practice in a variety of settings. Both individual and group supervision will provide a forum for exploring the student's understanding of, and developing expertise in, advanced nursing practice. 4 Credits

NP 899 INDEPENDENT STUDY IN ADVANCED PRACTICE

Prerequisite: written consent of instructor. Pass/Fail available; audit not available. Students study special problems in nursing or advanced practice. Individually planned work guided by a member of the faculty. Variable credit

Courses with the "NS" Prefix

NS 601 THE HISTORY OF NURSING IDEAS

Prerequisite: none. Pass/Fail and audit available. The contributions of nursing history, nursing theory, and contemporary issues in the social evolution of nursing as a profession, including the nature of nursing theory and the relationship between philosophy, theory, and science. 3 credits

NS 660 NURSING PRACTICE: PROCESS AND SKILLS

Prerequisites: Anatomy, Physiology, Microbiology, Chemistry, and Nutrition or equivalent. Pass/Fail and audit not available. Introduction to the Advanced Practice role with emphasis on scientific inquiry and critical judgment. Assessments of individuals in beginning problem identification, outcome evaluation, intervention, and evaluation. 6 credits

NS 661 NURSING PRACTICE: COMMON PROBLEMS IN ADULT HEALTH

Prerequisites: NS 660, NS 663. Co-requisite: HP 622. Pass/Fail and audit available. Integration of theory, practice, and research in the care of adults with acute and chronic health problems. Emphasis on advanced practice in health maintenance, restoration, and management of patient and family responses to acute and chronic illness. 6 credits

NS 663 BIOBEHAVIORAL PRINCIPLES AND THEORIES

Prerequisites: Anatomy, Physiology, Microbiology, Chemistry, and Nutrition or equivalent. Co-requisite: NS 660. Pass/Fail and audit not available. The interrelationship of body-mind-spirit in achievement of mental health is examined from historical, philosophical, psychosocial, and scientific perspectives. 5 credits

NS 664 COMMUNITY PRINCIPLES AND THEORIES

Prerequisites: NS 661, NS 665, or RN status. Pass/Fail and audit available. Concepts, theories, and models of community health are discussed in relation to nursing process application to a community, including principles of program planning and evaluation. 5 credits

NS 665 HEALTH ASSESSMENT

Prerequisites: Science Summer offerings or equivalent. Pass/Fail and audit not available. Role, execution, and importance of health assessment in well adults, with emphasis on approaching the patient/client, relevant history taking, and execution and communication of findings related to the physical examination. 3 credits

NS 666 MATERNAL CHILD NURSING

Prerequisites: NS 661, NS 663, NS 665, HP 622. Pass/Fail and audit not available. Family- centered framework necessary for the nursing care of childbearing women and children from infancy through adolescence in wellness and illness. Clinical practice is required. 6 credits

NS 670 STUDENTS EXPERIENCE AND ROTATION IN COMMUNITY HEALTH (SEARCH)

Prerequisite: NS-664. This community health experience provides students with the opportunity to serve on interdisciplinary health care teams in underserved areas. Typically students apply to NHSC sites. Students take responsibility to the sites; and if selected, students participate in such activities health promotion and disease prevention community projects, assisting clinicians with routine screenings, and working with local health departments. The faculty NHSC ambassador or delegate provides guidance and consultation for students throughout the process. 1-5 credits

NS 739 ADVANCED PHARMACOLOGY

Prerequisite: HP 622 or RN status. Pass/Fail and audit available. Building on basic knowledge of pharmacology, commonly used drugs, drug interactions, and pharmacotherapeutics will be explored. The course is designed to meet requirements for prescription writing by advanced practice nurses. 3 credits

NS 760 ADVANCED ASSESSMENT AND DIAGNOSTIC REASONING

Prerequisites: NS 663, NS 664, NS 665, or RN status. Pass/Fail and audit not available. Performance of comprehensive wellness-oriented screening and symptom-driven exams with appreciation of normal adult life cycle variations. Emphasis is placed on mastery of interviewing and psychomotor assessment skills, diagnosis of common problems, and exploration of treatment options. 5 credits

NS 761 ADVANCED HEALTH ASSESSMENT OF THE PEDIATRIC CLIENT

Prerequisites: NS 663, NS 664, NS 665. Comprehensive health assessment and interpretive diagnostic process is explored. Students are provided opportunity for further development of clinical reasoning in holistic evaluation of well clients and those with deviations from normal from birth through adolescence within a social context. 5 credits

NS 891 SCHOLARLY PROJECT

Prerequisite: HP 720. Pass/Fail grading only; audit not available. Designed as a rigorous culminating scholarly activity which provides an opportunity to integrate research, clinical, and theoretical knowledge in a faculty guided project. 3 credits

NS 894 THESIS/SCHOLARLY PROJECT CONTINUATION

Prerequisite: NS 896. Pass/Fail grading only; audit not available. This designation is used for students who are continuing thesis research or scholarly projects. Students must register for thesis/ scholarly projects continuation for each term that either is incomplete. 1 credit

NS 895 THESIS RESEARCH I

Prerequisite: none. Pass/Fail grading only; audit not available. Registration for the student's work with assigned thesis readers on planning and implementing the thesis study and preparing the written thesis. 3 credits

NS 896 THESIS RESEARCH II

Prerequisite: NS 895. Pass/Fail grading only; audit not available. Continuation of NS 895. 3 credits

NS 899 INDEPENDENT STUDY IN NURSING

Prerequisite: written consent of instructor.

PHYSICAL THERAPY

Visit our Admissions Pages for Admissions Requirements

ENTRY-LEVEL DOCTOR OF PHYSICAL THERAPY PROGRAM

Ranked #5 in the nation by US News and World Report, our Physical Therapy program empowers its students with the kind of access, information, and contemporary clinical experience that can only be obtained through affiliation with a world-class academic health center.

Endorsing the American Physical Therapy Association's (APTA) vision that by the year 2020, "all physical therapy will be provided by physical therapists who are doctors of physical therapy," ours was one of the first programs in the country to offer an accredited Doctor of Physical Therapy (DPT) degree. We offer the only entry-level DPT program in the country which culminates in a year-long, full-time, paid clinical internship for all students.

Become a Physical Therapist

The entry-level DPT Program is designed for individuals just entering the field of physical therapy. This three and one-half year graduate-level program prepares students holding a bachelor's degree in a field other than physical therapy to become a licensed physical therapist.

Physical therapy is dedicated to rehabilitation and prevention of disability, injury and disease, specifically related to movement and function of the neuromuscular, musculoskeletal, cardiopulmonary and integumentary systems of the human body. Physical therapists work with people of all ages, with acute and chronic conditions, to detect, assess, prevent, correct, alleviate and limit pain, physical impairments, functional limitations and disabilities. They strive to promote functional independence, with the overall goal of helping individuals to achieve maximum potential. Physical therapists function in multidimensional roles that respond to the changing needs of the individual and society, including clinician, educator, consultant, administrator, researcher and advocate.

To become a physical therapist, graduates must take a licensing examination in one of the 50 states, following completion of an accredited physical therapy program. Physical therapists have a wide variety of opportunities for employment in clinical practice settings, including hospitals, rehabilitation centers, private practices, sports and fitness clinics, schools and pediatric centers, as well as in research and education.

Professional Credentials

As physical therapists play an increasingly vital role in the delivery of quality health care in this nation, the baseline of what is considered minimum credentialing for professional practice has advanced as well.

In June, 2000, the American Physical Therapy Association House of Delegates endorsed a new vision for the physical therapy profession:

By 2020, physical therapy will be provided by physical therapists who are doctors of physical therapy, recognized by consumers and other healthcare professionals as the practitioners of choice to whom consumers have direct access for the diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function and health.

The Doctor of Physical Therapy (DPT) degree serves as a credential, similar to the MD for medicine, the OD for optometry, and DPM for podiatry. It signifies completion of the current requirements needed to enter the profession and represents the completion of a comprehensive program and the fulfillment of high standards of clinical performance in professional preparation. It does not, however, signify advanced preparation or specialization.

Advanced credentials for the profession include post-professional master's degrees, certificates of advanced study, certificates of residency, and a PhD.

Program Overview

The DPT program consists of a three and one-half year, graduate-level curriculum comprised of two and one-half years of intensive academic, clinical, and research study experiences followed by a year-long, full-time, paid clinical internship.

Addressing the full scope of the physical therapy practice, including health promotion and education; disability, injury, and disease prevention; and professional reasoning, values, and behaviors, the program broadly prepares students to become competent, widely-skilled, reflective practitioners, equipped to practice in a variety of settings throughout the continuum of health care.

As a student of this rigorous graduate degree program, you will be immersed in the science-based theory and evidence-based practice of the premier minds, practitioners, and facilities in the physical therapy field. Charged with the pursuit of humanistic values, professionalism, and quality care, you will be cross-trained in the theories of basic, behavioral, and clinical sciences and become an expert on the interplay of physical and psychological factors as they affect human motion.

Mentored by those defining the leading edge of today's dynamic physical therapy field, you will develop critical thinking and evidence-based analysis, evaluation, and decision making skills. Benefiting from unparalleled access to world-class health care facilities, you will learn in collegial, non-competitive settings and perfect it through clinical experiences with real patients.

This program is open to individuals who hold a bachelor's degree in any field and have completed the prerequisite credits required for admission. As a graduate-level only environment, our students enjoy a uniquely personalized environment in which they are the center of faculty attention. Students typically enter the program with a variety of educational and occupational backgrounds, many pursuing second careers. This diversity provides a stimulating educational experience, and enriches interactions between classmates and faculty.

Accreditation

The DPT Program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. Graduates receive a Doctor of Physical Therapy (DPT) degree and are eligible to apply for licensure in each of the 50 states and the District of Columbia.

DPT Program Special Features

Clinical Internship / Professional Development

Perhaps the most distinctive and exciting feature of the MGH Institute DPT program is the year-long clinical internship. The internship follows completion of our academic program and is a paid position in one facility. Our program is the only one in the country that offers this form of internship as the culminating clinical experience for all students, providing unique opportunities for long-term professional development.

Clinical Focus / Clinical Expertise

Our program focuses on developing your clinical expertise as well as your theoretical knowledge. We take full advantage of our unique affiliation with world-class medical centers and expose our students to the progressive thinking and contemporary teachings of master clinicians.

Renowned Faculty / Contemporary Education

Our internationally recognized faculty are actively engaged in physical therapy and its associated professional activities and use their own real-world experience as teaching examples. As a result, our students are not only instructed in the field's most current and relevant practices, they are privy to the innovative thinking and professional and ethical standards that will define tomorrow's practices as well.

Clinical Affiliations / World Class Experience

Thanks to our extensive clinical affiliations with world-renowned teaching and research hospitals in the Boston area and throughout the country, our students enjoy priority placements and access to expert clinicians at the health centers that are setting the standards for physical therapy today. Our Partners HealthCare System affiliates include Massachusetts General Hospital, Brigham and Women's Hospital, Spaulding Rehabilitation Hospital, and Newton-Wellesley Hospital. Beth Israel Deaconess Medical Center and Children's Hospital Boston are also key clinical affiliates. [Link here](#) to a complete list of our national affiliates.

Post-Baccalaureate Education / Individualized Attention

Since MGH Institute is solely dedicated to graduate education, our students don't compete with undergraduates for faculty attention as they might at other institutions. This, in addition to our small class sizes, allows for a uniquely personalized environment in which students are the center of faculty attention and, as a result, maximize their professional skills within a nurturing environment.

Post-Professional Mentoring / Professional Relationships

Practicing therapists, who are students in our post-professional programs, often serve as clinical mentors, teaching assistants, and research consultants to students in our entry-level program. As a result, many of our entry-level students develop close mentoring relationships that last beyond their studies together at MGH Institute.

Access / Contemporary Education

Our Physical Therapy program empowers its students with the kind of access, information, and contemporary clinical experience that can only be obtained through affiliation with a world-class academic health center.

Teaching Methodology / Solid Preparation

Emphasizing the critical mix of academic, clinical, and research experiences physical therapists need in today's complex and demanding health care environment, the curriculum utilizes a teaching methodology that enables students to immediately meld theory with clinical practice in stages throughout the program and, as a result, more easily apply what they are learning to their knowledge and skill set.

DPT Clinical Experience

Integrated Clinical Experiences

To integrate classroom and clinical learning, the MGH Institute DPT program offers intensive but supportive clinical experiences. Full-time and part-time clinical experiences are integrated throughout the academic curriculum.

In the fall and spring semesters of years 1 and 2, students are in the clinic one-half day each week as part of their Clinical Seminar and Practicum courses. These experiences allow students to advance their critical thinking and to continually practice what they learn in class with real patients. Practicum placements are individually determined through consultation with clinical coordinators to best ensure the acquisition of knowledge and skills.

In the summer following year 1, and in the winter of year 2, students also participate in two, 10 week-long, full-time clinical experiences.

Our students enjoy priority placements at prestigious health care facilities, including Massachusetts General Hospital, Brigham and Women's Hospital, Beth Israel Deaconess Medical Center, Spaulding Rehabilitation Hospital, Children's Hospital Boston, and Newton-Wellesley Hospital.

Our Unique Clinical Internship

Perhaps the most distinctive and exciting feature of our DPT program is the year-long clinical internship. The internship follows completion of our academic program and is a paid position in one facility. Our program is the only one in the country that offers this form of internship as the culminating clinical experience for all students, providing unique opportunities for long-term professional development.

The internship is arranged in cooperation with clinical sites, following student interviews and a matching process. The type and amount of compensation for the internship is determined by each clinical facility.

Students receive their DPT degree midway through the clinical internship year, at the end of 4 months. They are then eligible to sit for state licensure and to complete the year as licensed physical therapists. Interns make a commitment to the internship facility for the full year. The internship allows our graduates to enter the profession with a strong clinical background so that they can move into a variety of practice settings with solid experience, skill, and confidence.

Alternative models for internship, including 4- to 6-month unpaid experiences, may be implemented based on the availability of clinical resources. Some internship sites are located outside of the Boston area, and interns are responsible for relocating during the internship period.

Top Clinical Sites: Physical Therapy

Below is a partial list of our physical therapy clinical affiliation partners:

New England Clinical Sites

Beth Israel Deaconess Medical Center
Boston Medical Center
Boston Sports Medicine and Muscular Therapy
Brigham and Women's Hospital
Children's Hospital Boston
EPOCH Senior Health Care of Weston
Faulkner Hospital
Harvard Vanguard Medical Associates
HealthSouth Beverly
HealthSouth Braintree
HealthSouth New England Rehabilitation Hospital
Hebrew Rehabilitation Center for the Aged
Lahey Clinic Medical Center
Massachusetts General Hospital
Mount Auburn Hospital
New England Baptist Hospital
New England Sinai Hospital
Newton Public Schools
Newton-Wellesley Hospital
Orthopedic and Sports Physical Therapy Associates
Partners Home Care
Perkins School for the Blind
Portsmouth Regional Hospital
Rehabilitation Specialists, Quincy
Shaughnessy-Kaplan Rehabilitation Hospital
Shriners Burn Hospital
Spaulding Rehabilitation Hospital Newtork
St. Patrick's Manor Rehabilitation Services
Veterans Administration Boston Healthcare System
Youville Hospital and Rehabilitation Center

Clinical Sites Outside New England

Children's Hospital of Philadelphia, PA
Martha Jefferson Hospital, VA
Medical Center of Louisiana, LA
Regional Medical Center of San Jose, CA
Rusk Institute of Rehabilitation Medicine, NY
Rehabilitation Institute of Chicago, IL
University of Michigan Hospitals, MI

DPT Curriculum

The curriculum for the MGH Institute DPT program is based on a progressive program of course offerings that build upon each other throughout all the semesters of study. Emphasizing the critical mix of academic, clinical, and research experiences physical therapists need in today's complex and demanding health care environment, the curriculum utilizes a teaching methodology that enables students to immediately meld theory with clinical practice in stages throughout the program and, as a result, more easily apply what they are learning to their knowledge and skill set.

Our program focuses on developing your clinical expertise. We take full advantage of our unique affiliation with world-class medical centers and expose our students to the progressive thinking and contemporary teachings of master clinicians.

Environment

Students of this intensive graduate program enjoy a uniquely personalized environment in which they are the center of faculty attention. Since the MGH Institute is solely dedicated to graduate education, our students don't compete with undergraduates for faculty attention, as they might at other institutions.

Our students also benefit from our close affiliations with area teaching hospitals. As a student of our program, you can attend rounds at Massachusetts General Hospital, sit in on bi-weekly case conferences, and on occasion, view surgery. You'll enjoy collegial working relationships with fellow classmates in which they learn and study together in a noncompetitive educational environment.

Our physical therapy laboratories utilize ceiling mounted cameras and large projection technology to ensure unobstructed viewing of demonstration procedures.

Classes for the entry-level DPT program are taught on our Boston campus in the Charlestown Navy Yard. Some may include online options or utilize the Internet for threaded discussions between classmates. A few courses may be offered completely online.

DPT Curriculum Outline

Year 1 - Summer Semester

PT 606	Professional Socialization	2
PT 620	Gross Anatomy	5
		7

Year 1 - Fall Semester

PH 621	Essentials of Pharmacology	1
PT 622	Functional Anatomy	3
PT 623	Clinical Neuroscience I	2
PT 640	Clinical Pathophysiology	3
PT 651	Critical Inquiry I	2
PT 661	Clinical Seminar and Practicum I	2
PT 670	Fundamentals of Physical Therapy Practice	6

		19
	Year 1 - Spring Semester	
PT 624	Clinical Neuroscience II	2
PT 625	Clinical Perspectives in Health Policy	2
PT 641	Musculoskeletal Pathophysiology	2
PT 652	Critical Inquiry II	2
PT 662	Clinical Seminar and Practicum II	2
PT 671	Clinical Mgmnt of Musculoskeletal Disorders- Extremities	6
PT 672	Clinical Mgmnt of Cardiovascular and Pulmonary Systems	3
		19
	Year 2 - Summer Semester	
PT 626	Principles of Teaching and Motor Learning	2
PT 659	Therapeutic Excercise Laboratory	1
PT 676	Clinical Experience I	3
		6
	Year 2 - Fall Semester	
PH 750	Diagnostic Imaging	2
PT 673	Orthotics	1
PT 723	Clinical Neuroscience III	2
PT 725	Medical Mgmnt of Patients with Neuromuscular Disorders	1
PT 761	Clinical Seminar and Practicum III	2
PT 765	Clinical Mgmnt of Musculoskeletal Disorders: Spine	4
PT 766	Clinical Mgmnt of Neuromuscular Disorders I	6
PT 791	Development of Health Promotion Programs	1
		19
	Year 2 - Spring Semester	
PT 724	Clinical Neuroscience IV	2
PT 792	Health Promotion Project	1
PT 767	Clinical Mgmnt of Neuromuscular Disorders II	3
PT 768	Prosthetics	1
PT 769	Clinical Mgmnt of the Patient with Multi-system Involvement	1
PT 770	Clinical Experience II	3
PT 771	Cardiopulmonary Laboratory	1
		12
	Year 3 - Summer Semester	
HP 820	Ethics in Health Care	2
PT 727	Psychology of Disability and Illness	1
PT 730	Practice Management	2
PT 772	Special Topics	1
PT 773	Advanced Therapeutic Exercise	2
PT 777	Foundations of Diagnostic Screening	2
PT 778	Comprehensive Case Study	1
PT 793	Health Promotion Presentation	1
		12
	Year 3 - Fall Semester	
PT 780	Clinical Internship	6
		6
	Year 3 - Spring/Summer Semesters	
PT 781	Clinical Internship Continuation	0
		0
	Total	100

Post-Professional Physical Therapy: Special Features

Access / Contemporary Education

Our Physical Therapy program empowers its students with the kind of access, information, and contemporary clinical experience that can only be obtained through affiliation with a world-class academic health center.

Specialization Options / Board Certification

The Post-Professional curriculums include options for specialization in neurologic, orthopedic, or cardiopulmonary physical therapy as well as for the cross-specialization needed for practice areas such as pediatrics, geriatrics, or acute care. These specializations allow students to prepare for board certification as clinical specialists.

Interdisciplinary Education / Solid Preparation

We offer an interdisciplinary mix of contemporary, evidence-based academics, clinical research, and advanced clinical experience. Special focus is paid to critical inquiry, clinical scientific, and case analysis.

Clinical Focus / Clinical Expertise

We take full advantage of our unique affiliation with world-class medical centers and expose our students to the progressive thinking and contemporary teachings of master clinicians through advanced clinical preceptorships that include options for Orthopaedic Residency and for practica in teaching and research. Many MGH Institute graduates have become certified clinical specialists.

Teaching Opportunities / Professional Development

Practicing therapists, who are students in our post-professional program, often serve as clinical mentors, teaching assistants, and research consultants to students in our entry-level Doctor of Physical Therapy program where they can develop their professional skills as educators. Teaching preceptorships are also available for students enrolled in the MS.

Renowned Faculty / Relevant Education

Our internationally recognized faculty are actively engaged in physical therapy and its associated professional activities and use their own real-world experience as teaching examples. As a result, our students are not only instructed in the field's most current and relevant practices, they are privy to the innovative thinking and professional and ethical standards that will define tomorrow's practices as well.

Clinical Affiliations / World Class Experience

Thanks to our extensive clinical affiliations with world-renowned teaching and research hospitals in the Boston area and throughout the country, our students enjoy priority placements and access to expert clinicians at the health centers that are setting the standards for physical therapy today. Our Partners HealthCare System affiliates include Massachusetts General Hospital, Brigham and Women's Hospital, Spaulding Rehabilitation Hospital, and Newton-Wellesley Hospital. Other key clinical affiliates include Beth Israel Deaconess Medical Center Children's Hospital Boston. [Link here](#) for a complete list of our national affiliates.

Flexible Scheduling / Individualized Options

Students have opportunities for full or part-time study, with classes scheduled in the evening onsite or through online learning. All courses for the tDPT degree, as well as many other post-professional courses, are available in a distance learning format. Some courses are offered in a hybrid online format, which reduces the time students need to be onsite.

Transitional Doctor of Physical Therapy

Doctor of Physical Therapy (DPT) Degree

This professional degree serves as a credential, similar to the MD for medicine, the OD for optometry, and DPM for podiatry. The transitional DPT signifies completion of the current requirements needed to enter the profession and represents the completion of a comprehensive program and the fulfillment of high standards of clinical performance in professional preparation. It does not, however, signify advanced preparation or specialization.

Transitional DPT

As physical therapists play an increasing vital role in the delivery of quality health care in this nation, the baseline of what is considered minimum credentialing for professional practice advances as well.

Endorsing the American Physical Therapy Association's (APTA) vision that by the year 2020, "all physical therapy will be provided by physical therapists who are doctors of physical therapy," ours was one of the first programs in the country to offer a Doctor of Physical Therapy (DPT) degree for licensed physical therapists.

The online Transitional Doctor of Physical Therapy (tDPT) Program enables U.S. licensed physical therapists who hold either a bachelor's or master's degree in Physical Therapy to earn a Doctor of Physical Therapy designation through a combination of coursework and documentation of professional experience (portfolio).

Recognizing that currently licensed physical therapists are competent clinicians who have graduated from accredited educational programs, this program focuses on providing the essential knowledge and skills physical therapists need to practice as a Doctor of Physical Therapy in today's complex and demanding health care environment. Emphasizing clinical decision making, diagnostic and prognostic reasoning, and evidence-based practice, the 15-credit curriculum addresses the full scope of physical therapy practice, including health promotion and education; disability, injury, and disease prevention; and professional values and behaviors.

Fundamentals such as pharmacology, diagnostic imaging, diagnostic screening, clinical research design and statistics, principles of measurement and evidence-based practice, and comprehensive case analysis are all covered. All required courses are available online, which means students do not have to reside in Boston to take advantage of this program. Dynamic courseware ensures a comprehensive learning experience from wherever you may live.

Applicants who submit a portfolio with their application containing evidence of previous experience and/or education may receive up to 12 credits of the 15 credits of required courses. Students are, however, required to take a minimum of 8 credits (including elective courses, if need be) in order to be awarded the transitional DPT.

Applications are accepted three times during the year, and students may begin the online transitional DPT program in any semester.

Curriculum – Transitional DPT

The curriculum for the online transitional DPT degree is based on a progressive program of course offerings that build upon each other. Emphasizing the crucial mix of Critical Inquiry and Clinical Science knowledge and skills physical therapists need to stay current in their practices, the transitional DPT curriculum challenges each student to fully grasp their responsibilities and obligations as clinical doctors within the context of the current health care environment. Our goal is not just to expose you to what you need to know, but to teach you how to apply that knowledge to your future practice, and thereby help you become a better professional.

Within the 8-course online tDPT curriculum, you'll find a contemporary mix of coursework covering critical fundamentals such as pharmacology, diagnostic imaging, diagnostic screening, clinical research design and statistics, and principles of measurement and evidence-based practice. The online transitional DPT program culminates in a comprehensive case analysis seminar that hones your critical thinking and clinical decision-making skills.

All required courses are available online through dynamic distance learning courseware developed at the MGH Institute. This courseware provides scheduling and time-management flexibility for students as it promotes a dynamic interchange between classmates. As part of their weekly assignments, students engage in threaded discussions with fellow classmates and instructors through the use of our custom-built, user-friendly courseware discussion boards.

Transitional DPT Course Outline

CRITICAL INQUIRY SEQUENCE		
HP 720	Designing Clinical Research	2 cr
HP 721	Statistics for Clinical Research	2 cr
PT 740	Measurement Princ. for Physical Therapy Practice	2 cr
PT 741	Principles of Evidence-Based Practice	1 cr
CLINICAL SCIENCE SEQUENCE		
PH 621	Essentials of Pharmacology	1 cr
PH 750	Diagnostic Imaging:	2 cr
PT 785	Diagnostic Screening For Physical Therapists: When to treat, and when to refer?	2 cr
INTEGRATION OF PROFESSIONAL PRACTICE CONCEPTS		
PT786	Comprehensive Case Analysis	3 cr
TOTAL		15 cr

Transitional DPT: Portfolio

The portfolio process is a means where you can obtain academic credit for your professional and educational experience. A portfolio (with portfolio review fee) is required of transitional DPT applicants seeking credit for prior experience. Institute courses completed with a grade of B or better may be included in portfolio submission; if only Institute courses are submitted, the review fee is waived.

Physical Therapy: Advanced Master of Science

For experienced physical therapists interested in becoming advanced clinicians equipped with broad theoretical knowledge and sophisticated, contemporary, clinical skills, our master's program offers a variety of advanced training options that will prepare you for the next step in your career.

Designed to help you significantly advance your depth of knowledge and skills in a particular area of practice, the master's curriculum includes options for specialization in **neurologic**, **orthopedic**, or **cardiopulmonary** physical therapy as well as for the cross-specialization needed for practice areas such as pediatrics, geriatrics, or acute care.

Offering an interdisciplinary mix of evidence-based academics, clinical research, and advanced clinical experience physical therapists need to prepare for specialization, the program enables therapists to hone core skills in critical inquiry, and basic, behavioral, and clinical sciences as they build upon their critical thinking and clinical decision-making capabilities.

Mentored by master clinicians defining the leading edge of today's dynamic physical therapy field, our master's students get the kind of advanced, contemporary clinical preparation that can only be obtained through affiliation with a world-class academic health center. Many MGH Institute graduates have become certified clinical specialists.

This program also allows for customization in how you approach your studies:

- Students have the option of full- or part-time study and can choose between taking some classes onsite, online, or hybrid.
- Full-time students can complete the program in five semesters of study, while part-time students usually require 3 - 4 years.
- Courses are offered primarily online, with minimal onsite requirements, giving students greater flexibility in balancing work and study.
- Class sizes in the master's program are small, usually 10 - 20 students ensuring individualized attention while providing opportunities for individualized study and professional growth.

Physical Therapy: Advanced Master's Curriculum

The curriculum for the 36-credit Advanced Master of Science in Physical Therapy Program is built upon a 16-credit core, emphasizing critical inquiry/analytical skills. Subjects covered in the core include clinical research design and statistics, principles of measurement and evidence-based practice, clinical decision-making, and advanced evaluation and intervention techniques.

Students are required to complete 10 credits of clinical concentration within his or her chosen specialty area and another 3 credits in an advanced preceptorship. The preceptorship requires 180 to 240 hours of advanced clinical work with a master clinician at one site and includes teaching and research options wherein a student may choose to work with faculty in areas of special interest. A student may also take a second preceptorship as an elective.

The remaining coursework focuses on clinical science, with individual students concentrating on specific areas of interest. Students work closely with faculty advisors throughout the master's process to develop and adhere to his or her individual plan of study.

As part of the Master of Science coursework, students will also complete a clinically-relevant thesis as his or her culminating project. Students work with two faculty advisors to develop a proposal and carry out a research project of their choosing, and a seminar is offered each semester to assist students throughout the thesis process. Research projects may involve clinical data collection, case studies, systematic reviews, or secondary analysis of data that has been collected previously.

Advanced MS Curriculum Outline

Core/Analytical Skills: 16 credits

HP 720	Designing Clinical Research	3
HP 721	Statistics for Clinical Research	3
PT 755	Foundations of Clinical Assessment in Physical Therapy	3
PT 855	Clinical Decision-Making	3
PT 885	Advanced Seminar in Physical Therapy	1
PT 865	Concepts of Neuromusculoskeletal Dysfunction	3

Advanced Clinical Skills: 3 to 9 credits

PT 875	Clinical Preceptorship in Physical Therapy	3
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Types of Preceptorships available: Teaching, Clinical & Research

Clinical Thesis: 4 - 6 credits

PT 895	Thesis Research I	2
PT 896	Thesis Research II	2
PT 897	Thesis Research III	2

Electives: Variable credits

With advisor approval, students may choose from a variety of interdisciplinary and Physical Therapy courses to complete the 36 credit degree requirement.

Clinical Concentration: 10 credits

See lists of courses below for each specialty. Students who are in the individualized program of study may choose any course with the consent of their academic advisor.

Neurology Specialization

PH 842 Clinical Applications in Exercise Physiology	2
PH 851 Neuroscience of Movement and Recovery	3
PH 750 Diagnostic Imaging	2
PT 861 Seminar on Treatment Approaches to the Neurologically Impaired	3
PT 862 Concepts of Assessment in Neurologic Physical Therapy Practice	3
PT 863 Therapeutic Exercise: Advanced Principles and Practice	3
PT 785 Diagnostic Screening for PT: When to Treat? When to Refer?	2
PT 880 Special Topics: Vestibular	1
CH 721 Foundation of Cognition	2
CD 858 Trachestomy & Ventilation Issues (with consent from program)	1
PT 880 Special Topics in Physical Therapy	Var

Orthopaedic Specialization

PH 842 Clinical Applications in Exercise Physiology	3
PH 750 Diagnostic Imaging	2
PT 863 Therapeutic Exercise: Advanced Principles and Practice	3
PT 865 Concepts of Neuromusculoskeletal Dysfunction	3
PT 785 Diagnostic Screening for PT: When to Treat? When to Refer?	2
PT 880 Special Topics in Physical Therapy	Var
PT 867 Musculoskel Dysf: Lower Quarter, Hip & Knee	2
PT 868 Musculoskel Dysf: Lower Quarter, Foot & Ankle	1
PT 869 Musculoskel Dysf: Upper Quarter	3
PT 870 Musculoskel Dysf: Cervicothoracic and Craniomandibular Regions	3
PT 871 Musculoskel Dysf: Lumbopelvic Region	3

Neurology & Orthopaedic Courses (Offered on a year to year basis)

PH 855 Clinical Anatomy: Upper Quarter	1
PH 856 Clinical Anatomy: Trunk and Spine	1
PH 857 Clinical Anatomy: Lower Quarter	1

Individualized Program of Study

Students may also design an individualized program or study after consultation with their advisor.

Physical Therapy: Advanced Master's Preceptorships

All matriculated students in the advanced master's program are required to successfully complete 3 credits of preceptorship. The purposes of the preceptorships are:

1. To help students increase their ability to apply clinical skills (both hands on and critical thinking skills) in a specific specialty area/setting
2. To improve their ability to plan an effective, personal learning experience based on individual professional learning goals

Students come to the program with various levels of clinical experience and exposure. Therefore, the preceptorship can be constructed to provide either broad patient care exposure in an area of practice where the student has little or no prior experience, or as an opportunity to develop advanced clinical skills in an area of practice with which the student already has some familiarity. For some students, a preceptorship can focus upon teaching or research skills in an individualized way.

Preceptorship planning begins with students reviewing their long-term professional goals and self-assessing their current skills in clinical practice, teaching and/or research. After determining the skills and focus needed to help reach professional goals, each student is matched with the appropriate specialty coordinator and with a preceptor (a professional with advanced clinical, teaching, or research skills in the appropriate area of practice). Each student writes specific learning objectives for the preceptorship. When the objectives have the approval of the specialty coordinator, the student and preceptor together refine the specific learning objectives.

Criteria for judging student performance, and specific teaching/learning activities that will be performed as part of the preceptorship are identified by the student in collaboration with the specialty coordinator. Preceptor and student together use the formative evaluation process during the preceptorship to monitor progress and modify learning activities as needed.

Teaching vs. Research

Teaching Preceptorships

Students wishing to improve on teaching skills may elect to complete their 3 credit preceptorship by focusing on either clinical teaching (student affiliates, other health professionals) or academic teaching (lab or classroom instruction). Working with an assigned preceptor (an experienced clinical or academic teacher), you will work on improving your ability to:

- Plan and execute effective teaching (clinic or classroom)
- Critically evaluate teaching/learning performances (your own and others)

Research Preceptorships

Students wishing to improve their research skills may elect to complete their 3 credit preceptorship working on improving their ability to perform various aspects of research such as critiquing literature, identifying a problem, developing methods and protocols, collecting data, and analyzing data.

Physical Therapy: Certificate of Advanced Study

The Certificate of Advanced Study (CAS) provides an enriching opportunity for experienced physical therapists to get a highly individualized, advanced specialty education without pursuing a formal academic degree.

CAS students enjoy all the benefits from the kind of access, information, and contemporary clinical experience that can only be obtained through affiliation with a world-class academic health center, without having to follow a specific curriculum.

The Certificate of Advanced Study is awarded upon completion of a minimum of six courses totaling 15-18 credits from the Master of Science curriculum course offerings. You will complete a set of CORE courses and then select in your chosen specialty area such as neurologic, orthopaedic or cardiopulmonary physical therapy, or any combination of PT elective offerings. Preceptorships and independent study options with faculty are also available.

Since many CAS students discover they want to continue their advanced education after they've completed 6 course, CAS credits may be applied toward the Advanced Master of Science in Physical Therapy degree.

Students also often combine programs, enrolling in the CAS and our orthopaedic residency or the tDPT program to take advantage of the 3 credit reduction in overall credit requirements for combined coursework. CAS students who have completed two courses with a grade of B or better may use those courses to request a waiver of GRE score requirements for the tDPT program.

Core Courses for CAS:

All students must take PT 865: Concepts of Neuromusculoskeletal Dysfunction (3 cr) plus one of the following courses:

- PT-740 Measurement (2 cr)
or
PT-755 Foundation of Clinical Assessment (3 cr)
- PT-855 Clinical Decision Making (3 cr)
- PH-842 Exercise Physiology (2 cr)
- PT-863 Therapeutic Exercise: Advanced Principles (3 cr)

Conversion from CAS to MS Candidate

Physical Therapists working toward the CAS may apply for entry into the Advanced Master's program at any time through the standard application process. Matriculated students who have completed at least 12 credits toward the CAS, with a cumulative grade point average of 3.0 or better, may convert to the Master of Science in Physical Therapy program by written petition to the post-professional Physical Therapy Program committee, through their academic advisor.

Participation in the CAS program does not grant automatic entry into the MS program. Any courses in which the student has received a grade of B or better while working toward the CAS may be counted toward the degree requirements. Students interested in converting to degree status should consult with their academic advisor.

Certificate of Advanced Study Curriculum

The Certificate of Advanced Study is designed for Physical Therapists and Occupational Therapists who already hold a master's or a baccalaureate degree, and for those who are interested in advanced clinical specialization, but do not want to pursue a formal academic degree. The CAS allows students to focus on clinical courses in a specific area of interest.

For Physical Therapists Only

Specialties - Ortho, Neuro, or Individualized Program
(Minimum of 6 courses - 15-18 credits)

The CAS for Physical Therapists requires completion of a minimum of six courses (15 to 18 credits) within an area of specialization. Students may choose an individualized program of study as well. Each student works with an academic advisor to select courses and to develop an educational plan to fit his or her own needs. This program of study helps students to prepare for the clinical specialist examination administered by the American Board of Physical Therapy Specialties.

For Occupational Therapists Only

Specialties - Ortho or Neuro
(Minimum of 6 courses - 15 credits)

The CAS for Occupational Therapists requires completion of a minimum of six courses (15 credits) within an area of specialization. It is designed for licensed occupational therapists who are interested in advanced clinical specialization. The CAS allows students to focus on clinical courses in a specific area of interest. The program allows therapists to develop essential foundations in decision-making, scientific inquiry and clinical measurement in addition to basic and clinical sciences. The curriculum is based on a philosophy that values an interdisciplinary approach to advanced professional education within a framework of clinical specialization and evidence-based practice. Each student works with an academic advisor to select courses and to develop an educational plan to fit his or her own needs.

Specialty Courses - Orthopaedic

PH 842 Clinical Applications in Exercise Physiology	3
PH 750 Diagnostic Imaging	2
PT 865 Concepts of Neuromusculoskeletal Dysfunction	3
HP 712 Foundations of Teaching and Learning	3
HP 721 Statistics for Clinical Research	2 or 3
HP 720 Designing Clinical Research	2 or 3
HP 820 Ethical Issues in Health Care	2

Orthopaedic Courses (Offered on a year to year basis)

PH 855 Clinical Anatomy: Upper Quarter	1
PH 856 Clinical Anatomy: Trunk and Spine	1
PH 857 Clinical Anatomy: Lower Quarter	1

Specialty Courses - Neurology

CD 843 Acquired Cognitively Based Comm. Disorders (elective)	2
CH 721 Foundation of Cognition (with permission)	2
CH 837 Tracheotomy & Ventilation Issues	2
PH 842 Clinical Applications in Exercise Physiology	2
PH 851 Neuroscience of Movement and Recovery	3
PT 785 Diagnostic Screening for PT: When to Treat? When to Refer?	2
PT 861 Seminar on Treatment Approaches to the Neurologically Impaired	3
PT 862 Concepts of Assessment in Neurologic Physical Therapy Practice	3
PT 863 Therapeutic Exercise: Advanced Principles and Practice	3
PT 880 Special Topics in Physical Therapy	Var

Neurology Courses (Offered on a year to year basis)

PH 855 Clinical Anatomy: Upper Quarter	1
PH 856 Clinical Anatomy: Trunk and Spine	1
PH 857 Clinical Anatomy: Lower Quarter	1

Preceptorships

All matriculated students in the CAS program are required to successfully complete 3 credits of preceptorship. The purposes of the preceptorships are:

1. To help students increase their ability to apply clinical skills (both hands on and critical thinking skills) in a specific specialty area/setting
2. To improve their ability to plan an effective, personal learning experience based on individual professional learning goals

Students come to the program with various levels of clinical experience and exposure. Therefore, the preceptorship can be constructed to provide either broad patient care exposure in an area of practice where the student has little or no prior experience, or as an opportunity to develop advanced clinical skills in an area of practice with which the student already has some familiarity. For some students, a preceptorship can focus upon teaching or research skills in an individualized way.

Preceptorship planning begins with students reviewing their long-term professional goals and self-assessing their current skills in clinical practice, teaching and/or research. After determining the skills and focus needed to help reach professional goals, each student is matched with the appropriate specialty coordinator and with a preceptor

(a professional with advanced clinical, teaching, or research skills in the appropriate area of practice). Each student writes specific learning objectives for the preceptorship. When the objectives have the approval of the specialty coordinator, the student and preceptor together refine the specific learning objectives. Criteria for judging student performance, and specific teaching/learning activities that will be performed as part of the preceptorship are identified by the student in collaboration with the specialty coordinator. Preceptor and student together use the formative evaluation process during the preceptorship to monitor progress and modify learning activities as needed.

Preceptor Options

Teaching Preceptorships

Students wishing to improve on teaching skills may elect to complete their 3 credit preceptorship by focusing on either clinical teaching (student affiliates, other health professionals) or academic teaching (lab or classroom instruction). Working with an assigned preceptor (an experienced clinical or academic teacher), you will work on improving your ability to:

- Plan and execute effective teaching (clinic or classroom)
- Critically evaluate teaching/learning performances (your own and others)

Research Preceptorships

Students wishing to improve their research skills may elect to complete their 3 credit preceptorship working on improving their ability to perform various aspects of research such as critiquing literature, identifying a problem, developing methods and protocols, collecting data, and analyzing data.

Physical Therapy: Clinical Residency in Orthopaedics Pathway to Becoming an Orthopaedic Clinical Specialist (OCS)

Credentialed by the American Physical Therapy Association (APTA) in 2003, the Clinical Residency in Orthopaedic Physical Therapy also prepares you for the orthopaedic clinical specialist certification examination administered by the American Board of Physical Therapy Specialties.

Residency Program Mission Statement:

The purpose of the post-professional clinical residency program is to prepare physical therapists who can integrate scientific knowledge and clinical practice instruction to develop advanced diagnostic, clinical decision making, and hands-on-clinical skills in orthopaedic physical therapy and manual therapy. These skills would help them to develop professionally and to become master clinicians. The residency program should aid them to prepare for the orthopaedic clinical specialist examination administered by the American Board of Physical Therapy Specialties.

Residency Program Global Objectives:

1. Attain a high skill level in advanced examination of patients.
2. Expand clinical reasoning skills to formulate a physical therapy diagnosis, to plan intervention strategies, and to determine a prognosis.
3. Attain a high skill level in advanced intervention skills.
4. Gain the tools necessary to develop professionally to become a mentor, teacher, and resource person for other physical therapists and members of the health care community.
5. Attain board certification in orthopaedic physical therapy.

Program Overview:

The Graduate Programs in Physical Therapy is committed to the American Physical Therapy Association's (APTA) Vision 2020 which states "Physical Therapy, by 2020, will be provided by physical therapists who are doctors of physical therapy and who may be board-certified specialists."

The APTA describes clinical residencies as follows:

- A post-professional clinical residency is a planned program of post-professional clinical and didactic education that is designed to advance significantly the physical therapist's preparation as a provider of patient care services in a defined area of clinical practice.
- The goal of post-professional clinical residency programs is to produce clinicians who demonstrate superior post-professional clinical skills, advanced knowledge in an area of clinical practice, and the ability to function as consultants, advocates, and educators of their peers and patients.

Credentialed by the APTA in 2003, the clinical residency program enables physical therapist to accelerate their expertise in evaluation, examination, diagnosis, prognosis, intervention, and management of patients with orthopaedic dysfunction. Developed for physical therapists with one or more years of practice, who are interested in significantly advancing their preparation as a provider of orthopaedic patient care, this program combines contemporary, evidence-based coursework with highly individualized, advanced clinical preceptorship under the supervision of master clinicians.

The orthopaedic residency for physical therapists is part-time and open to students enrolled in either the Advanced Master of Science program or the Certificate of Advanced Study with a specialization in orthopaedics. Students interested in the clinical residency program should either possess the Doctor of Physical Therapy (DPT) degree, or can enroll concurrently in the tDPT program.

Paid Residency Opportunities:

Paid residency options are available through affiliating institutions. These include the Massachusetts General Hospital, Brigham and Women's Hospital, and Newton-Wellesley Hospital. Students who are interested in a paid residency opportunity will need to interview directly with the affiliating institution. Please contact the Director of Physical Therapy for more information regarding each institution's job description.

Jane Gruber, PT, Director of Physical Therapy, Newton Wellesley Hospital

Michael Sullivan, DPT, MBA, Director of Physical and Occupational Therapy

Linda Arslanian, DPT, MS, Director of Rehabilitation Services, Brigham & Women's Hospital
larslanian@partners.org

Coordinator:

Aimee B. Klein, PT, DPT, MS, OCS
Email: aklein@mghihp.edu
Phone: (617) 724-4848

Residency Faculty:

The faculty for the residency program are master clinicians from prestigious Boston area clinics whose credentials include Orthopaedic Clinical Specialists (OCS) and Orthopaedic Manual Physical Therapists. As a result, our students are not only instructed in the field's most current and relevant practices, they are privy to the innovative thinking and professional and ethical standards that will define tomorrow's practices as well. Some of our residency faculty include:

Institute of Orthopaedic Manual Therapy

William Antonelli, PT, OMT, FAAOMPT
Vincent Buscemi, PT, OMT, FAAOMPT
Martin Langas, PT, OMT, FAAOMPT
Alan Visnick, PT, EdM, OMT, FAAOMPT

Lahey Clinic

Mary Capistran, DPT, MS

Massachusetts General Hospital

Diane Plante, PT, MS

Linda Steiner, DPT, MS, OCS '91

Ellen Tighe, PT, MS, OCS

Portsmouth Regional Hospital

Joann Brooks, DPT, MPH, OCS

South Shore Physical Therapy

Michael Puniello, DPT, MS, OCS, FAAOMPT

Clinical Residency Curriculum

When enrolling in the CAS and the residency, the residency curriculum combines 15 to 18 credits (six courses) of clinical concentration coursework with 9 credits (three 3-credit rotations) of residency work, which allows for scheduling flexibility in the clinical portion.

Courses:

- Concepts of Neuromuscular Dysfunction (3 credits)
- Foundations of Clinical Practice (3 credits) or Measurement (3 credits)
- Manual Courses
- Lower Quarter (3 credits)
- Upper Quarter (3 credits)
- Cervicothoracic Spine (3 credits)
- Lumbopelvic Spine (3 credits)
- Residency Courses (3 credits/course)
- Clinical Residency I, II, III

Electives:

- Clinical Decision Making (3 credits)
- Therapeutic Exercise (2 or 3 credits)
- Clinical Applications in Exercise Physiology (2 credits)

Students selecting the MSPT and residency options complete the masters curriculum which is 36 credits plus the 9 credits of residency. Please refer to [MSPT curriculum](#).

Clinical Placements:

Clinical placements are made based on a comprehensive assessment of each student's needs and interests, as well as his or her schedule. Accommodations are made to try and work with student schedules. The 3-credit clinical rotations are typically completed over three semesters.

Paid residency options are available through affiliating institutions.

Physical Therapy: International Students

The MGH Institute has long supported international students in their pursuit of advanced education in physical therapy (also known as 'physiotherapy' in some countries). We have alumni who have come from twenty countries, including Argentina, Brazil, Denmark, India, Ireland, Japan, China, Sweden, Taiwan, Thailand and Turkey.

As part of the post-professional [Master of Science](#) or [Certificate of Advanced Study](#) programs, we offer International Student Seminars designed specifically for foreign-educated physical therapists.

These required seminars provide extra support in adjusting to the academic and health care culture of the United States, and communicating in English. The seminars assist students to successfully adapt to life in a new cultural setting as well as to the life of a graduate student, from writing papers, literature reviews, clinical documentation, delivering presentations in class to critically analyzing research articles.

International physiotherapists attending the MGH Institute also learn how to function as advanced, reflective physical therapy practitioners in a variety of settings, and as leaders for actively improving health care in the physiotherapist's home country. Included in the International Student Seminars are clinical observational experiences and a clinical performance assessment designed to determine the student's readiness for advanced clinical preceptorship experiences.

Course of Study

International physical therapy students in the Master of Science or Certificate of Advanced Study program take the specialty, elective and core courses with the other graduate students. International students continue on to the advanced preceptorship and thesis after successfully completing two semesters of coursework. These two semesters must include the International Student Seminars. International students must maintain a 3.0 GPA and successfully complete the clinical performance assessment.

Internationally trained physiotherapists who are licensed to work in the United States can also apply to the Transitional DPT Program which is designed for practicing therapists who are interested in obtaining a DPT credential.

Merit Awards

Merit awards are available for students enrolled full-time in programs of study exceeding 20 credits. These awards are based on academic achievement.

Graduate Assistantships

International physical therapy students studying in the US are eligible to be named graduate assistants after the first semester of study at the MGH Institute. Due to US visa and licensure restrictions, international students may not be employed outside of the MGH Institute.

Requirements for Applicants

Applicants who received their undergraduate physical therapy education in another country must demonstrate equivalency of a bachelor's degree. Transcripts and grades for prerequisite courses must be evaluated by an outside credentialing agency and forwarded to the Institute directly from that agency.

The TOEFL (Test for English as a Foreign Language) is also required for applicants whose native language is not English and for those individuals who did not receive a degree from an English-speaking university.

CAS for Occupational Therapists

The Certificate of Advanced Study is designed for licensed occupational therapists interested in advanced clinical specialization. The CAS allows students to focus on clinical courses in a specific area of interest. The program allows therapists to develop essential foundations in decision-making, scientific inquiry and clinical measurement in addition to basic and clinical sciences. The curriculum is based on a philosophy that values an interdisciplinary approach to advanced professional education within a framework of clinical specialization and evidence-based practice.

The CAS requires completion of a minimum of six courses (15 credits) within an area of specialization. Students may choose an individualized program of study as well. Each student works with an academic advisor to develop an educational plan to fit his or her own needs.

Specializations

Students can choose specialty courses in neurology or orthopaedics. Students also have the option to develop an individualized program of study that crosses specializations to meet specific interests, such as geriatrics, pediatrics or acute care.

Special Features

- Students have opportunities for full- or part-time study, with classes scheduled in the evenings or through online learning
- Many courses are offered completely online, or with limited onsite experiences
- Small classes provide opportunities for individualized study and professional growth
- Occupational therapists seeking the CAS and employed within the Partners HealthCare system are eligible to apply for the Burr Scholarship

Specialty Courses - Orthopaedic

PH 842 Clinical Applications in Exercise Physiology	3
PH 750 Diagnostic Imaging	2
PT 865 Concepts of Neuromusculoskeletal Dysfunction	3
HP 712 Foundations of Teaching and Learning	3
HP 721 Statistics for Clinical Research	2 or 3
HP 720 Designing Clinical Research	2 or 3
HP 820 Ethical Issues in Health Care	2

Orthopaedic Courses (Offered on a year to year basis)

PH 855 Clinical Anatomy: Upper Quarter	1
PH 856 Clinical Anatomy: Trunk and Spine	1
PH 857 Clinical Anatomy: Lower Quarter	1

Specialty Courses - Neurology

CD 843 Acquired Cognitively Based Comm. Disorders (elective)	2
CH 721 Foundation of Cognition (with permission)	2
CH 837 Tracheotomy & Ventilation Issues	2
PH 842 Clinical Applications in Exercise Physiology	2
PH 851 Neuroscience of Movement and Recovery	3
PT 785 Diagnostic Screening for PT: When to Treat? When to Refer?	2
PT 861 Seminar on Treatment Approaches to the Neurologically Impaired	3
PT 862 Concepts of Assessment in Neurologic Physical Therapy Practice	3
PT 863 Therapeutic Exercise: Advanced Principles and Practice	3
PT 880 Special Topics in Physical Therapy	Var

Neurology Courses (Offered on a year to year basis)

PH 855 Clinical Anatomy: Upper Quarter	1
PH 856 Clinical Anatomy: Trunk and Spine	1
PH 857 Clinical Anatomy: Lower Quarter	1

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The Institute is led by a team of academic and administrative directors who are responsible for the daily oversight of student education, faculty support, and other administrative functions relating to the Institute's mission.

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James V. Vitagliano, *Associate Director/Registrar*

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Laura Stengle, *Office Coordinator*

Rika Judd, *Manager of Graduate Admissions*

Brett DiMarzo, *Coordinator of Graduate Admissions*

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Matt McLaughlin, *Wireless Network Support Specialist*

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Katherine Mulcahy, *Program Manager*

Graduate Program in Communication Sciences and Disorders

Sandra L. Sumner, *Program Manager*

Graduate Program in Medical Imaging

Elizabeth Pipes, *Program Manager*

Graduate Program in Nursing

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Linda Camp, *HILL Early Reading First Professional Development Director*

Amy McMahon, *HILL Development Officer*

Tavia Mead, *Early Reading First Facilitator*

Catherine Pirri, *Asst Director, Professional Development*

Karen Sheaffer, *Early Literacy Facilitator*

Eleni Steadman, *HILL Facilitator*

Shirley Carr, *Staff Assistant*

ENROLLMENT INFORMATION

ADMISSIONS

For detailed admissions information, visit our admissions page on the web at:

www.mghihp.edu/admissions/html

FINANCIAL AID

For detailed Financial Aid information, visit our Financial Aid pages on the web at:

<http://www.mghihp.edu/students/financialaid.html>

TUITION AND FEES, PAYMENTS, VOUCHER REDEMPTION, REFUNDS

For detailed tuition and fee information, payment information, voucher redemption information and refund policy information for the current academic year, Visit our Tuition and Fee pages on the web at:

<http://www.mghihp.edu/students/tuition.html>

ACADEMIC POLICIES

Academic Advising

Faculty advisors are assigned by program. Students are encouraged to meet with their faculty advisors during established office hours to discuss academic concerns.

Students are required have class schedules approved by their assigned program advisor during the scheduled advising times posted for each registration period.

Attendance Policy

The Institute has no general policy regarding attendance, with the exception of practica and fieldwork. At the beginning of each course, the instructor will state the attendance requirement for the course. In the case of a practicum or field work in which the student has service or patient-care responsibilities, an unexcused absence may be cause for failure in the course and dismissal from the program.

In the event that a student receiving Title IV funding withdraws, is dismissed, or takes a leave of absence, the last day of attendance (required for federal refund calculations) will be that which is noted on the withdrawal, dismissal, or leave of absence form. If a student receiving Title IV funding simply ceases to attend class (without completing the appropriate form) the final date of attendance used for calculating aid to be refunded will be when the Financial Aid Office is made aware of the absence.

Audit Policy

Students who wish to audit a course are admitted on a space-available basis only after registration procedures have been completed and with permission of the instructor/coordinator. Students enrolled in the Institute and those with non-degree status may audit classes. Students auditing courses do not receive a grade; only "audit" is entered on transcripts. To drop an audited course, students must follow regular drop/add or withdrawal procedures.

Computer Use Policy

The Institute offers computing and information and technology resources in support of the Institute's mission to pursue the highest standards of learning, research, and instruction. Included in these resources are computers in

the Ruth Sleeper Learning Resource Center, classrooms, laboratories, and staff offices connected to the Internet through the Partners HealthCare system data network, network printers, proprietary software licensed for use on Institute computers, access to Internet resources, and access to databases and other electronic educational resources; primarily through MGH Treadwell Library. The use of these resources is a privilege, not a right of membership in the Institute community, and is non-transferable. It is intended solely for the administrative and educational purposes of the Institute community. These privileges are only made available to current students, faculty, and staff.

State and federal laws as well as official Institute policies govern usage of computing resources. In instances where data is transferred across the Internet or other networks, users are advised that acceptable use policies of those other networks may limit usage.

The Institute reserves the right to change its usage policies and procedures at any time, including setting limits or prohibiting access, and to limit individual storage space on network servers.

User Responsibilities

Users agree as a condition of use to accept personal responsibility for considerate, ethical, and responsible behavior in using available resources including:

- Respect for the rights of others including privacy and freedom from offensive intrusion.
- Respect for intellectual property and ownership rights.
- Adhering to all applicable copyright laws and licenses, copying only software distributed as 'freeware' or 'shareware.' Infringement of copyright laws may subject persons to fines and/or imprisonment.
- Understanding and implementing basic user skills.
- Insuring account and network security.

Unacceptable Use

Unacceptable use includes but is not limited to:

- Use of resources for commercial purposes of any type.
- Transferring use to another individual or organization without prior approval of the Chief Information Officer.
- Unsolicited advertising.
- Promoting or procuring pornography.
- Creating, sending, or forwarding electronic chain letters.
- Harassment of others.
- Violation of state and/or federal laws or Institute policies.
- Misrepresentation of identity and/or account.
- Creating and/or willfully disseminating a computer virus.
- Promoting personal agendas.

Security

Security of systems and data is an issue that the Institute takes very seriously. The Institute will take all necessary measures, within the limits of available resources, to ensure the security and integrity of the system. This includes, but is not limited to, the daily archiving of all data on the network server, the use of firewalls, and the maintenance of system passwords and appropriate user access.

As a matter of policy, the contents of users' files or email are not monitored and individual privacy is respected whenever possible. However, in the event of system failure due to corrupt files, monitoring of data may be necessary to maintain the proper operability of the system. In such an event the owner of the files will be provided notice whenever possible. Because of the proliferation of hackers, the privacy of individual files cannot be guaranteed.

Access to offices may be necessary for troubleshooting and routine maintenance or upgrades. In these instances prior notice will be given whenever possible, but in the event that contact cannot be made within a reasonable amount of time, access may be necessary without explicit consent. In these events, only the Office of Information Technology staff will access such offices.

Addition of Software and Hardware

The Institute will make every attempt to ensure the functionality of standard network hardware and software on available computers. This functionality cannot be guaranteed if the user adds hardware and software after the computer's original configuration. Hardware or software that is incompatible with network resources may be disabled. Workstation users should allow ample free disk space on their hard drives at all times.

Student Lab Policies

All of these policies apply to the Ruth Sleeper Learning Resource Center. In addition, the following policies apply:

- Use of the student lab facilities is limited to current Institute students, faculty and staff. Use by other persons is strictly prohibited.
- Academic work by students takes precedence over all other uses of the computers. The primary function of these resources is for work-related academics. All other uses are considered secondary. Persons engaged in recreational usage will relinquish the computer to students needing the computer for academic work.
- Files are to be saved to the user's own floppy disk or the H (Home) drive and not to the hard drive. It is the user's responsibility to provide his/her own disks. Files saved on the hard drive will be deleted without notice.
- Software that is copyrighted may not be copied. Students may not install any software program or utility on the lab computers without written permission of the Office of Information Technology.
- Only software that is properly licensed will be installed on the lab computers.
- Students may not remove any icons or programs from Institute computers, nor alter any programs.
- The Institute assumes no responsibility for lost or corrupted data on any computer.
- Students should limit their time on the computers to two hours unless there are no other users waiting.
- No food or drinks are allowed in the Learning Resource Center.
- Floppy disks should be scanned for viruses each time one is inserted in the computer.
- Students are responsible for properly exiting (logging out) any programs and Windows.
- If a technical problem occurs with either the hardware or software, users should not try to fix it but contact an Institute staff person immediately.
- The Learning Resource Center will be open during posted hours only.

Course Evaluation Policy

Each semester, students are given the opportunity to evaluate courses and professors. Summarized evaluations are provided to faculty in each program. These evaluations promote teaching effectiveness, faculty development, faculty reappointment and promotion, and curriculum development.

Course Replacement Policies

Course Exemption or Credit for Life Experience

Matriculated students may petition for exemption from a specific course in the curriculum on the basis of previous study or, on occasion, for life-experience; forms are available in the Office of Student Affairs or online in the Registrar's section. Students will be required to submit substantiating evidence of how their experiences have met specific course objectives. If an exemption is granted, no credit is given and no fee is charged for the exempted course(s). If the student enrolls in a course and then decides to exempt the course, a request to do so must be made to the student's faculty advisor and the course instructor no later than two weeks into the semester. Each program determines the maximum number of credits students may exempt.

Credit by Examination

Matriculated students with relevant life/work experience who wish to receive credit for courses by taking special examinations, may do so by submitting the appropriate form (available in the Office of Student Affairs or online in the Registrar's section) to the faculty advisor, the course instructor, and the Program Director no later than two weeks into the term. A special examination must be taken no later than two weeks after the request is approved. The student will be allowed to take the exam only once. Upon passing the examination, the student will receive credit for the course with such credit noted on the student's transcript. A student failing the exam will be expected to register for the course. Each program determines the maximum number of credits students may obtain by examination.

Course Withdrawal Policy

Please follow the guidelines listed under the drop process in the Drop/Add Policy. If you are dropping all classes for a semester, you will follow the same drop procedures, but a leave of absence/withdrawal form, available in the Office of Student Affairs or online in the Registrar's section, must also be completed.

Cross-Registration Policy

An agreement with the Harvard Graduate School of Education (HGSE) allows HGSE students, with advisor approval, to register for courses at the MGH Institute of Health Professions without paying any additional tuition fees. CSD students at the Institute, with advisor approval, may register for courses at the HGSE. Students will pay tuition to the Institute. A full course at HGSE is equivalent to 6 credits, and a half course is equivalent to 3 credits.

The Institute may contract for cross-registration agreements with other institutions of higher learning. Students enrolling in other colleges or universities that have made special agreements with the Institute must gain permission of their advisor.

Cross-registration forms are available in the Registrar's Office. Students should be aware of registration procedures, different course credits, and academic calendars at the host institutions. Students are responsible for ensuring that the Institute Registrar receives transcripts of grades from host institutions.

Definition of Full-Time Study

In the fall and spring semesters, full-time status is defined as enrollment in 12 or more credits (audits are not included in this count). Half-time status is defined as enrollment in at least 6 and less than 12 credits. In the summer semester, full-time status is program-specific as follows. Half-time status is defined as at least half of the full-time credit load and below the full-time credit status as specified below:

- 6 credits in the Professional Program in Physical Therapy.
- 9 credits in the Post-Professional Program in Physical Therapy.
- 9 credits in the Nursing Program.
- 12 credits in Year I and 6 credits in Year II in the Communication Sciences and Disorders Program.

In determining full-time load, audits may not be included. Students wishing to take more than 18.5 credits per semester need the permission of their advisor and their program director.

International students who carry F1 visas are required to maintain a full-time course of study in each semester of enrollment. In any semester that an International student is registered for Thesis Research or Thesis Continuation, the student must also register for "Certified Full Time Study" in order to qualify for full time status while completing terminal projects. Registration details for Certified Full-Time Study will be provided by the Registrar at the time of registration.

Please note: A change in enrollment status may affect financial aid and F-1 visa requirements.

Drop/Add Policy

Forms for adding or dropping a course, changing credits, and changing from credit to audit or vice versa are available in the Office of Student Affairs or online in the [Registrar's section](#). Matriculated students can process drops and adds using IONLINE with advisor and instructor approval. Non-Degree students must use the drop/add form when making schedule changes. Forms must be signed by the faculty member responsible for the course and by the student's faculty advisor before being submitted to the Registrar.

Adding a course: A student may add a course without penalty up to and including the 12th class day of the semester. Students adding courses must present their validated copy of the Add/Drop form to the faculty of the added class(es) in order to gain access. Prerequisite requirements and class size limits are to be honored. Appeals to waive prerequisites and limits must be made to the faculty member responsible for the instruction of the course.

Dropping a course: A student may drop a course, including a course taken for audit, during the first 5 weeks of the semester without an entry appearing on the transcript. Non-attendance does not constitute dropping a course. Courses can be dropped during the 6th and 7th weeks of the semester, but the course will appear on the transcript with a grade of "W" (withdrawal). Drops will not be allowed after the 7th week of classes. Please refer to the refund schedule on the official academic calendar when dropping classes.

Students receiving financial aid and/or international students should be aware that dropping courses may affect continued financial aid support and/or visa status.

Out-of-Sequence Courses: Students who enroll in classes that begin at times other than the official start of the semester and who choose to add, drop, or request a grade change (pass/fail or audit) must do so during the first week that the class meets.

Enrollment and Course Registration Policy

Students who have been granted admission to the Institute are expected to register for course work. Failure to register in the term for which admission is granted ordinarily requires the student to reapply for admission. Any student who fails to register during a one-year period, and who does not have an official leave of absence from study or a deferral, is subject to review for readmission by the standards in effect at the time of reconsideration.

Details of the registration process are furnished to each enrollee by the Registrar's Office.

The officially scheduled advising/registration period allows continuing students first choice of courses and assists the Institute with enrollment planning. All matriculated students, including those on Thesis Continuation, must Register during the time allotted for this purpose in November for the Spring semester and in April for the Summer and Fall semesters. Continuing students who do not register during the scheduled registration period will be assessed a late registration fee.

It is the student's responsibility to ascertain that the course schedule provided by the Registrar corresponds exactly to the courses listed on his/her registration form.

Every matriculated student is expected to complete the registration process each semester. Credit is not given for work done without proper registration; the Registrar cannot certify a student's matriculated status if the student has not properly completed the registration process. If the student is not registering in a given semester, a Leave of Absence form must be completed.

Grading Policy

The Institute uses a system of letter grades that are equivalent to numerical "quality points" according to the table below:

Grade	Numeric Equivalent	Quality Points
A	93 and above	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D	60-69	1.0
F	Below 60	0.0
W	Withdrawal	Not Factored into GPA
CR	Credit	Not Factored into GPA
NC	No Credit	Not Factored into GPA
I	Incomplete	Not Factored into GPA
P	Passing	Not Factored into GPA
AU	Audit	Not Factored into GPA
E	Exempt	Not Factored into GPA
PR	Work in progress; continuing fieldwork or registered for thesis credit	Not Factored into GPA
TR	Transfer Credit	Not Factored into GPA
*	Grade not submitted by instructor	Not Factored into GPA

Each faculty member or teaching team is responsible for developing criteria for grading. These criteria shall be published, distributed to students at the beginning of the semester, and made available for review.

Semester and Cumulative Grade Point Average (GPA)

Quality points represent the course credit multiplied by the numerical value of the letter grade received. The semester GPA is calculated by dividing the number of quality points earned in that semester by the number of credits attempted and graded in that semester. The cumulative GPA is obtained by dividing the total number of quality points earned by the total number of credits attempted and graded.

Satisfactory Academic Progress/ Academic Standing

All students are required to maintain a minimum cumulative grade point average of 3.0 each semester. Failure to do so will result in a written academic warning issued by the appropriate Program Director. Students who receive a written academic warning must regain a cumulative 3.0 GPA within the following semester or they will be subject to termination and loss of federal student loan eligibility.

If a student is not able to regain a cumulative grade point average of 3.0 and appeals the denial of financial aid, the Financial Aid Director and the Program Director will jointly determine on a case-by-case basis the student's eligibility for federal financial aid during any extended probationary period.

In addition to the GPA, the student must meet all degree requirements by the time he or she has earned one and one-half times the credits required by the program for degree completion. The Financial Aid Director and Program Director will jointly review cumulative credits and determine, on a case-by-case basis, whether the student is eligible for federal financial aid after the completion of one-and-one-half times the credits required for the program.

Any student who is denied financial aid for failure to make satisfactory progress may appeal the denial in writing. The Financial Aid Director and Program Director will review the appeal.

Time Limits for Completion of a Program

Each program determines the number of years allowable for completion of program requirements. The student's program committee will review and act on petitions from students requesting extensions beyond the deadline established by each program.

Pass/Fail Option

Certain courses are offered for Pass/Fail grading with a Pass grade equivalent to an A, B, or C. A student may select the Pass/Fail option on the registration form. Students wishing to change a graded course to the Pass/Fail option must complete the Pass/Fail form and submit it to the Registrar by the Pass/Fail deadline. Each program determines the number of Pass/Fail options that a student may exercise.

Incompletes

A student who does not complete all requirements for a course may arrange with the instructor(s) for a temporary grade of incomplete. Students must complete all course requirements to change an incomplete grade according to the timeline agreed upon by the instructor(s), not to exceed two calendar years from the date of the request. If a student does not complete the required work within the stipulated time period, the grade will automatically change to a "Fail". Permission from the instructor(s) will be required for extension of time for completion.

Course Repeat

A student may elect to repeat a course only once.

Grade Change Policy

All grades with the exception of the grade of "I", or "PR" are considered final. Students who believe an error has been made in calculating or recording a course grade should contact the course professor. A grade will be changed only via grade change notification form signed by the instructor or program director. No grades will be changed following the awarding of the degree except in the case of clerical error.

Process For Challenging a Final Course Grade

This section sets forth the sole process by which a student may challenge a final course grade. To initiate the process, students who wish to dispute a final course grade must bring written notification of their concerns to the course instructor, the Program Director, or their faculty advisor within ten days from receipt of the grade. The written notification must include a description of how the student's performance satisfied course requirements as outlined in the published course syllabi. The following steps are included in the process:

- A copy of the written notification of concerns will be sent to each of the following individuals: the course instructor, the Program Director, and faculty advisor.
- It is highly recommended that the student and the faculty member meet first to try to resolve the dispute, and it is the student's responsibility to make efforts to set up a meeting to address the written concerns with the faculty member. At any such meetings between the student and faculty member, the faculty member will keep written documentation of the efforts to resolve the dispute.
- If the student and faculty member cannot come to agreement, then a meeting will be held with the student, the faculty member, and either the Associate Director of the Program, the Director of the Program, or the Academic Dean based on availability. This administrative faculty representative shall attempt to reconcile the matter and will act as recorder at the meeting in order to provide a written record of the process.
- Final disposition of grading will rest with the faculty of record.

Graduation Requirements

The Institute holds one commencement ceremony each year in the month of May. Graduates who complete all requirements for their degree in the January preceding May commencement and candidates who expect to complete all requirements for their degree in the September following the May commencement may participate in commencement ceremonies.

Application for graduation

Students must file an application for graduation form with the Registrar by the beginning of December prior to the year that they will graduate. For example, all students who plan to graduate in January, May or September of 2007 should complete the application for graduation by the beginning of December 2006. A graduation fee will be charged in the semester prior to your scheduled graduation. Should the student be unable to graduate as planned, he/she must inform the registrar in writing. No additional fee will be required.

The student's name, as shown on the application for graduation, will appear on the diploma. Information provided by the student also appears in the commencement program.

Registration in Semester of Graduation

Even though there is only one commencement exercise each year, there are three official graduation dates: January, May, and September. Every candidate for a degree must be registered at the Institute during the semester of graduation. Failure to graduate at the expected time may require additional registrations as necessary.

Deadlines for Awarding of Degrees

The deadlines for completion of all thesis requirements including submission of the final signed thesis are as posted in the academic calendar. These deadlines generally fall on the last Friday of August for a September graduation, the third Friday of December for a January graduation, and the last Friday of April for the May graduation. For degrees awarded in September and January, diplomas will bear the day of the Board of Trustees' vote. For degrees awarded in May, diplomas will bear the date of the actual commencement ceremony.

Revocation of Diploma/Degree

The Institute reserves the right to revoke a student's diploma or degree if it is determined after notice and a hearing that the degree was received through fraud or deceit, including but not limited to: fraudulent representation during the admissions process; academic dishonesty during the degree process; or failure to pay tuition and fees. The student's records will be changed to reflect an administrative withdrawal from her or his program instead of graduation.

Independent Study Policy

An independent study course may be arranged as an elective when appropriate to the matriculated student's educational goals and with the approval of the student's advisor. Students must enroll for independent study under the guidance of an appropriate faculty member. Students wishing to receive credit for independent study must complete the appropriate form, available in the Office of Student Affairs or online in the Registrar's section, and follow guidelines established by the program.

Leave of Absence Policy

If a student desires to interrupt the defined program of study for at least one academic semester, then s/he must request a leave of absence. It is the student's responsibility to complete a "Withdrawal/Leave of Absence" form and obtain the necessary signatures. Students are allowed a maximum of one year of leave. Beyond one year, the student must submit a petition to return approved by the advisor and the Program Director to the Office of Student Affairs.

The Leave of Absence/Withdrawal form must be submitted before the first week of classes, or the student will be responsible for a percentage of the cost of his/her tuition, according to the current Institute "Tuition Refund" schedule. Mere absence from classes does not reduce a student's financial obligation or guarantee that a final grade will not be recorded.

If approved, the student's official record will be coded as Leave of Absence by the Registrar with the date it begins, as well as the expected date of return. Note: If all courses are dropped when taking a leave of absence, the student will be considered withdrawn for the semester. If the student fails to return or to request an extension of the Leave of Absence from the Institute at the conclusion of the Leave of Absence, the student is considered to have withdrawn from the Institute and the record will be marked as such. The withdrawal date is defined as the last day the student attended classes. If applicable, the student's lender will be notified of the withdrawal date.

Non-Degree Credit Policy

Physical therapists, speech-language pathologists, nurses, and other health care professionals holding a bachelor's degree may enroll as non-degree students in selected courses on a space-available basis. Institute payment plans are not available to non-degree students.

The number of non-degree course credits that may be applied toward a degree (MS and DPT) or certificate (CAS) is set by each program (see below). No credit will be granted for courses in which a grade of less than B was awarded. Non-degree students applying to one of the Institute's post-professional degree programs may request a waiver of GRE score submission if they have successfully completed two courses in the program to which they are applying to with a grade of B or better.

Program-specific credit maximums are:

Clinical Investigation:

MS and CAS - 6 credits

Communication Sciences and Disorders:

MS - 12 credits

CAS - 6 credits

Medical Imaging

Post-Baccalaureate Certificate - 6 credits

Nursing:

BSN - None. BSN courses are not offered to non-degree students.

MS and CAS - 6 credits

DNP - 9 credits

Physical Therapy:

Entry-Level DPT - None. DPT courses are not offered to non-degree students

tDPT - None. However, non-degree students may take courses in the critical inquiry sequence of the tDPT and then apply them within a portfolio. (This is not the same as applying those courses to the degree.)

Advanced MS - 6 credits

CAS - 6 credits

Teaching and Learning Certificate for Health Care Educators:

CAS - 6 credits

Program Change Policy***Changing Programs from CAS to MS***

Clinical Investigation - Students working toward the Certificate of Advanced Study may apply for entry into the MS program at any time through the standard application process. However, matriculated students with a cumulative GPA of 3.0 or better who have completed at least 6 credits toward the certificate may convert to the MS program by written petition to the CI faculty through their advisor. Participation in the certificate program does not grant automatic entry into the MS program.

Physical Therapy - Students working toward the Certificate of Advanced Study may apply for entry into the MS program at any time through the standard application process. However, matriculated students with a cumulative GPA of 3.0 or better who have completed at least 12 credits toward the certificate may convert to the MS program by written petition. Participation in the certificate program does not grant automatic entry into the MS program. Any courses in which the student has received a grade of B or better while working toward the certificate may be counted toward the degree requirements.

Re-Instatment Policy

Reinstatement into a program of study at the Institute requires the permission of the program.

Registration for Thesis Policy

Students in the Post-Professional Program in Physical Therapy are required to register for 6 credits of thesis research. Students in the Nursing and the Communication Sciences and Disorders Programs may elect to complete a thesis and enroll in thesis research. Nursing students may choose to complete a scholarly project instead of a thesis. Students in the Communication Sciences and Disorders Program must complete a research proposal and have the choice of taking comprehensive examinations or writing a thesis.

In all cases, if the thesis has not been completed with a final copy signed by committee members and received by the Registrar, a student is required to register for one credit of thesis continuation for the term immediately following the last semester in which a course or courses were taken and for all subsequent semesters until graduation. Students on thesis continuation should register with the Institute in accordance with all established registration and payment schedules.

Transcript Policy***There are two types of academic transcripts:***

1. Official transcripts that bear the Institute seal and the Registrar's signature which are sent in sealed envelopes to the agency requiring the document.
2. Unofficial transcripts that do not bear the seal of the Institute or the Registrar's signature which are issued to students.

To request a transcript, complete a form available in the Office of Student Affairs or online in the Registrar's section. Transcripts will only be furnished for students or alumnae/i whose financial or other obligations to the Institute have been satisfied. Transcripts are normally processed in 48 hours except during busy periods such as commencement, registration, and examinations. The Institute does not provide photocopies of other schools' transcripts or documentation contained in a student's permanent file.

Transfer Credit Policy

Committees for each program decide the number of outside credits that may be transferred for program completion prior to beginning study at the Institute. (The Petition form for Transfer Credit is available through the Office of Student Affairs or online in the Registrar's section.) When transfer credit is awarded, no grade will be recorded and no fee charged. No transfer credit will be allowed from institutions or programs that lack appropriate accreditation or for courses for which the student received a grade of less than B. Transfer credit will not be allowed for courses counted toward another degree.

Withdrawal or Dismissal Policy

If a student leaves the Institute through withdrawal, the student must:

- Obtain a Leave of Absence/Withdrawal form from the Registrar.
- Obtain the approval and signatures of the faculty advisor and the Program Director.
- Obtain clearances from the offices listed on the withdrawal form.
- Pay all outstanding tuition, fees, and other charges at the Bursar's Office.
- Contact the Financial Aid Office regarding Federal Stafford Student Loans, private loans and other aid.
- Complete an exit interview for Federal Stafford Student Loans recipients.

No student may withdraw in good standing until all financial obligations to the Institute are paid in full, the completed Notice of Withdrawal form is filed, and all Institute property has been returned.

In rare cases, a student is dismissed for administrative reasons, e.g., for failure to pay tuition and fees by published deadlines, to register, or to comply with immunization requirements. In such cases, an administrative withdrawal is noted on the transcript.

No student should consider dropping out of an educational program due to financial difficulties without first seeking counseling from a financial aid advisor. The Financial Aid Office can assist students with debt management, budgeting, short-term emergency loans and other financing options.

General Policies and Procedures

Faculty and Student Travel Policy

This policy establishes approval policy for faculty and student travel 25 miles beyond their home or Institute area that is within the scope of the faculty and students duties but not part of a course requirement or clinical affiliation.

Application: All faculty and students

Compliance Responsibility: Program directors

Policy and Procedure:

When a faculty member and/or student travels 25 miles beyond their home or Institute area for activities related to the faculty member and/or student(s) scope of responsibility (e.g. a research project), but not part of a course requirement or clinical affiliation, the faculty member submits the Faculty and Student Travel Form to her/his Program Director for approval in advance of the travel.

It is filed in the faculty member(s) program file and a copy is submitted to the Office of Student Affairs to the attention of the Registrar for filing in the student(s) file.

Sexual Harassment and Sexual Assault Policy

Sexual Harassment

It is the policy of the Institute to ensure that all employees and students work and learn in a positive and productive educational environment that is free from sexual harassment or activities that can be viewed as such. It is expected that all employees and students will act responsibly to establish an environment free of sexual harassment.

Definition of Sexual Harassment in Massachusetts: Sexual advances, requests for sexual favors, and verbal or

physical conduct of a sexual nature when (a) submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly as a term or condition of employment or as a basis for employment decisions, such as promotions, scheduling vacations, etc.; or (b) such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating, or sexually offensive work environment.

Sexual harassment may occur regardless of the intention of the person engaging in the conduct. While it is not possible to list all those circumstances that constitute sexual harassment, the following are some examples of conduct, which, if unwelcome, may constitute sexual harassment, depending upon the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- sexual advances whether or not they involve physical touching;
- requests for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increase, promotions, increased benefits, or continued employment;
- sexual jokes;
- use of sexual epithets, written or oral references to sexual conduct, gossip regarding one's sex life, comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- displaying sexually suggestive objects, pictures, cartoons;
- leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- inquiries into one's sexual experiences;
- discussion of one's sexual activities; and
- assault or coerced sexual acts.

Either sex may be the harasser. Any student who feels he or she has been sexually harassed has several ways to make his or her concerns known:

- If the student can comfortably do so, he or she should inform the person engaging in the harassment that the conduct is offensive and must stop.
- If the student doesn't wish to communicate directly with the person or if such communication hasn't brought results, the student has the right to file a complaint with the Office of Student Affairs (OSA). This may be done in writing or verbally by contacting the Director.

Sexual Harassment Investigation and Corrective Action

When we receive a complaint, the Office of Student Affairs will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. Our investigation will include a private interview with the person filing the complaint as well as the person alleged to have committed sexual harassment. When we have completed the investigation, we will inform the interested parties of the results of that investigation, but it shall not be otherwise disclosed unless required by law.

Disciplinary Procedure for Sexual Assault

To report an incident of sexual assault, contact the OSA to discuss options and procedures.

If a formal complaint is filed with OSA, the Director will:

- Notify the accused.
- Conduct an investigation.
- Make a finding on the complaint and determine the appropriate sanction.

If appropriate, both the accused and the accuser are entitled to:

- Appear in person.
- Have others present during the disciplinary proceeding.
- Identify witnesses and character references to be interviewed in their defense or as part of the fact-finding process.

- Be informed of the outcome (the final determination and sanction imposed) of a disciplinary proceeding. This does not constitute a violation of the Family Educational Rights and Privacy Act. Both the accuser and the accused shall be instructed that the outcome is confidential.

The entire process will be conducted in a reasonable amount of time, usually not to exceed 15 working days. The finding and outcome will be communicated in writing to both the accused and the accuser.

Smoking Policy

The MGH Institute of Health Professions, as an academic affiliate of Massachusetts General Hospital, accepts and endorses the conclusion reached by the Surgeon General of the United States and the Massachusetts Commissioner of Public Health regarding the hazards of smoking, and recognizes the limitations on smoking established by Massachusetts law. It also recognizes that as an institution of higher education dedicated to health care, it has an especially visible role in seeking to minimize those hazards.

The Catherine Filene Shouse Building is a smoke-free building. Smoking is prohibited in the interior as well within 15 feet around the perimeter of the building. Individuals who wish to smoke must do so at least 15 feet from the building, doorways, and sidewalks.

If an individual has a complaint with respect to the smoking policy it should be sent in writing to:

MGH Institute of Health Professions
Manager of Operations
Charlestown Navy Yard
36 1st Avenue
Boston, MA 02129

Substance Abuse Policy

The MGH Institute of Health Professions is a drug-free workplace. As such, the Institute is committed to maintaining a safe, healthful, and efficient educational environment in which students can learn through a variety of experiences. It is the policy of the Institute to maintain an environment that is free of impairment related to substance abuse by any of its students.

Each student must notify the Institute of any state or federal drug-related charge for a violation occurring in the workplace or school, whether or not resulting in a conviction, no later than five days after such charge. The Institute must notify the appropriate government agencies of any employee or student conviction.

The Institute expects students to be in a condition free of the influence of alcohol and drugs, and to remain so while they are at the Institute and carrying out educational responsibilities. Employees and students shall refrain from drug and alcohol use as well as possession, sale, or unlawful distribution on Institute or MGH property. Violation of this policy may result in corrective action up to and including dismissal or discharge.

The MGH Employee Assistance Program (EAP) provides complete confidential help to students who suffer from alcohol or drug abuse and other personal or emotional problems. However, it is the responsibility of each student to seek assistance from the Employee Assistance Program before alcohol and drug problems lead to corrective action, which can include dismissal for a first offense.

Unauthorized Use of Institute Name Policy

The Institute name may not to be used for any event or by any organization without the permission of the Director of External Relations. Anyone using the name of the Institute for any commercial or personal endeavor without prior approval is liable to disciplinary action.

Conditions of Enrollment

Student Rights & Responsibilities

Each student is expected to become thoroughly familiar with both program and Institute regulations and with the requirements for degrees. Students' current address/phone number must be on file with the Registrar at all times. Students should promptly notify the Registrar's Office of a change of address.

Academic Integrity

The Institute expects all faculty and students to adhere strictly to standards of academic integrity. These are expressed through practices of intellectual honesty. In order to promote the integrity of the professions, the Institute embraces three broad principles:

Each faculty member and student should benefit from being able to rely upon the honesty of another.

Each faculty member and student is held personally accountable for being intellectually honest.

Each faculty member and student is held accountable for reporting observed violations of intellectual honesty. Any forms of cheating, plagiarism, distortion of materials related to a person's performance or collusion in another's dishonesty constitutes a fundamental violation of intellectual honesty and is unacceptable.

The Institute defines violations of academic integrity as the following:

Cheating is the attempt by a person to alter his or her performance by the use or attempted use of unauthorized aids in any material submitted for evaluation. This includes, but is not limited to, copying from another's work; the use of purchased essays, term papers, or preparatory research for such papers; submissions of the same written work in more than one course without prior written approval from the instructor(s) involved; misleading reasons given for requests for either extensions on papers or make-up examinations; theft of an exam prior to examination.

Plagiarism is the deliberate act of taking the words, ideas, data, illustrative material, or statements of someone else, without full and proper acknowledgment, and presenting them as one's own. It also includes ignoring proper forms for quoting, summarizing, and paraphrasing.

Distortion of materials includes forgery; alteration or knowing misuse of Institute documents including research data, graded examinations, other evaluation materials, grade lists, transcripts, letters of recommendation, and instruments of identification; and destruction of evaluation materials after submission for the purpose of covering up possible poor performance.

Collusion is assisting or attempting to assist another in an act of intellectual dishonesty.

Academic integrity is a very important matter. Students with any questions about what is acceptable or not acceptable conduct should discuss the matter immediately with the appropriate faculty member, faculty advisor, or the Academic Dean.

Guidelines for Conduct

The following guidelines apply to all persons affiliated with the MGH Institute of Health Professions. Their intent is to preserve freedom of expression and association and to protect civil, personal, and property rights. Conduct subject to disciplinary action includes but is not limited to:

Interference with freedom of speech or movement, or intentional disruption of teaching, research, administration, or any other functions at the Institute.

All forms of dishonesty, including cheating, plagiarism unauthorized copying of software, giving false information to the Institute, forgery, and any alteration or misuse of Institute documents or instruments of identification.

Any behavior incompatible with the guidelines for professional and ethical conduct as established by each discipline.

Any action that endangers the health or safety of self or others.

Any person whose conduct is subject to disciplinary action is entitled to adequate notice of all charges and to a fair due process hearing. The standards and rules of those institutions also govern conduct in affiliated institutions.

Hazing

The MGH Institute of Health Professions does not tolerate any form of hazing. In compliance with the Commonwealth of Massachusetts' anti-hazing statute, the Institute provides each student with a copy of the state law. This law defines hazing as "any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, (forced) consumption of any food, liquor, beverage, drug or other substance, or any brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation." Disciplinary action will be taken in cases of alleged hazing.

Resolution of Conflicts

Mediation

Mediation provides a student involved in a dispute with Institute faculty or administration the opportunity to discuss and negotiate, with the help of uninvolved parties, an arrangement that is mutually acceptable to all parties of the dispute. It is a first-step process designed to avoid, when possible, a resolution imposed by the Hearing Committee. Mediation is not open to students facing dismissal. Faculty members or students involved in the dispute are not eligible to serve as mediators.

The following individuals may participate in mediation:

The student(s) and faculty member(s) or administrator(s) directly involved in the dispute.

Two mediators - a faculty member and student whose selection is facilitated by a Program Director. The mediators must be acceptable to all parties of the conflict.

The student must request mediation within 5 school days following the warning or suspension. Mediation may not exceed 15 school days from the time of the request. If there is no resolution within 15 school days, the student may initiate the student grievance procedure. Extenuating circumstances such as semester/summer breaks or temporary unavailability of faculty and/or student may necessitate a longer interval between the request for mediation and a resolution.

The mediation process is as follows:

The student writes a letter requesting mediation to the faculty member involved, with a copy to the student's Program Director.

The Program Director facilitates the appointment of two mediators, mutually acceptable to both sides of the dispute.

Two mediators must be selected within five school days from receipt of the student's letter to the Program Director and faculty member.

If the Program Director is directly involved in the disciplinary problems, he/she may be replaced by another Program Director for the purpose of facilitating the selection of mediators.

The mediators are responsible for having the first meeting within 5 school days of their appointment.

Disciplinary Action

The Institute reserves the right to initiate disciplinary action for any student whose conduct, clinical performance, or academic integrity does not meet the standards deemed acceptable by the Institute. Disciplinary action may include any or all of the following:

Warning: Institute faculty or administrators may issue a warning to a student for the purpose of specifying problematic behavior or performance, defining corrective action, and delineating the time frame for corrective action.

Oral Warning: A note documenting the oral warning will be placed in the student's permanent academic file in the Registrar's Office. Notification to review the statement will be sent to the student's advisor. In the case of oral warnings, no permanent record is retained after the student leaves the Institute. If expectations related to corrective action are not met in the delineated time, a written warning will be issued.

Written Warning: A letter stating "this is a written warning" will be issued to the student and a copy placed in the student's permanent academic file in the Registrar's Office. Notification to review the warning will be sent to the Program Director and the student's advisor. In the case of a written warning, a record is retained in the permanent file with documentation regarding the outcome. If expectations related to corrective action are not met in the delineated time, suspension commences.

If a dispute with regard to an oral or written warning cannot be resolved, the student may initiate the student grievance procedure. The procedure must be initiated within 10 school days of the notification.

Suspension: Suspension is a disciplinary action in which the student is temporarily and immediately removed from the academic or clinical setting. Written notification of the plan for corrective action(s) that are required of the student prior to his or her return to responsibilities or initiation of the dismissal procedure must occur within 5 days of the suspension. This written notification will also include the reasons for and the duration of the suspension or dismissal. A copy of the written notification will be retained in the student's official Institute file. Notification of the suspension with a copy of the plan for corrective action will be sent to the Program Director and the student's advisor.

Dismissal: Dismissal is expulsion from the Institute when, in the judgment of the Program Committee, a student's conduct, clinical performance, or academic integrity is unacceptable. To initiate a dismissal, the Institute faculty member to the student's Program Committee must submit a copy of the documentation of the problems and procedures involved to date. Each program will identify a committee for making recommendations for dismissal and the student appeal process at the program level. This process must preserve the student's right to receive adequate notice of the problematic conduct, to submit documents for review, and to appear before the programs' designated committee. Based on the findings of this process, the program is responsible for the decision. The student will be informed in writing of the decision. A copy of the written decision will be placed in the student's official Institute file. Once the dismissal procedure has been initiated, the process should be completed within ten school days. The only method to reverse a dismissal decision is through the grievance procedure.

Students who are subject to any of the above actions will be notified in writing. The student grievance procedure is available to students who wish to appeal such actions.

Student Grievance Procedure

The student grievance procedure provides a student who is involved in a dispute with Institute faculty the opportunity to appeal a warning, suspension or dismissal. (The Student Grievance Procedure does not address disputes regarding final course grades, which are addressed in the section entitled "Process for Challenging a Final Course Grade.") A five-member Hearing Panel, which will be selected from a Hearing Committee, will be convened

in each case to hear a student's grievance. The Hearing Committee is composed of eight Institute faculty members, elected bi-annually by the Institute, and eight students, selected through a discretionary process determined by the Institute, all who serve as a panel pool. The Committee will meet to select a faculty chairperson and delineate a process by which panel members will be chosen for each grievance. Each Hearing Panel will consist of three faculty members and two students chosen at random from the Committee membership. Any member of the Committee who is involved in the specific corrective action and mediation will be excluded from the Panel while it hears the case in question. The individual bringing the grievance will have the opportunity to exclude members from the Panel if he or she can demonstrate a conflict of interest. If a grievance is in progress when the Panel members' one-year terms are completed, the members shall serve until a decision is made.

Time Requirements

A student wishing to initiate the grievance procedure must submit a request in writing, as further described below, to the chairperson of the Hearing Committee within ten school days after unsuccessful mediation or notice of dismissal. The Hearing Panel must hear the case within ten school days after receiving the request. Extenuating circumstances such as term/summer breaks or temporary unavailability of faculty and/or student may necessitate a longer interval between request and hearing. In such cases, the Committee Chairperson will use reasonable efforts to inform the petitioning student of the delay and anticipated timeline.

Process

To initiate a student grievance procedure, the student's request in writing, as mentioned above, shall be made to the chairperson of the Hearing Committee, with a copy to the student's Program Director and the faculty member/administrator involved. The request must include information to support the claim of a violation, misinterpretation, or inequitable application of existing rules, procedures, and regulations. In addition, the letter should outline the actions taken to date. The chairperson of the Hearing Committee will convene a Hearing Panel, according to the committee's established procedure, to review and investigate the student's case. Both student and faculty or administrator involved has the right to seek and submit supporting documentation. All evidence must be submitted to the Panel chairperson three school days prior to the hearing for review by all Panel members. A transcriber must be present at the hearing to record verbatim the entire proceeding. Neither party involved in the grievance may have an attorney present at the hearing. After hearing all evidence, the Hearing Panel reaches a decision based on a simple majority rule. The chairperson of the Hearing Panel informs the student of the Panel's decision, in writing, no later than ten school days following the hearing. Copies of this letter are sent, at the same time, to the faculty or administrator involved the student's Program Director, and the Institute's President.

The decision of the Hearing Panel is final. No Institute Committee, Program Committee, faculty member or administrator has the right to overrule the decision of the Hearing Panel.

Criminal Offender Record Information (CORI)

All students who accept the Institute's offer of admission and matriculate will be subject to a background check prior to enrolling.

Should a Criminal Offender Record Information (CORI) background check yield information that shows a student has engaged in conduct that could subject the student to being disqualified from engaging in certain activities, the Institute reserves the right to initiate disciplinary action against the student up to and including dismissal.

Health Insurance

Effective September 1, 1989, the Massachusetts Law C.15A, s. 18 requires that every full-time and part-time student enrolled in an institution of higher learning in Massachusetts participate in a qualifying student health insurance program or in a health benefit plan with comparable coverage. Since the passage of the law, the mandatory qualifying health insurance program covers clearly defined minimum benefits. Some of these benefits are:

- **Inpatient hospitalization (excluding surgery):** Covers 80% of the actual expenses up to a maximum of \$25,000.

- **Outpatient Services (excluding surgery):** Covers 80% of the actual expenses up to a maximum of \$1,500 per illness or accident.
- **Surgical Coverage:** Covers 80% of the actual expenses for surgery performed in inpatient or outpatient up to a maximum of \$5,000.

One of the primary reasons for mandatory health insurance is to reduce the utilization of the Uncompensated Care Pool (Free Care Pool) by students. The legislative intent of the Qualifying Student Health Insurance Program (QSHIP) is to promote students' access to quality health insurance.

As a result, institutions of higher learning automatically bill full-time and part-time students for individual membership in the health insurance plan sponsored by the colleges or universities. Students must purchase the school sponsored health plan or show proof of comparable coverage in an alternate health plan in order to enroll in the college/university of their choice.

Comparable coverage is an alternate insurance plan deemed comparable to the qualifying student health insurance plan. It must meet the following requirements:

The alternate health insurance plan should provide the student with reasonable and comprehensive coverage of inpatient and outpatient hospital services and physician services. The services covered under the alternate health plan must be accessible in Massachusetts and the student must have access to health services in the area where the school is located.

If a student has a health plan with comparable coverage, the student can request a waiver from participating in the college sponsored student health plan. The burden of proof that the alternate insurance is adequate falls on the student who is signing the waiver card.

Not all students that have alternate coverage get the services they need at the time and place they need them. If the plan that the parent enrolled in is other than an indemnity plan, the student faces the possibility of being denied services if the particular managed care plan does not have a network of providers in the vicinity of the school. Students should be aware of this very important fact.

Malpractice Insurance

Students who are officially enrolled participate in the MGH malpractice insurance plan, which covers them for their clinical experiences.

Injuries or Illness During Educational Activities

In the event of any injury or illness that occurs to a student during any educational activities, the Institute will assist the student in finding appropriate medical care, however, the student will be responsible for any medical expenses through his or her health insurance policy or otherwise. The MGH Institute of Health Professions assumes no responsibility for the costs of health care associated with activities that are part of its educational programs.

HIPAA Requirement

The Health Insurance Portability and Accountability Act (HIPAA) is legislation that mandates the standards and requirements for the electronic transmission of certain health information. This act seeks to insure all patients, clients and research subjects' health information is protected. Students must document that they have reviewed and understood this training by visiting the weblink below and returning the OSA form, sent by Student Services, that documents review of the HIPAA information. HIPAA documentation, along with OSHA and Academic Integrity, are all conditions of enrollment that must be completed by the first day of class.

Immunization Requirements

According to Massachusetts State law, no student, as specified in 105 CMR 220.400(C) and 220.600(B), shall attend a postsecondary institution without a certification of immunization, as specified in 105 CMR 220.600(C). For purposes of 105 CMR 220.600, "postsecondary institution" shall mean a college, university, institute or school accredited as a postsecondary institution by the New England Association of Schools and Colleges.

All matriculated students must have the Immunization History Form completed by their primary care provider or their designee prior to matriculation at the Institute. Once a student is matriculated, it is their responsibility to maintain an updated history up until their graduation or separation from the Institute. This includes up to date TB skin tests, renewed TD boosters, and completed Hep B vaccination series. The immunization history must include the following:

- At least one dose of mumps and rubella vaccine(s) given at or after 12 months of age or laboratory proof of immunity (titre).
- Two doses of live measles vaccine given at least one month apart beginning at or after 12 months of age or laboratory proof of immunity (titre).
- 2 doses of Varicella (chicken pox) vaccine or laboratory proof of immunity (titre) or primary care provider verification of history of disease. If you have had chicken pox but your primary care provider cannot officially verify history, you will need laboratory proof of immunity (titre).
- A booster dose of Td within the last ten years.
- 3 doses of hepatitis B vaccine or laboratory proof of immunity (titre). 2nd dose should be 1-2 months after 1st dose, 3rd dose should be 4-6 months after 1st dose. Students will be allowed to begin a program if the shot series has just begun. It is the responsibility of the student to report all subsequent vaccinations until the series is complete.
- TB skin test (PPD/Mantoux) no more than 3 months old prior to matriculation: **(Note: TB skin test may never be more than one year old during matriculation.)** Students who have a positive PPD must provide documentation of a chest radiograph (CXR). A repeat CXR is required only if the student becomes symptomatic.

Although Massachusetts State law allows for a student to provide written documentation that he or she meets the standards for medical or religious exemption set forth in M.G.L. c. 76, ss 15C, the Institute will not allow a student to enter a clinical setting without a documented immunization history. The Institute is committed to the protection of our students and the patients they serve while in clinical settings.

Please note: Your primary care physician or their designee must sign the immunization history form before it is returned. An advanced nurse practitioner would be considered a designee.

If you have any questions regarding the Immunization History process, please contact the Assistant Registrar at (617) 726-1847 or by email at registrar@mghihp.edu.

OSHA Requirement

Occupational Safety and Health Administration (OSHA) training is essential in health care and educational environments. This training instructs students about general infection control principles and their management. Students must document that they have reviewed and understood this training by visiting the weblink below and returning the OSA form, sent by Student Services, that documents review of the OSHA information. OSHA documentation, along with HIPAA and Academic Integrity, are all conditions of enrollment and must be completed by the first day of class.

Students Rights to Privacy Information – FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- The right to inspect and review the student's education records within 45 days of the day the Institute receives a request for access. Students should submit to the Registrar written requests that identify the record(s) they wish to inspect using a Right of Access form available in the Office of Enrollment Management and Student Affairs. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the Registrar does not maintain the records, the student will be advised of the correct official from whom to request the records.
- The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students should ask the Institute to amend a record that they believe is inaccurate or misleading. They should write the Institute official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Institute decides not to amend the record as requested by the student, the Institute will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the Institute in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the Institute has contracted (such as an attorney, auditor, collection agent, or National Student Loan Clearinghouse); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the Institute discloses educational records without consent to officials of another school in which a student seeks or intends to enroll. FERPA requires an institution to make a reasonable attempt to notify the student of the records request.
- The right to file a complaint with the US Department of Education concerning alleged failures by the Institute to comply with the requirements of FERPA.

The Institute does not release personally identifiable information contained in student education records, except as authorized by law. The Institute has designated certain types of personally identifiable information as "directory information." It includes the following: name, address, telephone number, program of study, dates of attendance, degrees, awards, and email address. If students wish to restrict release of this information, they must sign a form and return it to the Registrar's Office no later than October 1 in any given year.

The above rights to access information apply to matriculated students only. Materials submitted to the Institute during the admissions process become the property of the Institute and may not be reviewed by, or returned to, an applicant.

Safety and Security

The Institute utilizes resources and services from Partners Healthcare and Massachusetts General Hospital to support our academic and work environment. We utilize the resources and services of the MGH Police, Security and Outside Services to promote a safe learning and work environment for students and employees.

The Institute is located in a large metropolitan area. It is important to protect personal possessions and be aware of safety issues in an urban setting. The MGH Police, Security and Outside Services employs a well-trained security force to safeguard employees, patients, students, visitors, and property. For medical and security emergencies, call MGH Police and Security at 617-726-5400. All non-security related issues should contact on-site security at 617-726-0528. Report all safety or security incidents to MGH Office of Police and Security for investigation.

Through this partnership the Institute develops and disseminates information and reports on safety, sensitive crimes and drug free campus and workplace resources. Through this process, the Institute complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Drug-Free Schools and Communities Act.

The Student-Right-to-Know and section 485 of the Higher Education Act 1965, as amended, requires each institution receiving student aid assistance to prepare and distribute an annual report which sets forth its policies on crime prevention issues and gives statistics on a number of specific crimes. In addition to publishing crime statistics, the act requires the Institute to provide timely warnings to the campus community of certain crimes reported to the MGH Police or local law enforcement which may be considered a threat to other students and employees. Students, faculty, and staff are provided via the intranet with a review of Institute security policies. Campus Crime and Security Survey data can be viewed by the general public at this website: <http://ope.ed.gov/security>. Statistics are provided by the MGH Office of Police and Security.

The information has been developed collaboratively by staffs of the Institute, MGH Police, Security and Outside Services and Partners Healthcare System Office of General Counsel. The "Police, Security and Outside Services" covers information on the entire Massachusetts General Hospital and Charlestown Navy Yard campuses. The Institute is located within the Charlestown Navy Yard campus. Specific information unique to the Institute is also provided within this packet.

We are all committed to providing a safe learning and work environment and information on available resources for students and employees should the need arise. If you have any questions or comments about the information provided please contact any of the following: Office of Student Affairs, Operations Manager, Human Resources or the Safety & Security Officer on duty in the lobby of the Catherine Filene Shouse building.

Additional Information:

Employees and students of the Institute have access to the resources available through the Partners Healthcare System Employee Assistance Program (EAP). The above link takes you to their web site. Here are some examples of the informational resources available through this program. Copies of these programs are also available in the office of Student Affairs, lobby desk.

Student Right-to-Know and Campus Security Act

The Student-Right-to-Know and section 485 of the Higher Education Act 1965, as amended, requires each institution receiving student aid assistance to prepare and distribute an annual report which sets forth its policies on crime prevention issues and gives statistics on a number of specific crimes. In addition to publishing crime statistics, the act requires the Institute to provide timely warnings to the campus community of certain crimes reported to the MGH Police or local law enforcement which may be considered a threat to other students and employees. Students, faculty, and staff are provided via the intranet with a review of Institute security policies. Campus Crime and Security Survey data can be viewed by the general public at this website: <http://ope.ed.gov/security>.

Statistics are provided by the MGH Office of Police and Security.

Escort Service

Escort service is available to Building 199 (parking garage) or Building 149 for students leaving the Institute at night. The MGH Police, Security and Outside Services of the Charlestown Navy Yard will respond to a request for an escort called into the lobby desk 726-0528. However, there may be a time delay due to the ability of the Police and Security Officer to respond immediately. Please call in advance. Escort services are not provided to North Station, MGH Main Campus or outside the Charlestown Navy Yard."

Personal Emergency Notification

Persons needing to contact students in an emergency should call the Office of Student Affairs at (617) 726-3140 during regular business hours. After hours, you may call the MGH Security Officer at (617) 726-0528, who is on duty while the building is open.

Student Identification Badge

During the first week of classes, students obtain a photo identification badge that must be worn at all times when on MGH and Institute premises. Badges are issued at the Office of Police and Security on the first floor of Building 149 in the Charlestown Navy Yard. The identification badge also serves as your building access key and a disaster pass in case of public emergency. The ID badge is required for admittance to the Shouse Building.

Fire Drill Procedures

When the fire alarm sounds, all occupants are "required" to leave the building. Use stairwells where applicable. There will be a fire marshal posted by each stairwell to give instructions. A signal will sound when it is safe to return to the building.