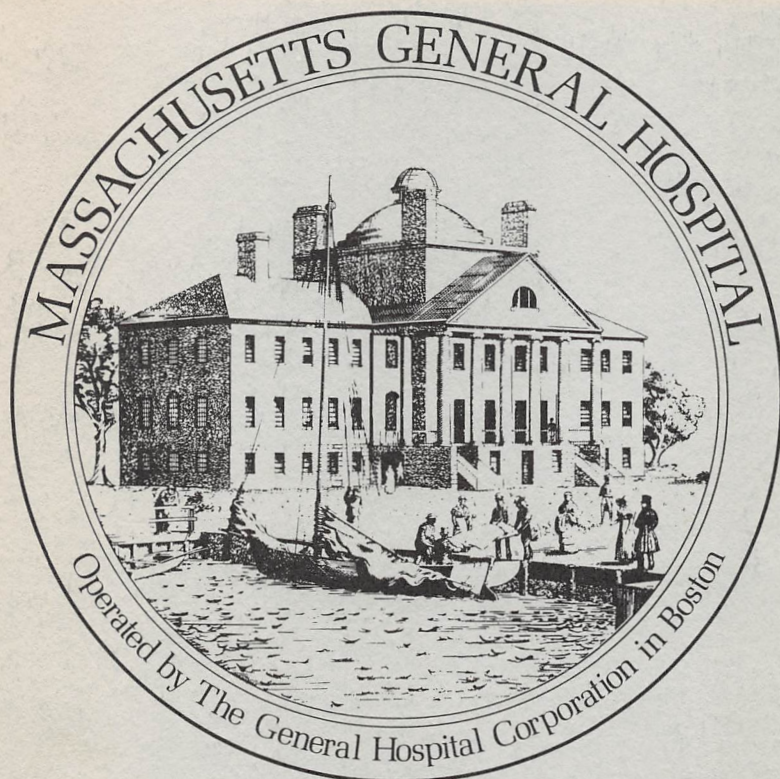

1982 - 1983 Catalog



**MGH Institute
of
Health Professions**

The Academic Unit of Massachusetts General Hospital

**MGH Institute
of
Health Professions**

The Academic Unit of Massachusetts General Hospital

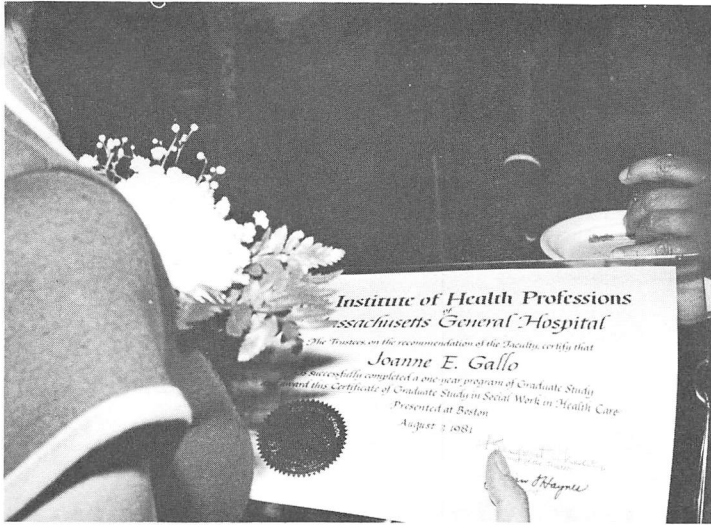
MGH Institute of Health Professions
Massachusetts General Hospital
Boston, Massachusetts 02114
October, 1981

Cynthia Snow, Editor

Photographs: Bradford Herzog, MGH News Office, MGH Photography Laboratory

Contents

The Massachusetts General Hospital	1
The MGH Institute of Health Professions	2
Admissions	4
Facilities	6
Health Care and Required Physical Examination	7
Tuition and Fees	8
Academic Policies	10
Master's Degree Programs in Dietetics	13
Combined Dietetic Internship-Graduate Degree Program	13
Master of Science Program in Dietetics for Registered Dietitians	19
Master of Science Program in Nursing	22
Advanced Master of Science Program in Physical Therapy for Experienced Physical Therapists	24
Social Work in Health Care Graduate Certificate Program	29
Other Educational Programs at Massachusetts General Hospital	32
Interdisciplinary Health Professions Courses	33
Courses in Dietetics	39
Courses in Physical Therapy	40
Courses in Social Work	42
Trustees	44
Faculty and Administration	44



Term I

Registration	Tuesday, September 7, 1982
Classes begin	Wednesday, September 8, 1982
Columbus Day--no classes	Monday, October 11, 1982
Veteran's Day--no classes	Thursday, November 11, 1982
Thanksgiving Break--no classes	Thursday, November 25 - Sunday, November 28
Reading/exam week	Monday, December 13 - Friday, December 17, 1982
Term ends	Friday, December 17, 1982

Term II

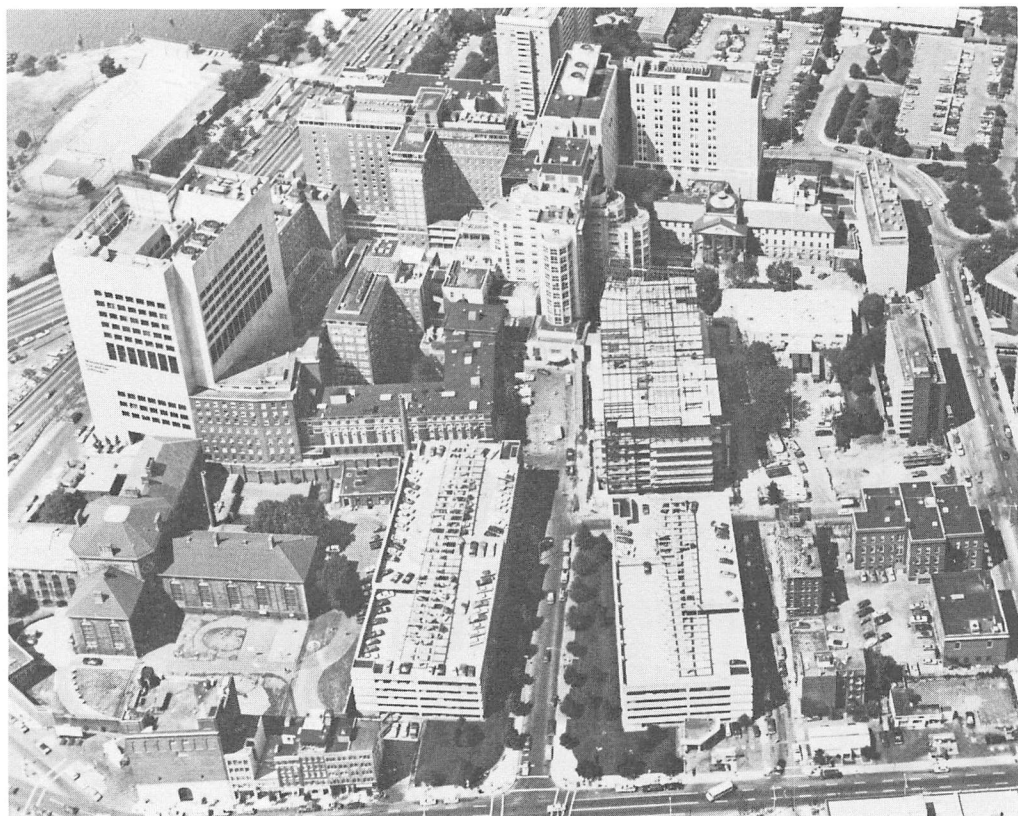
Registration Deadline	Monday, January 3, 1983
Classes begin	Tuesday, January 4, 1983
Washington's Birthday--no classes	Monday, February 21, 1983
Reading/exam week	Monday, April 11 - Friday, April 15, 1983
Term ends	Friday, April 15, 1983

Term III

Registration Deadline	Monday, April 25, 1983
Classes begin	Tuesday, April 26, 1983
Memorial Day--no classes	Monday, May 30, 1983
Independence Day--no classes	Monday, July 4, 1983
Reading/exam week	Monday, August 1 - Friday, August 5, 1983
Term ends	Friday, August 5, 1983
Commencement	

*For students doing practicum or fieldwork, individual arrangements may be necessary to prevent interruption of services during recesses or on holidays.

MASSACHUSETTS GENERAL HOSPITAL





The Massachusetts General Hospital received its Charter of Incorporation in 1811 and since that time has been dedicated to providing patient care, educating health professionals, and conducting research related to the problems of health and disease. The Massachusetts General Hospital has been a leader in all these areas. Many medical advances have been made within its walls, and new categories of health care practitioners have been invented and educated here as the need for them became evident to provide the highest quality of patient care. For example, the field of medical social work was begun at the Hospital shortly after the turn of the century. In this and other fields educational activities have expanded in size and complexity along with advances in health care and the growth in the size of the institution itself.

Massachusetts General Hospital has expanded from the original Bulfinch Building (still in use today) to include a complex of buildings on a ten-acre site in downtown Boston. In addition, it operates the Chelsea, Bunker Hill and Revere Community Health Centers and the Logan Medical Station. Its sister institution, McLean Psychiatric Hospital in Belmont, has experienced similar growth.

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

THE MGH INSTITUTE OF HEALTH PROFESSIONS

For more than a decade, the Trustees and professional staff of the MGH studied how best to meet the demands of the future in teaching health professionals in nursing, social work and allied health. The outcome was the unprecedented application by the Trustees for the authority to award academic degrees--an authority granted by the Massachusetts Board of Higher Education in 1977. This authority permits the award of the following degrees:

Master of Science in Dietetics
Master of Science in Nursing
Master of Science in Physical Therapy
Master of Science in Speech-Language Pathology
Graduate Certificate in Social Work in Health Care
Bachelor of Science in Radiologic Technology
Bachelor of Science in Respiratory Therapy

The Trustees established the MGH Institute of Health Professions as a professional school to implement their degree authority.

Programs

This bulletin contains information on the following programs:

Combined Dietetic Internship - Graduate Degree Program
and

Master of Science in Dietetics for Registered Dietitians

Master of Science in Nursing for non-nurse baccalaureate
graduates

Master of Science in Physical Therapy for Registered
Physical Therapists

Graduate Certificate in Social Work in Health Care

Educational Philosophy

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

1. Education for the health professions requires a thorough foundation in both theory and practice, and it is of primary importance that the theory and practice components of the curriculum be integrated so that the student can clearly perceive their interrelation.
2. Faculty in applied disciplines are best prepared to teach if they are experienced practicing clinicians, and the clinical setting is the best environment in which to teach and learn the skills necessary to become a competent health practitioner. A faculty responsible for teaching the curriculum and for

supervising the practicum can better integrate theory and practice and provide appropriate role models for professional practice.

3. Health professionals will be most effective if they possess a foundation in scientific methodology which will enable them (a) to evaluate the relative effectiveness of clinical practices within their discipline, (b) to evaluate critically the research of others, and (c) to add to health care knowledge through their research.
4. Health professionals need to be prepared both to provide care within their respective disciplines and to contribute to the continuous process of evaluation and improvement of health delivery methods by working in close cooperation with professionals of other disciplines. Students prepared in a multidisciplinary setting in which they cooperate in both academic and clinical pursuits will be well equipped to function throughout their careers as effective members of the health care team. The integration of theoretical and practical knowledge and interdisciplinary cooperation will be further supported by the involvement of active practitioners in all fields in program planning and in student supervision and teaching.
5. All health education curricula should be designed to develop students' awareness of and commitment to the ethical and humanistic aspects of professional practice. The ultimate goal of education for health professionals should be not only to equip graduates with the scientific knowledge and technical skills necessary to provide quality care, but also to prepare them to be sensitive to the rights, dignity, and individuality of each patient.
6. Health professionals, in order to maintain their proficiency, must continue to keep abreast of the advances and changes in their disciplines throughout their careers. Students should therefore learn early to assess their own educational needs and to identify a variety of means for meeting those needs.

ADMISSIONS

The admissions policies of the MGH Institute of Health Professions are consistent with the philosophy and objectives of the Institute. It is the aim of the Faculty of the Institute to select qualified men and women who give evidence of possessing the personal, professional and intellectual capabilities for successfully completing its programs. The admissions policies of the MGH Institute of Health Professions are in compliance with equal opportunity legislation.

General Criteria

In selecting students, the Admissions Committees seek to identify individuals who promise to become outstanding practitioners and scholars in their fields. In evaluating each application, the committee will consider

- ability to achieve in an academic setting as shown by the applicant's record at other institutions, scores on standardized examinations, and evaluations by former teachers;
- assessments of the applicant as a practitioner or potential for practice in his/her chosen field by current or former supervisors and teachers;
- evidence that the applicant is committed to the goals of the Institute to prepare members of a health care team;
- for admission to Master of Science programs, evidence of both the ability and commitment needed to develop a long-term involvement in clinical research.

Students enrolling on a full-time basis will be given priority in admissions. However, in some programs, opportunities for part-time study are also available. Part-time students will be given special assistance in planning course selection, projects, and schedules to help them integrate graduate study with their work activities and to make sure that they have a chance to take part in the overall academic and social life of the Institute.

Specific requirements for admission may be found in the description of each program. Application forms may be obtained from the Admissions Office, and completed forms and inquiries regarding admissions procedures should be directed to that office.

Special Students

A limited number of the Institute's courses are open to special students. Special students will have non-matriculating status and admission to any course will be

contingent upon approval of an admissions committee and course instructor. Successful completion of these courses has no bearing on future admission to any program as a degree candidate. If the student wishes to matriculate he/she must apply through the normal admission procedures.

Auditors

Auditors are admitted to courses only with the consent of the instructor/coordinator. Auditors may include students enrolled in the MGH Institute of Health Professions and special students. Tuition is one-half that charged by credit hour for part-time and special students. No additional tuition will be charged for full-time Institute students. Auditors are entitled to receive course handouts, take written examinations (which need not be corrected) and to have "audit" entered on their transcripts.



FACILITIES

Classrooms and Clinical Facilities

Most of the classrooms and teaching laboratories used by the Institute of Health Professions are located in Ruth Sleeper Hall on the MGH campus. For practicum and clinical research, the Institute has access to the full range of clinical facilities of the Massachusetts General Hospital, including general and specialized inpatient and outpatient facilities on the Hospital campus and in affiliated neighborhood health centers. Affiliations are also arranged, as appropriate, in other Boston area health care facilities.

Administrative and Faculty Offices

Administrative and faculty offices of the Institute are located in Bartlett and Sleeper Halls.

Library Facilities

The Hospital has a health science library which is fully available to students in the MGH Institute of Health Professions. The library is comprised of two collections: the Palmer-Davis collection, located in Ruth Sleeper Hall, with major holdings in nursing and allied health, and the Treadwell collection, located in Bartlett Hall, which contains the major holdings in medicine and basic science. Special arrangements will be made for students to use other libraries in the Boston area as needed, particularly Countway Library of Medicine, for which students may arrange to purchase a card.

Housing

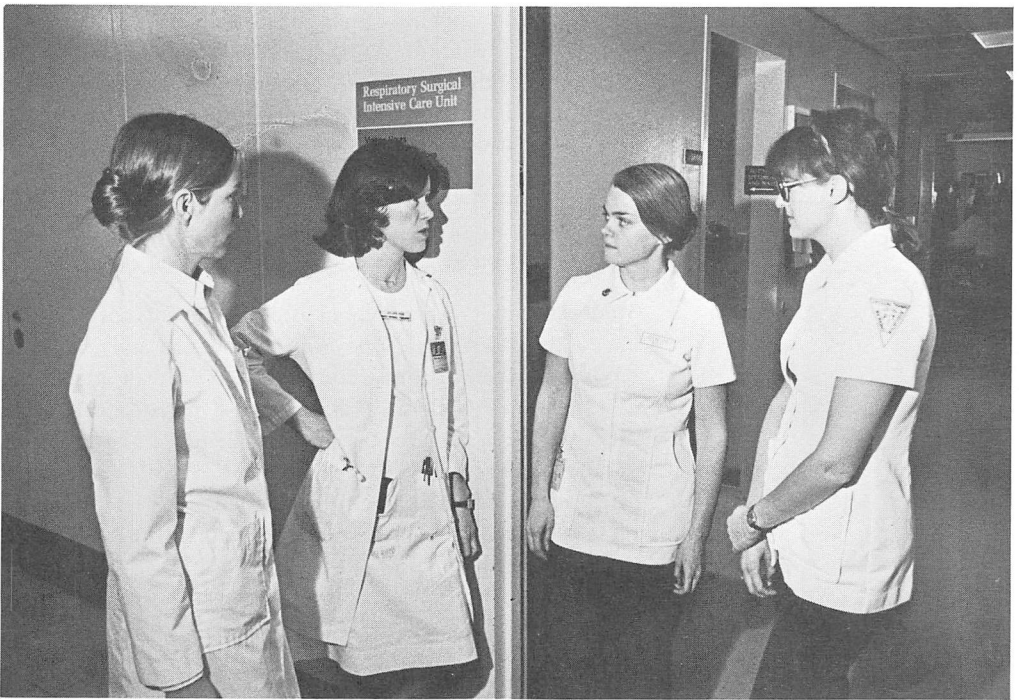
Since the MGH Institute does not provide housing for students, individuals accepted into one of the programs are urged to begin early to seek housing in the Boston area. (The only exception is that housing is available for students in the Combined Dietetic Internship-Graduate Degree Program during the first year of the program only.)

Student Mailboxes, Lockers, Lounge

Every student will have a box for mail and messages; students are urged to check their boxes and adjacent bulletin board regularly. Each student who wants one will have a locker assigned in Ruth Sleeper Hall. There is a lounge in Sleeper Hall.

Textbooks

Required texts for courses are ordered through the Harvard Medical Center Coop at Children's Hospital Medical Center.



All full-time students are required to carry personal health insurance. (See section on tuition and fees for health insurance information.)

Before registering for the first time for courses involving practicum or fieldwork, students are required to present the Institute's completed Physical Report Form. For their own protection, students are strongly advised to have a current tetanus immunization.

The MGH Institute of Health Professions does not provide health care services to students. Students are expected to make their own arrangements for health care and to pay for all services themselves or through their insurance policies, as appropriate. The clinics and Emergency Ward of the Massachusetts General Hospital are available to students on the same basis that they are available to any other patient. Students seeking psychological counselling may use the clinic services at MGH or may choose among a wide range of other services available in the greater Boston area. For students desiring a referral, an initial evaluation may be arranged through the Institute at no cost.

HEALTH CARE AND REQUIRED PHYSICAL EXAMINATION

TUITION AND FEES

The tuition for full-time students enrolling for three terms in one year is \$7,000 for 1981-82. The tuition for 1982-83 has been tentatively set at \$7,500 but may be subject to change. When a student is accepted, a non-refundable deposit of \$100 (applicable toward the first term's tuition) is required.

For part-time students, the tuition is \$200 per credit for 1981-82 and tentatively \$210 for 1982-83. Special students are charged tuition at the same rate as part-time students.

Students who have completed all requirements for a degree except the thesis and who are in residence and using the facilities of the MGH Institute of Health Professions and the Massachusetts General Hospital must register for three credits of thesis research per term. Students who have met all degree requirements except the thesis and are not in residence or using the facilities of the Institute or Hospital must pay a fee of \$100 per term to maintain their status as degree candidates.

Health Insurance

All full-time students are required to carry personal health insurance. Students must either show evidence of participation in a health insurance plan or purchase Blue Cross/Blue Shield coverage through the Institute at the time of registration. Part-time students who are degree candidates may purchase Blue Cross/Blue Shield coverage and are encouraged to do so. In the event of withdrawal or interruption of study, no refunds are made for Blue Cross/Blue Shield for students who carry coverage through the Institute; the policy remains in effect for the duration of the academic term.

Meeting Financial Obligations

Students who do not remit the full amount due by registration and who have not signed a deferred payment plan will not be eligible to register for the term. Under unusual and extenuating circumstances, deferred payment schedules may be arranged. In any case, all tuition for any given semester must be paid by the end of the tenth week of that semester. Individual students who wish to be considered for deferred payment should contact the Financial Aid Office to discuss and, if eligible, to draw up a payment schedule.

Students who have not met financial obligations on specified dates and who have not made further specific payment plans approved by the Financial Aid Office, will not be permitted to attend classes or to use the resources and facilities of the Institute. Transcripts, letters of reference, and diplomas are provided only for those who have met all financial obligations.

Refund Policy

No student may withdraw from the MGH Institute of Health Professions in good standing unless all current financial obligations to the Institute are fulfilled. In case of withdrawal, the following refund schedule will apply to the semester's tuition and fees:

Withdrawal during first week	80% refund
Withdrawal during second week	60% refund
Withdrawal during third week	40% refund
Withdrawal during fourth week	20% refund

For purposes of calculating refunds, the date of withdrawal will be that date when written notification of withdrawal is received by the Financial Aid Office.

The purpose of the Institute's financial aid program is to provide financial assistance to students who, without such aid, would be unable to pursue an education in the MGH Institute of Health Professions. Information on financial assistance available to qualified Institute students can be obtained by requesting financial aid information on the application for admission. Since financial assistance applications are reviewed *after* a candidate has been accepted for admission, admissions materials must be submitted well in advance of financial assistance application deadlines. Financial aid awards are generally made on an annual basis; students must reapply each year. Financial aid checks are available at registration for application to tuition. To continue their financial aid throughout the academic year, students must maintain good academic standing and continue to meet the criteria for financial assistance as defined in the financial aid application. Students are encouraged to pursue resources available from other sources.

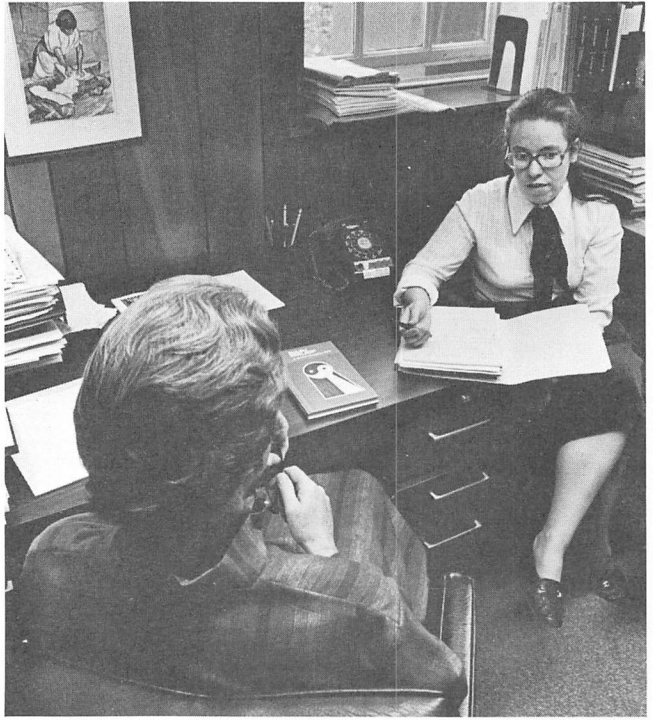
Financial Aid

One significant source of assistance available to students in all degree programs is the Knowles Memorial Fellowship Fund. The fund was established by The Rockefeller Foundation to honor Dr. John H. Knowles who was President of the Foundation from 1972 to 1979 and who began the planning for the MGH Institute of Health Professions while he was General Director of the Massachusetts General Hospital.

The John H. Knowles Memorial Fellowship

This fellowship was established to help meet the cost of graduate education for a physical therapist.

The Adams Fellowship in Physical Therapy



Requirements for Completion of a Program

? Requirements

The student must complete a program of study approved by the program committee of the program in which she/he is enrolled. Approved programs of study shall be consistent with the general policies adopted by the Faculty of the Institute but may include additional specific requirements established for each program. The minimum acceptable level of performance *overall* required for completion of a program of study is B--3.0. A student must attain an average of 3.0 by the end of the course of study.

Grading

The Institute's grading system is

<i>Grade</i>	<i>Points</i>
A	4.0
B	3.0
C	2.0
F	0.0 Failing
I*	Incomplete
P*	Passing

*Not used in determining Grade Point Average

Each faculty member is responsible for developing criteria for A, B, and C level performance in each course he/she teaches. The criteria shall be published, distributed to students in the course, and made available for review.

Pass-Fail Option

A faculty member may give students the option of taking a course on a Pass/Fail basis. If this option is available, the instructor must inform the students at the first class session. A student must elect the Pass/Fail option in a letter signed by his/her advisor and submitted to the Registrar and the instructor prior to the end of the fourth week of classes. After the end of the fourth week a student may not change the basis of grading from or to the Pass/Fail option. The faculty member will report the grade as P if the student's work is equivalent to A, B, or C. Pass/Fail grades are not used in determining the GPA.

Incomplete Work

A student who is unable to complete all requirements for a course (or courses) because of serious illness or unusual personal hardship may petition the instructor(s) for a temporary grade of incomplete. This petition must be submitted in writing and must be approved prior to the last day for submission of grades for that term or a failing grade will be recorded automatically. Students must make up an I grade within one term. Exceptions will be made in extreme cases, by a majority vote of the Faculty.

Course Repeat

A student may elect to repeat any course once only. If a student repeats a course, both grades will stand on the transcript but only the second grade will be considered in determining the GPA.

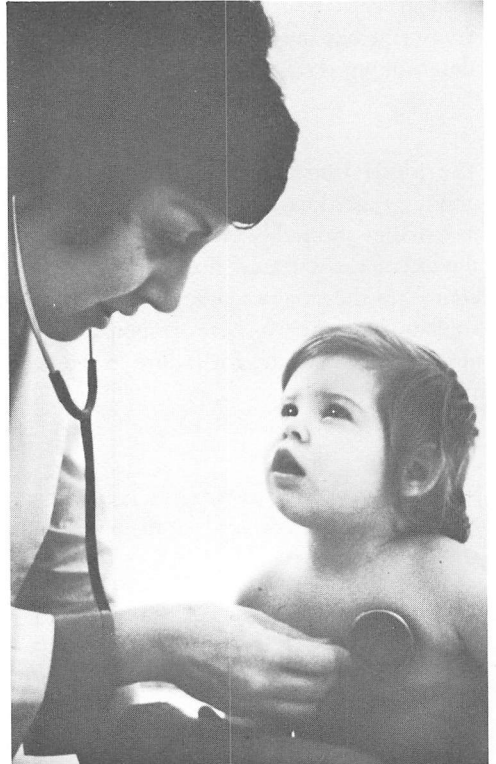
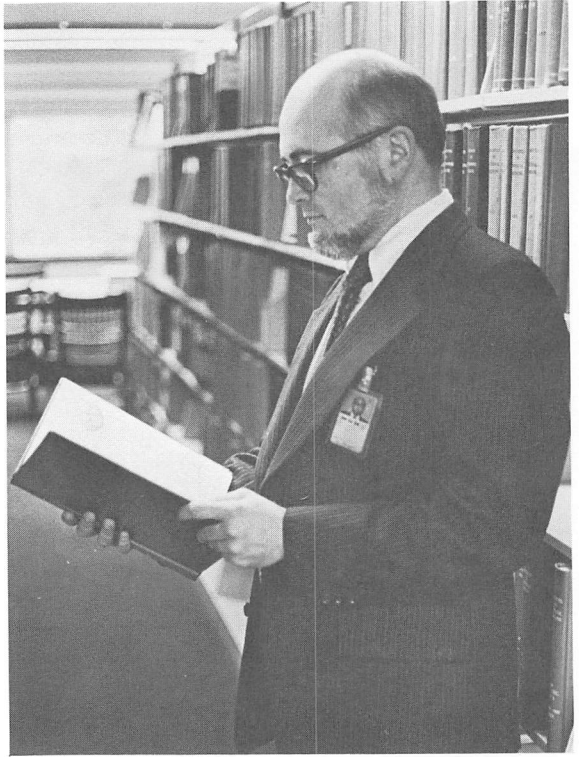
Attendance

The MGH Institute of Health Professions has no general policy regarding attendance with the exception of practicums and fieldwork. At the beginning of each course, the instructor will state the attendance requirement for that course. In the case of a practicum or fieldwork in which the student has patient care responsibilities, an unexcused absence may be cause for failure in the course and dismissal from the program.

Transfer Credit

Students who wish to transfer credit from previous study should contact the director of the program to which they are applying.

Julian F. Haynes, Provost



The MGH Institute of Health Professions offers two types of programs leading to the Master of Science Degree in Dietetics, as described in detail on the following pages.

1. The Combined Dietetic Internship-Graduate Degree Program is for individuals who meet the current academic requirements specified by The American Dietetic Association. It combines a generalist dietetic internship with graduate study in clinical dietetics (acute or ambulatory care) or foodservice systems management.
2. The Master of Science Program in Dietetics is for Registered Dietitians. It offers graduate study with specialization in clinical dietetics (acute or ambulatory care) or foodservice systems management.



Mary Carey, Director
Graduate Program in Dietetics

The program is a two-year course of study, which integrates the requirements of The American Dietetic Association for registration with the completion of a Master of Science Degree in Dietetics. The program includes an experience component, a didactic component related to professional practice, and an academic component of health professions courses. The experience and didactic components comprise a generalist internship program providing opportunities for the intern to: 1) assess, plan, implement, and evaluate nutritional care of individuals and groups; 2) apply the principles of management to the operation of foodservice systems and to the provision of nutritional care of individuals and groups; and 3) participate in nutrition education activities for a variety of groups. The generalist program is accredited by The American Dietetic Association. At the conclusion of the first year, the student should be eligible to write the registration examination and prepared to select an area of specialization for graduate study. The second year will consist of three terms of full-time study, specializing in either clinical dietetics (acute or ambulatory care) or foodservice systems management.

Professional practice is conducted at the Massachusetts General Hospital under the guidance of Registered Dietitians. The Department of Dietetics offers opportunities for experiences in the following areas.

MASTER'S DEGREE PROGRAMS IN DIETETICS

COMBINED DIETETIC INTERNSHIP- GRADUATE DEGREE PROGRAM

Experience Component

Administrative Dietetics

Food Procurement and Accounting: Experience in ordering, purchasing, receiving, storage, and distribution of food and supplies; preparation of food cost accounting records for planning and control

Food Production: Conventional food production systems with emphasis on quality and cost control experience in supervision of support personnel

Food Service: Experience in cafeteria or centralized tray service systems with emphasis on quality and cost control, merchandising, and supervision of support personnel

Clinical Dietetics

Acute Care: Experience in providing nutritional care to adult medical and surgical patients as well as pediatric patients. Activities include direct service to patients, interpretation of diet orders, calculations of nutrient needs and intakes, planning for and supervision of the service of appropriate and acceptable food; planning and consultation with patients, families and health care team members.

Ambulatory Care: Experiences in providing nutrition education and dietary counseling to individuals and groups. Emphasis is placed upon the home environment, resources and life style of the client. Learning experiences include both preventive and therapeutic approaches with exposure to a variety of methodologies of counseling.

A staff relief experience will be assigned near the completion of the first year. This experience will enable the intern/graduate student to assume professional responsibility based on the proposed area of specialization and needs of the MGH.

Didactic Component

Interns/graduate students will attend classes related to professional practice. Joint group classes will be scheduled approximately once per month to provide interaction with Dietetic Interns from other programs in the Boston area and exposure to outstanding individuals in a variety of specializations. Intern classes for this program will be scheduled approximately one-half day per week. The content of these classes will relate to dietetics and the Hospital.

The program offers the opportunity for specialization in either clinical dietetics or foodservice systems management. Practicums designed to fit individualized programs of study will be conducted at Massachusetts General Hospital, health centers, and affiliated institutions. Since the focus of the program is to prepare advanced practitioners, the faculty includes individuals with academic credentials as well as practitioner experience in the health care setting. The program provides the opportunity for research in a selected area of dietetics. Opportunities are available to elect additional study in management and education.

The program incorporates two broad areas: The discipline core and the health professions core. In both of these areas, emphasis is placed upon research, humanistic concerns and interdisciplinary approaches to health care.

1. *Dietetics* (30 credit hours, minimum)

Common to all students in the Graduate Program in Dietetics is a thesis in the area of specialization; practicum with senior specialists in units of the hospital, health centers and affiliated institutions; and a seminar course.

Clinical Dietetics: Acute or Ambulatory Care

Advancing knowledge in the clinical and social sciences requires dietitians with knowledge in specialized areas of acute and ambulatory care. The program is designed to provide the knowledge and skills to function in specialty roles, as well as leadership roles, in the acute or ambulatory care setting.

Foodservice Systems Management

Departments of dietetics, including foodservice systems, are complex operations which function in a rapidly changing technological environment. At the same time, there is a mandate both to expand services and to contain costs. The program emphasis in foodservice systems management is designed to provide the specialized knowledge base necessary today to assume responsibility at middle and top management levels in a department of dietetics.

2. *Health Professions Courses* (15 credits, minimum)

These courses, which cover such topics as health care systems, professional ethics, human resources and research methods, are common to students in all programs in the MGH Institute of Health Professions.

Note: The activities of the first year of the program meet the established essentials for a dietetic internship. Approximately fifteen hours of graduate credit will be incorporated, emphasizing the health professions courses. *During the first year of the program ONLY*, an education stipend of \$3,500 is provided and housing is available at Herrick House, a townhouse which is a 15-minute walk from the Hospital. The average full-time student may expect to complete the program within two years. Since the nature of research projects varies based upon individual interest, time for completion of the degree may also vary.

Degree Requirements

Discipline specialization courses	18 credit hours
Practicums	6 credit hours
Thesis	6 credit hours
Health Professions Courses	15 credit hours

Completed research study written and bound; defended orally to faculty committee.

One term as a full-time graduate student (minimum, 12 credit hours)

Admissions Requirements

The Combined Dietetic Internship-Graduate Degree Program is for individuals who meet the current academic requirements specified by The American Dietetic Association as well as recency of education requirements.

An undergraduate grade point average of 3.0 on the basis of a four point scale is required. For students from undergraduate schools with a pass/fail system, school evaluations will be reviewed and assessment of comparability made.

Application Procedure

All application materials should be sent to

Admissions Office
MGH Institute of Health Professions
Bartlett 4
Massachusetts General Hospital
Boston, MA 02114

Applicants must present completed application materials by the deadline established by The American Dietetic Association. The deadline for application for admission for 1982 is February 20, 1982.

Materials required for application include the following:

1. Completed application for admission

2. Official transcript(s) of credits from all colleges and universities attended. If the transcript of the college or university granting the degree shows transfer credits of courses and grades from other schools attended, only that transcript will be required. Courses and grades from the fall term are required; if not on the transcript, a readable photocopy of the grade slip for that term is acceptable. If currently enrolled, “issued to student” transcripts are acceptable (a photocopy of such a document is *not* acceptable).
3. Scores from the Verbal and Quantitative Aptitude Tests of the Graduate Record Examination (GRE) taken within the last five years should be sent to the MGH Institute of Health Professions. For information contact:

Graduate Record Examination Office
Educational Testing Service
Box 955
Princeton, NJ 08541

The institutional identification number for the Institute is 3513-9.

4. Documented evidence showing achievement of academic requirements from a Plan IV Program approved for the generalist area of emphasis. The applicant must meet at least the generalist requirements, although evidence of meeting requirements in other areas of emphasis may be presented. If academic work is incomplete at the time of application, include a completed: “Declaration of Intent to Complete Degree and Plan IV Academic Requirements” form. A readable photocopy is acceptable.
5. Completed *Advisor’s Evaluation* Form.
The appointment committee believes that the qualities described on this form are important for success in the program. This *form* must be completed; a *letter* from the applicant’s advisor is not an acceptable substitute.
6. Three (only) letters of reference, in addition to the Advisor’s Evaluation form, from persons qualified to give pertinent information. References should address your potential as a dietitian and your potential for graduate study. Two of these references must be from college faculty in dietetics, one in nutrition and one in food service

management. One of these may be the applicant's advisor. The third reference should be from the applicant's supervisor in an employment setting, if available. Legible photocopies with an original signature are acceptable.

7. A letter of application describing your professional and educational goals and your assessment of your abilities/achievements in conceptual ability, overall preparation, self-direction, leadership ability, ability to perform under pressure, and interpersonal skills.
8. A non-refundable application fee of \$25 payable to MGH Institute of Health Professions.
9. Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). For information contact:

TOEFL Application Office
Educational Testing Service
Box 899-R
Princeton, NJ 08541

Notification of acceptance will be on the date and at the time established by The American Dietetic Association.

A non-refundable fee of \$350 (\$100 of which is applicable toward tuition and \$250 of which is the fee for the Internship) will be requested from accepted students with their letter of acceptance.

The Master of Science Program in Dietetics offers the opportunity for Registered Dietitians to advance their careers by specializing in either clinical dietetics or foodservice systems management. Practicums designed to fit individualized programs of study will be conducted at Massachusetts General Hospital, health centers, and affiliated institutions. Since the focus of the program is to prepare advanced practitioners, the faculty includes individuals with academic credentials as well as practitioner experience in the health care setting. The program provides the opportunity for research in a selected area of dietetics.

The increasing complexity of professional practice in dietetics has created a need for dietitians who have specialized knowledge and skills to function in leadership positions in the health care setting. The Graduate Program in Dietetics offers Registered Dietitians an opportunity to prepare for specialty positions in foodservice systems management or clinical dietetics (acute or ambulatory care) through the integration of theoretical study, guided practicums and research. Opportunities are available to elect additional study in management and education.

Program Content

The program incorporates two broad areas: core in dietetics and the health professions core. In both of these areas, emphasis is placed upon research, humanistic concerns and interdisciplinary approaches to health care.

1. *Dietetics* (30 credit hours, minimum)

Common to all students in the Graduate Program in Dietetics is a thesis in the area of specialization; practicum with senior specialists in units of the hospital, health centers and affiliated institutions; and a seminar course.

Clinical Dietetics: Acute or Ambulatory Care

Advancing knowledge in the clinical and social sciences requires dietitians with knowledge in specialized areas of acute and ambulatory care. The program is designed to provide the Registered Dietitian with the knowledge and skills to function in specialty roles, as well as leadership roles, in the acute or ambulatory care setting.

Foodservice Systems Management

Departments of dietetics, including foodservice systems, are complex operations which function in a rapidly changing technological environment. At the same time, there is a mandate both to expand service and to contain costs. The program emphasis in foodservice systems management is designed to provide the Registered Dietitian with the

specialized knowledge base necessary today to assume responsibility at middle and top management levels in a department of dietetics.

2. *Health Professions Courses* (15 credits, minimum)

These courses, which cover such topics as health care systems, professional ethics, human resources and research methods, are common to students in all programs in the MGH Institute of Health Professions.

The average full-time student may expect to complete the program within four 15-week terms. Since the nature of research projects varies based upon individual interest, time for completion of the degree may also vary.

Degree Requirements

Discipline specialization courses	18 credit hours
Practicums	6 credit hours
Thesis	6 credit hours
Health Professions Courses	15 credit hours

Completed research study written and bound; defended orally to faculty committee.

One term as a full-time graduate student (minimum, 12 credit hours)

Admissions Requirements

The Graduate Program in Dietetics is for Registered Dietitians. Dietitians who are R.D. eligible may apply; professional registration must be successfully achieved within 12 months of entering the program. Professional practice of at least two years is encouraged before beginning graduate study.

An undergraduate grade point average of 3.0 on the basis of a four point scale is required. This requirement may be qualified by the admissions review committee based on other exceptional qualifications of the applicant such as professional performance, time since undergraduate enrollment and references. For students from undergraduate schools with a pass/fail system, school evaluations will be reviewed and assessment of comparability made.

Application Procedure

All application materials should be sent to

Admissions Office
MGH Institute of Health Professions
Bartlett 4
Massachusetts General Hospital
Boston, MA 02114

Materials required for application to the Graduate Program in Dietetics include the following:

1. Completed application for admission
2. Official transcripts from all colleges and universities attended.
3. Scores from the Verbal and Quantitative Aptitude Tests of the Graduate Record Examination (GRE) taken within the last five years. For information contact:

Graduate Record Examination Office
Educational Testing Service
Box 955
Princeton, NJ 08541

The institutional identification number for the Institute is 3513-9.

4. Letter of application describing professional and educational goals and reason for applying to the MGH Institute of Health Professions.
5. Resume, including R.D. number, route to registration, and professional activities.
6. Three letters of reference on the forms provided, including one each from a supervisor of professional practice and a college/university faculty member.
7. A non-refundable application fee of \$25 payable to MGH Institute of Health Professions.
8. Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). For information contact:

TOEFL Application Office
Educational Testing Service
Box 899-R
Princeton, NJ 08541

Application prior to April 1 is suggested for those seeking September admission; however, applications will continue to be reviewed as long as space permits. Notification of acceptance or rejection will be made as review of each application is completed. Letters of acceptance or rejection will be sent by the Admissions Office.

A non-refundable deposit of \$100 (applicable toward tuition) will be requested from accepted students.

MASTER OF SCIENCE PROGRAM IN NURSING



Roslyn R. Elms, Director
Graduate Program in Nursing

Qualified applicants must be non-nurses who have a bachelor's degree from an accredited university or college.

The Graduate Program in Nursing is designed to prepare non-nurse college graduates for professional nursing practice. The graduates of the program will be nurse clinicians with the specialized knowledge and skills to practice in a variety of health care settings.

Students in the Master of Science in Nursing program are initially prepared in the general aspects of nursing practice and fulfill requirements for licensure as registered nurses in Massachusetts. In addition, students pursue a clinical specialization within acute and ambulatory care nursing.

Nursing competence is developed through course work in the basic sciences, the social sciences, nursing theories, and through experience in the clinical practicum. The curriculum integrates theory and practice and promotes research competencies essential to the advancement of nursing. The scientific method and the case study approach are models used to encourage conceptual analysis and the individualization of patient care.

Graduates of the program will be qualified nurse clinicians able to assume appropriate independent practice and responsibilities as members of the health care team in a variety of clinical and community settings. They will understand the principles of sound management and be able to promote preventive health care services. They will be able to evaluate nursing care and will be prepared to suggest and test new methods of practice.

Degree Requirements

Full-time study including graduate level course work, supervised clinical experience and a thesis (approximately 120 credits).

Admissions Requirements

Entering students must be non-nurse graduates of baccalaureate programs and hold a B.A. or B.S. degree.

An undergraduate grade point average of 3.0 on the basis of a four point scale is required. For students from undergraduate schools with a pass/fail system, school evaluations will be reviewed and assessment of comparability made.

All materials for admission should be mailed to the address below and should be received prior to March 15 for admission in September.

Admissions Office
MGH Institute of Health Professions
Bartlett 4
Massachusetts General Hospital
Boston, MA 02114

Materials required for application include the following:

1. Completed application for admission.
2. Official transcript(s) of credits from all colleges and universities attended.
3. Scores from the Verbal and Quantitative Aptitude Tests of the Graduate Record Examination (GRE) taken within the last five years. For information contact:

Graduate Record Examination Office
Educational Testing Service
Box 955
Princeton, NJ 08541

The institutional identification number for the Institute is 3513-9

4. A statement of philosophy, purpose and career objectives.
5. Three letters of recommendation on the forms provided from three individuals qualified to evaluate the applicant's potential for graduate study.
6. Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). For information contact:

TOEFL Application Office
Educational Testing Service
Box 899-R
Princeton, NJ 08541

7. A non-refundable application fee of \$25 payable to the MGH Institute of Health Professions.

Letters of acceptance or rejection will be sent by the Admissions Office by May 15. A non-refundable deposit of \$100 will be requested from accepted students.

**ADVANCED
MASTER OF SCIENCE
PROGRAM IN
PHYSICAL THERAPY
FOR EXPERIENCED
PHYSICAL THERAPISTS**

The growing complexity of professional practice in physical therapy has created a growing demand for therapists with the advanced clinical skills and knowledge needed for a variety of clinical leadership positions. These include jobs as clinical specialists and consultants, clinical administrators, clinical research staff, and clinical educators. The MGH Institute's Graduate Program in Physical Therapy offers experienced therapists an opportunity to prepare for such positions through a combination of theoretical study, guided clinical work, and clinical research experience.

Program Content



Ruth Purtilo, Acting Director
Graduate Program
in Physical Therapy

The purpose of the program is to prepare clinical scholars in physical therapy--therapists who combine a high level of skill in patient evaluation and treatment with the theoretical and practical competence needed to test, refine, and expand the profession's body of knowledge. Special features of the program which support this purpose include:

- *Its location within one of the nation's oldest and most respected teaching hospitals* provides students ready access to a rich array of specialized clinical laboratories, a wide variety of clinical teaching rounds and conferences, and opportunities to take part in innovative treatment programs and clinical research projects. In addition to the 1,000 plus bed General Hospital with its many highly specialized facilities for inpatient and emergency care, the MGH Ambulatory Care Division provides for over 300,000 visits each year and operates several community health centers in which students may gain clinical experience and conduct research in preventive services, screening programs, and long-term care.
- These clinical teaching facilities are complemented by *academic instructional facilities equivalent to those at traditional university based programs*. These include classroom and seminar rooms, two major libraries, student desks and common room, applied science and clinical measurement laboratories.
- *Faculty associated with the program have wide ranging clinical and theoretical interests and expertise*. All faculty are involved in three types of activity: teaching, scholarly writing and research and active practice related to the subjects they teach. This pattern helps faculty integrate theory and practice in their teaching and prevents the practical obsolescence that can occur very quickly among non-practicing faculty in a rapidly changing clinical field.

- *A series of courses in advanced theory and methods of physical therapy practice* allows students to strengthen their practical skills in a wide variety of patient evaluation and treatment methods and to carry out a critical examination and comparison of rationales underlying these methods. These courses combine classroom and laboratory instruction and integrate clinical practice with didactic instruction. Supporting these advanced professional courses is a variety of applied science courses which assist students in broadening their understanding of related theory drawn from the basic, biomedical, social and behavioral sciences.
- *A strong research emphasis within all professional courses and the opportunity to do a clinically related thesis* allow students to develop skills in testing the effectiveness of physical therapy practice. The principal focus is on methods students can carry over into practice as clinical specialists and on studies that have direct relevance for improving patient care.
- *A variety of interdisciplinary activities and a strong emphasis on the humanistic aspects of health care* help to prepare graduates to take a leadership role in coordinating health care and to keep them from developing a technically narrow focus. The interdisciplinary structure and philosophy of the Institute and its close ties with the medical education program at the Hospital encourage active collaboration and exchange of ideas among physical therapists and their colleagues in medicine, nursing, dietetics, and social work. Courses in ethical issues in health care, advocacy, socioeconomics of health care, and social policy provide insight and practical skills for relating physical therapy practice to broad humanistic and social concerns.
- The program attempts to allow students *maximum choice and flexibility* in matching the focus of study with individual interests and experience. Both in course selection and within the courses required for each specialization, course projects and other assignments allow much of the work to focus on topics of individual interest. Since entering students are experienced therapists with many advanced skills gained through practice and independent study, a student may be allowed, with the approval of his/her advisor, to demonstrate equivalency in required areas of competence.

- Specially designed courses and practicums provide elective opportunities for students to build their skills in *clinical teaching and/or planning, supervision, and management of clinical services.*

Degree Requirements

18 courses plus thesis

To allow time for depth of mastery, students are asked to select one of two broad areas of clinical practice as the principal focus for their advanced clinical courses. Less extensive work may also be done in the other area. Areas of specialization are:

- Evaluation and treatment of orthopaedic and neurologic movement disorders
- Evaluation and treatment of cardiopulmonary disorders and peripheral vascular problems

Regardless of specialization, all students are expected to take the course which introduces advanced study of professional theory and practice. This is Conceptual Foundations of Physical Therapy. Within his/her area of specialization, each student must subsequently take the courses, Advanced Clinical Theory and Methods and Development and Testing of Clinical Theory. These courses are supported by at least one related applied science course. For students in the cardiopulmonary area this should be Cardiopulmonary Responses to Stress. For students in the movement disorders area, it may be either Analysis of Movement or a combination of Physiology of Nerve and Muscle Cells and Neurological Basis of Movement.

In addition, students are expected to complete basic requirements in two other areas judged essential for effective performance as clinical leaders.

1. *Clinical Research*--Each student is required to complete a thesis based on a clinical investigation planned and carried out with faculty approval. A maximum of three terms' enrollment in PT 599, Thesis Research, may be counted toward fulfillment of the 18 course requirement. To prepare for this project, early in the program students must take the two foundation research courses, Introduction to Research I and II. Additional courses in specialized research method may be elected by students who wish this assistance in broadening their research skills in a particular area.

2. *Humanistic Concerns*--Students are expected to select at least two courses from among the variety of courses offered by the Institute on psychosocial, ethical, organizational, socioeconomic, and/or political aspects of health care.

Additional courses may be selected freely from among the Institute's offerings as long as they combine to help the student meet individual goals in a logical way.

Admissions Requirements

Applicants must be graduates of an approved program of physical therapy, *i.e.*, from a physical therapy curriculum approved by (1) the APTA from 1927 to 1936, or (2) the Council on Medical Education and Hospitals of the American Medical Association from 1936 to 1960, or (3) an agency recognized by the U.S. Commissioner of Education and/or the Council on Postsecondary Accreditation from 1960 to 1980 or (4) from an agency recognized by the U.S. Department of Education and/or Council on Postsecondary Accreditation from 1980 on. If trained outside the United States, applicants must have completed education program(s) that, by credentials evaluation is (are) determined to be equivalent to entry-level physical therapist education in the United States.

A minimum of two years of work experience as a professional physical therapist is required.

An undergraduate grade point average of at least 3.0 on the basis of a four point scale is expected. This requirement may be qualified by the admissions review committee based on other exceptional qualifications of the applicant such as professional performance, time since undergraduate enrollment, and references. For students from undergraduate schools with a pass/fail system, school evaluations will be reviewed and assessment of comparability made.

Students are admitted on both a full-time and part-time basis to study toward a degree. Part-time students will be given special assistance in planning course selection, projects, and schedules to help them integrate graduate study with their work activities, and to make sure that they have a chance to take part in the overall academic and social life of the Institute.

All application materials should be sent to

Admissions Office
MGH Institute of Health Professions
Bartlett 4
Massachusetts General Hospital
Boston, MA 02114

Application Procedures

Materials required for application include the following:

1. Completed application for admission and a resume.

2. Official transcripts of credits from all colleges and universities attended.
3. Scores from the Verbal and Quantitative Aptitude Tests of the Graduate Record Examination (GRE) taken within the last five years. For information contact:

Graduate Record Examination Office
Educational Testing Service
Box 955
Princeton, NJ 08541

The institutional code number for the Institute is 3513-9.

4. Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). For information contact:

TOEFL Application Office
Educational Testing Service
Box 899-R
Princeton, NJ 08541

5. Letters of recommendation on the forms provided from three individuals qualified to evaluate the applicant's academic abilities and recent clinical performance.
6. A non-refundable application fee of \$25 payable to MGH Institute of Health Professions.

Application prior to April 1 is suggested for those seeking September admission; however, applications will continue to be reviewed as long as space permits. Notification of acceptance or rejection will be made as review of each application is completed.

A non-refundable deposit of \$100 (applicable toward tuition) will be requested from accepted students.

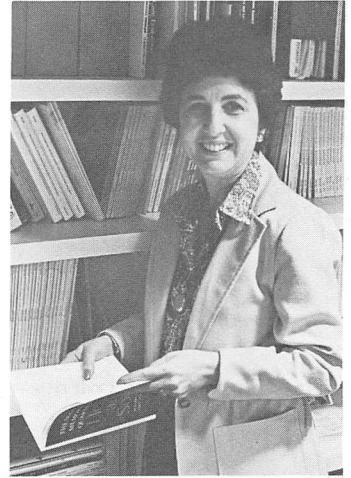
SOCIAL WORK IN HEALTH CARE GRADUATE CERTIFICATE PROGRAM

The Social Work in Health Care Program prepares students for an innovative social work career in health care. The need for specialized training in health care has been demonstrated repeatedly, and the MGH Institute of Health Professions has responded to this need by establishing a one-calendar-year post-baccalaureate course of study to train people to work in the social service departments of hospitals, nursing homes, and other health care facilities to meet the growing need for such specially trained personnel.

Students graduating from this program will be able to carry responsibility in situations where there are needs for emotional support and counselling and will serve as patient advocates, who enable people to obtain concrete services such as special transportation, financial benefits, and equipment necessary for a patient's home care. In addition, they will be able to arrange and facilitate the transfer of patients to institutional care when necessary. Comprehensive health care involves extensive collaboration among professionals in hospitals, community services and extended care facilities. Determining the appropriate social-health supports needed by patients and family members requires extensive knowledge of complex governmental and voluntary systems. Helping patients and their relatives obtain benefits to which they are entitled, without exacerbating their distress, demands a high degree of skill. This requires knowledge of the casework interviewing process and of the ways in which emotional factors interfere with the individual's intellectual perceptions and social functioning.

The curriculum focuses on the knowledge and skills necessary to enhance delivery of comprehensive social-health services. The one-year certificate program will equip students with a concentration in social-health service and will provide them with a path for gaining advanced credit should they wish to continue their studies in a master's degree program at some time in the future. Thus graduates will be qualified for a job market in which there is a personnel shortage and for possible future graduate study.

Students will be expected to take basic social work courses and a number of interdisciplinary health-focused subjects such as ethical and value issues in health care, impact of illness on patients and families, and the organization and regulation of health care. Three days per week of supervised field practicum will provide practice in applying this knowledge and experience in direct work with patients of all ages who are acutely, chronically, or terminally ill, as well as with their families.



Barbara Berkman, Director
Social Work in Health Care
Program

Program Content

Social work students share many courses, facilities, and informal activities with students in the MGH graduate programs in other health professions. Practicum and research activities in health care facilities will also bring students into close contact with a variety of other health specialists. In all these situations, the program will offer opportunities to study and experiment with practical methods for improving interdisciplinary planning, communication and care.

Certificate Requirements

Academic Courses, 31 credits
Field Practicum, 13 credits

All work must be completed in three calendar years from initial date of enrollment.

Admissions Requirements

Entering students must be graduates of a baccalaureate program, with a B.A., B.S., or B.S.W. degree.

An undergraduate grade point average of 3.0 on the basis of a four point scale is required. This requirement may be qualified by the admissions review committee based on other exceptional qualifications of the applicant, such as professional performance, time since undergraduate enrollment, and references. For students from undergraduate schools with a pass/fail system, school evaluations will be reviewed and assessment of comparability made.

Application Procedure

All application materials should be sent to:

Admissions Office
MGH Institute of Health Professions
Bartlett 4
Massachusetts General Hospital
Boston, MA 02114

Materials required for application include the following:

1. Completed application for admission
2. Official transcript(s) of credits from all colleges and universities attended.
3. Scores from the Miller Analogies Test taken within the last five years. For information contact:

Psychological Corporation
Box 1949
Grand Central Station
New York, NY 10017

4. Three letters of reference on the forms provided.
5. Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). For information, contact:

TOEFL Application Office
Educational Testing Service
Box 899-R
Princeton, NJ 08541

6. Submission of an essay describing relevance of this program to career goals.
7. A resume including education, work and volunteer experience
8. All applicants who meet the paper review criteria for admission will be interviewed by a social work faculty member prior to final acceptance. This interview will be focused on the applicant's suitability for a clinical practicum.
9. A non-refundable application fee of \$25 made payable to the MGH Institute of Health Professions.

Application prior to April 1 is suggested for those seeking September admission; however, applications will continue to be reviewed as long as space permits. Notification of acceptance or rejection will be made as review of each application is completed. Letters of acceptance or rejection will be sent by the Admissions Office.

A non-refundable deposit of \$100 (applicable toward tuition) will be requested from accepted students.

**OTHER EDUCATIONAL
PROGRAMS AT
MASSACHUSETTS
GENERAL HOSPITAL**

**Continuing Education for
Health Care Professionals**

The MGH Institute of Health Professions and Massachusetts General Hospital co-sponsor a program of continuing education for practicing health professionals. Arrangements are made for Continuing Education Units (CEUs) with appropriate professional organizations, including the Board of Registration in Nursing, The American Dietetic Association, the National Association of Social Workers, and the American Speech-Language-Hearing Association. Massachusetts General Hospital is approved by the American Speech-Language-Hearing Association to sponsor continuing education in speech-language pathology and audiology.

Fall and spring series are offered each year on such subjects as: review courses in pathophysiology, updates on specific areas of clinical practice, workshops on writing for publication or understanding computers, case study series for analyzing clinical practice, and a wide variety of other topics. For those interested in receiving information regularly on these offerings send your name, address, and profession to Office of Educational Services

MGH Institute of Health Professions
Massachusetts General Hospital
Boston, Massachusetts 02114

Clinical Pastoral Education

This program is operated by the Department of Pastoral Services of Massachusetts General Hospital. For more information contact:

Department of Pastoral Services
Massachusetts General Hospital
Boston, MA 02114
Phone: (617) 726-2220

**Programs for
High School Graduates**

The following programs are open to high school graduates; for more information on each program, contact the department listed:

Shepard-Gill School of Practical Nursing

222 Newbury Street
Boston, MA 02116
Phone: (617) 536-8410

School of Radiologic Technology

Massachusetts General Hospital
Boston, MA 02114
Phone: (617) 726-8390

Respiratory Therapy Technician Program

Respiratory Care Department
Massachusetts General Hospital
Boston, MA 02114

Phone (617) 726-3023

Health Professions (HP) courses are open to students in all programs and to special students, as long as they meet prerequisites.

INTERDISCIPLINARY HEALTH PROFESSIONS COURSES

Normal Psychosocial Growth and Development I

HP 500

The course focuses on the psychological and social factors that affect human behavior over the life cycle. The issues, tasks and socialization processes at various stages of the life cycle from birth through old age to death are examined from a psychodynamic and developmental point of view. The student will be looking at factors in individual psychological development, family dynamics and composition, as well as the community and the larger society that affect normal adaptive behavior over time.

2 credits

Normal Psychosocial Growth and Development II

HP 501

Reactions to stress: adaptive and maladaptive behavior and psychopathology are the focus in the second part of the course. The class looks at how people deal with change and what factors in their developmental history in the family and in the community affect their current responses. Crisis theory and transition theory will be studied with the focus on range of responses to the effect of illness.

Prerequisite: Normal Psychosocial Growth and Development I

2 credits

Impact of Illness on Families

HP 505

The impact of illness on the family structure is examined utilizing a developmental life cycle approach. The differential impact of illness on the family depends on which member of the family (*i.e.*, child, father, mother, grandparent) is stricken with the illness; cases are used to highlight discussions of different intervention approaches including mutual help and support groups.

2 credits

Introduction to Health Care Services

HP 506

This course focuses on various aspects of health care with particular emphasis on the biological and psychosocial aspects of illness and of medical intervention as these relate to individuals' functional, social and emotional adjustments.

2 credits

Gender-Related Issues in a Health Care Context

HP 507

Stresses related to being a man or woman in the U.S. health care system are examined. In the first section of the course a framework for discussion is developed making use of theories of gender-related differences in behavior, stereotypes of men

and women, and studies of sex differences vs. sexism. The second section focuses on the patient, examining gender-related aspects of sickness awareness, modes of interaction with the health professional, methods of coping with stress, and motivations for getting well. The third section focuses on the health professional, examining gender-related aspects of criteria for choosing a profession, methods of coping with stress in the work environment, goals of professional practice and approaches to patients and colleagues.

2 credits.

Organizational Dynamics and the Health Care System **HP 530**

The course examines the dynamics of organizational structure and behavior as they relate to the delivery of services in health care organizations. Both the theoretical and practical issues of translating policy into service are examined by way of the organizational and health care literature, case studies, and social policy analysis. Discussion topics include: What key variables can be observed and analyzed in studying health care organizations? In what way is the organization a "locus of goals" within which various groups seek to maximize gains? How does the health care system respond to clients, and where is there a need for change?

2 credits

Advocacy and the Health Care System **HP 531**

The course reviews theories of organizational and social change and applies them to strategies and tactics of advocacy in the health care system. Knowledge and skills are developed in practical methods of advocacy intervention on the individual, group and broader systems level. Discussion topics include: How does one prepare for and implement an advocacy effort? What role can "allies" play in the advocacy process and how can they be recruited? And in what way is the need for advocacy a reflection of the inadequacy of the system of resource distribution and service provision in meeting the needs of groups or individuals?

Prerequisite: Organizational Dynamics and the Health Care System

2 credits

Health and Social Policy I and II **HP 532 and HP 533**

These courses seek to introduce students to major health and social welfare policies and provisions relevant to social work in the health field. An overview of U.S. health and social welfare systems is followed by an examination of current issues and trends in the field. Major focus is on existing programs and policies in income maintenance, health delivery, mental health, and long-term care of the chronically ill. Special attention is also paid to specific

policies in the areas of child abuse, teenage pregnancy, family welfare and aging. Differing political views on health and social welfare provision are presented along with basic conceptual tools for policy analysis.

2 credits each

Socioeconomics of Health Care

HP 534

Socioeconomic concepts and methods provide useful tools for analyzing many current issues surrounding the provision, use, regulation, and financing of health care. This course introduces students to some of these tools through exploration of a variety of topics in three broad areas: the nature of health, the characteristics of the professions, and the relationship of health professionals and the society they serve.

To allow students to focus in somewhat greater depth on a topic of individual interest, and to provide practice in making practical application of basic concepts to concrete issues, a course project is required. This takes the form of preparing for and participating in a mock public hearing on a specific question. Each student serves as a member of a review group conducting a hearing, and as an individual or group representative presenting testimony at another hearing. Hearing topics are selected by the class.

2 credits

Long-Term Care

HP 535

This course reviews the major components of long-term care--demographic trends, physiological characteristics of populations at risk, common social, environmental and clinical problems. Varying professional roles and para-professional opportunities as well as manpower and technological dilemmas are discussed. Public policy alternatives, organizational issues and models of programs in the U.S. and Europe are highlighted.

2 credits

Social Ethics: The Individual and the Public Good

HP 540

Lectures and discussion focus on the tension which exists between an individual patient's needs/rights/desires and the "good" of the larger society. Case studies illustrate this tension within health policy issues such as utilization review, Medicare and Medicaid, quality of care assessment, justice in access to health care, and private and national health insurance. Part of the course involves individual research on a selected topic and the presentation of a seminar on the topic.

2 credits

Ethical Issues in Health Care**HP 541**

An introduction to basic ethical theory is combined with a problem-solving approach to ethical issues commonly confronting the nurse and allied health professional. To be examined are selected issues related to information-sharing (confidentiality, truth-telling, record keeping and retrieval systems), experimentation (ethical aspects of clinical research, informed consent), peer relationships (team work, peer review, blowing the whistle on unethical colleagues), and the relationship of the health professional to institutions (health policy, quality assurance, distributive justice in everyday decisions). Lectures and discussions will be supported by readings from health professions and lay literature. (An additional 2 credits of independent study may be arranged.)

2-4 credits

Ethics at the "Edges" of Life**HP 543**

This course examines selected ethical issues arising around the events of birth and death such as procreation issues; the newborn intensive care unit; allowing the terminally ill patient to die; euthanasia; prolongation of life by "artificial" means and organ transplantation. Lectures, readings and discussion are focused on some or all of the above issues, with an emphasis on the allied health professional's and nurse's ethical decision-making roles in such settings. Field trips are included where possible.

No prerequisite; HP 541 recommended

2 credits

Introduction to Clinical Teaching**HP 560**

This introductory course helps students develop skills in planning and evaluating instruction in clinical settings, including patient and family education, supervision of professional students during fieldwork, and in-service education for professional staff.

Prerequisite: Experience in a health care setting

3 credits

Practicum in Clinical Teaching: Supervising Professional Fieldwork**HP 561**

This practicum provides experience assisting MGH staff in planning and supervising fieldwork for students from entry-level professional programs. Work may emphasize one or more of the following task areas: planning and supervision of learning experiences, evaluation of student needs and achievement, and/or organization and administration of fieldwork programs. Requires 3 to 4 hours per week of scheduled work plus weekly tutorial.

Prerequisites: HP 560, Introduction to Clinical Teaching, or equivalent, and enrollment in an MGH Institute graduate degree program.

3 credits

Evaluation of Clinical Learning **HP 565**

A practical course on evaluation for clinicians whose responsibilities include teaching patients, training staff, or supervising students. Topics include: setting standards for acceptable performance; design, selection and use of tools for measuring needs and achievement; giving feedback and teaching self-assessment; and using evaluation to improve the cost-effectiveness of instruction. Emphasis is on techniques suitable for use in a health care setting.

Prerequisites: HP 560 or consent of instructor; prior experience in clinical teaching will be helpful.

2 credits

Introduction to Research I and II **HP 580 and HP 581**

These two courses are designed to examine the research process as applied to the special needs of health care professionals and to introduce the student to the basic concepts and techniques of statistical analysis. Illustrations are chosen from studies in dietetics, physical therapy, nursing and social work. The goal is to enable students to be critical consumers of research and to be prepared to participate in selected aspects of practice-related studies.

3 credits each

Specialized Research Methods **HP 583**

This course is designed to assist students in achieving three major objectives: (1) learning to critique completed research and research proposals; (2) learning to write an acceptable thesis proposal; and (3) acquiring and applying skills in planning and executing clinical research.

Topics covered include: problem formulation, measurement selection and evaluation, research designs, data collection methods, data analysis, data interpretation and summary. This course is taught in an interactive, problem solving mode. Outside reading is required; little time is devoted to didactic presentations. Students have the opportunity to practice research skills in and outside of class. Students are encouraged to bring research ideas and data to the course.

3 credits

Physiology of Nerve and Muscle Cells **HP 585**

An overview of the molecular and cellular structure of nerve and muscle cells with emphasis on the cellular membranes; physiology of nerve and muscle cell membranes including resting potentials, the generation and propagation of action potentials, and passive electrical properties of the nerve cell membrane; transport of material within the nerve cell; the structure and function of the synapse; and myoneural

junction secretion and mode of action of neurotransmitters; receptor physiology and mechanisms of muscle contraction.
3 credits

Neurological Basis of Movement

HP 586

Students read and analyze selected neuroscience literature related to the control and function of the sensorimotor system and discuss implications of current research findings for clinical practice. Seminar format will be utilized. Planned topics include: the motor unit, spinal cord mechanisms, motor cortex, thalamus, basal ganglia, cerebellum, vestibular system, reticular formation, alpha and gamma control systems, pain, spasticity, motor control theories, neural control of locomotion, neuronal plasticity and the role of sensory input in motor control. Each student is required to organize and conduct a seminar/discussion session on a topic of interest that is relevant to the overall goals of the course.

Prerequisite: Introductory course in human neuroanatomy and HP 585, Physiology of Nerve and Muscle Cells, or equivalent

3 credits

Cardiopulmonary Responses to Stress

HP 587

Topics covered include metric measurement and basic physical concepts; pulmonary ventilation; cardiac function; oxygen transport; circulatory and respiratory adjustments to exercise; cardiopulmonary physical conditioning; mechanical characteristics of muscle contraction; energy release in the muscle cell and muscle innervation; muscular training; body temperature regulation and environmental physiology; and exercise as a therapeutic modality.

3 credits

Analysis of Movement

HP 590

This course is designed to expand the student's factual knowledge, ability and facility in analyzing movement as a basis for decision making in the clinical setting. Both deductive and inductive analysis are included. Reading and analyzing sessions with patient or case studies are utilized. A sample format is provided to facilitate the process. Instruments for measurement of movement/performance appropriate for the clinical and research environments are discussed. Field trips to research facilities are scheduled. Students complete a movement analysis project which meets the objectives of the course and present it orally.

3 credits

**Biochemical and Physiological Aspects of
Nutrition DP 500**

Coordination of cell structure and function related to metabolic needs and response to the environment. Emphasis on energy and structural needs and the interrelationships of catalysts and regulatory mechanisms controlling metabolism and, thus, nutrient requirements.

6 credits

Foodservice Systems Design DP 501

Design of foodservice systems with emphasis on facilities planning for achievement of organizational goals. Experience in layout, design, equipment specification, and evaluation of planning for a health care foodservice operation.

3 credits

Practicum in Foodservice Systems Design DP 503

This course provides the student an opportunity to see and analyze various foodservice organizations and designs. Students complete a project designing a foodservice facility or renovation based on organizational goals.

Concurrent registration in DP 501 is required

3 credits

Materials Management in Foodservice DP 505

Principles of materials management for health care foodservice systems, including food, nutritional pharmaceuticals, and non-food items. Emphasis on specifications and purchasing for effective utilization of resources.

3 credits

**Practicum in Materials Management for Foodservice
Systems DP 507**

This course provides the student with an opportunity to see and analyze various materials management systems. Students complete a project designing a materials management system, emphasizing documentation for effective utilization and control of resources.

Concurrent registration in DP 505 is required

3 credits

Foodservice Control Systems DP 509

Procedures for controlling food, labor, and other variable costs in foodservice systems. Emphasis on budgeting as a technique for planning and control. Function of quality assurance program for achievement of organizational goals.

3 credits

Practicum in Foodservice Control Systems DP 511

Students develop and analyze a budget for a foodservice system, emphasizing planning and control. Students

assess/develop a quality assurance program, establishing criteria for achieving department goals.

Concurrent registration in DP 509 is required

3 credits

Decision Optimization in Foodservice Systems DP 513

Application of decision theory in foodservice systems. Use of quantitative methods and models to optimize decisions, including breakeven analysis, simulation and forecasting, engineering economy, inventory and linear programming models, and planning and scheduling methods. Use of computer as a tool for data analysis.

Prerequisite: DP 501, 505 and 509

3 credits

Independent Study in Dietetics DP 595

Study of special problems in clinical dietetics or foodservice systems management. Enables student to acquire information and skills through directed readings, investigations and projects not covered in organized courses.

Current Topics in Research in Dietetics DP 597

Reading and preparation of a paper or oral presentation in a selected area of research in dietetics.

Thesis Research DP 599

Variable credits

**COURSES IN
PHYSICAL THERAPY**

Conceptual Foundations of Physical Therapy PT 500

This is the first in a series of advanced clinical theory and methods courses that form the core of the Institute's Graduate Program in Physical Therapy. It has two major components:

Theoretical analysis of the process of clinical judgment used in physical therapy practice: Lectures and class exercises in this area explore its relationship to scientific theory, the types and sequence of decisions made in practice and their relationship to information gathering, common sources of error in practical thinking, and parallels between scientific research and individual patient care.

Study of methods for measuring patient problems and therapeutic outcomes of concern to physical therapists: Classes in this area include lectures, readings, discussions, demonstration, and practice sessions in a variety of specialized clinical measurement labs. As a course project, students work

individually with faculty consultation to develop and test a method of measuring a variable of interest to them. A summary of the project is presented in a class seminar and a final written report submitted as the course paper.

6 credits

Advanced Clinical Theory and Methods:

Area I--Movement Disorders

PT 510

This course is designed to expand students' ability to plan and implement integrated physical therapy treatment approaches, formulate questions regarding the theoretical basis of the approaches, and to examine the effectiveness of selected treatment procedures. Case oriented seminars, clinical demonstrations and individualized clinical practice are designed to develop students' practical mastery in evaluation and treatment techniques for patients with orthopedic and neurological disorders. Therapeutic exercise and manual therapy techniques are emphasized. Readings and discussion sessions explore similarities and differences among techniques and examine underlying scientific assumptions of the techniques.

Prerequisite: PT 500, Conceptual Foundations of Physical Therapy

6 credits

Advanced Clinical Theory and Methods:

Area II--Cardiopulmonary Disorders

PT 530

This course is designed to expand students' ability to plan and implement integrated physical therapy treatment approaches, formulate questions regarding the theoretical basis of the approaches, and examine the effectiveness of selected treatment procedures. Case oriented seminars, clinical demonstrations and individualized clinical practice will be designed to develop students' practical mastery in evaluation and treatment techniques for patients with cardiopulmonary disorders. Emphasis is placed on pulmonary and cardiac care, acute and rehabilitation. Readings and discussion sessions explore similarities and differences among techniques and examine underlying scientific assumptions of the techniques.

Prerequisite: PT 500

6 credits

Development and Testing of Clinical Theory PT 511

This is the third in the series of required clinical courses. Through a combination of classes and individually arranged practicum experiences, students:

- use a formal process of decision analysis to identify, describe, and critique the process of clinical judgment they use in caring for patients;

- explore varied roles for the clinical specialist and practice providing consultation and coordinating services within that role;
- continue development of skill in evaluating and treating a category of patients in which they have special interest.

As a course project each student designs an algorithm or decision tree for management of one type of patient, carry out preliminary clinical testing of this model, and analyze the adequacy of existing scientific evidence supporting key decision guidelines.

6 credits

Independent Study in Physical Therapy **PT 595**

Studies of special problems in physical therapy. Enables student to acquire information and skills through directed reading, investigations and projects not covered in organized courses.

Variable credit

Thesis Research

PT 599

Variable credit

**COURSES IN
SOCIAL WORK**

Casework I

SW 500

This course is an introduction to the basic processes of clinical social work practice in the health care field. There is systematic study of differential assessments of individual and family responses to illness as the basis for the design of interventions. Consideration is given to the casework relationship, interviewing skills, and the use of individual and institutional resources. The course is taught in seminar format; whenever possible, students' on-going cases serve as the basis for study and discussion.

2 credits

Casework II

SW 501

This semester focuses on the refinement of interviewing skills and psychosocial assessments. Psychodynamic issues and conflicts are considered in terms of their impact on the patient's coping with the medical situation. The use of the casework relationship and the student's growing self-awareness are also emphasized. Students are expected to take a more active part in the learning process through formal presentations of cases. Both the casebook and students' cases continue to be the basis for class discussion and role-playing.

Prerequisite: Casework I

2 credits

Casework III**SW 502**

Continuation of Casework I and II, which are prerequisites.
1 credit

Fieldwork I**SW 505**

In addition to classroom courses, each student is required to spend three days a week in fieldwork placements. Students are supervised by experienced social work instructors. Placements provide the opportunity for students to integrate classroom work with patient care. The experience provides the opportunity for students to learn to assess the psychosocial needs of hospital patients, to make social work treatment plans and to be responsible for implementing these plans with patients. They also have experience working with patients' families and other hospital staff members to facilitate patients' coping with their current problems. In addition, students gain firsthand experience in understanding the hospital as a social system. The program provides coordination between the classroom and fieldwork by working with fieldwork instructors to ensure that the program's goals for students can be realized. Seminars focusing on particular problems relating to working in medical settings are offered throughout the year.

5 credits

Fieldwork II**SW 506**

Continuation of Fieldwork I, which is a prerequisite.

5 credits

Fieldwork III**SW 507**

Continuation of Fieldwork I and II which are prerequisites

3 credits

CLINICAL FACULTY**Social Work in Health Care Program**

Denise Bienfang, M.S.W.

Myrna Bocage, M.A.

Evelyn Corsini, M.S.W.

Gail Gustafson, M.S.W.

Sondra Kravtin, M.S.W.

Fran Lavenberg, M.S.

Joan Leakey, M.S.W.

Ken Scheublein, M.S.W.

Joan Weinstein, M.S.W.

Barbara Zenn, M.S.W.

**TRUSTEES
MASSACHUSETTS
GENERAL HOSPITAL**

F. Sargent Cheever, M.D., Chairman
Francis H. Burr, Esq.
*George Putnam
G. Lamar Crittenden
*Nelson J. Darling, Jr., Esq.
Nicholas Thorndike
*Mrs. R. Morton Claflin
Maurice Lazarus
William J. McCune, Jr.
John Cooper
Professor Charles M. Haar
Professor Lawrence E. Fouraker

*Members of the Trustees' Institute Committee

**FACULTY AND
ADMINISTRATION**

Unless otherwise noted, joint appointments are at the Massachusetts General Hospital.

George L. Adler, *Assistant Professor and Director of Information Services*
B.M.E., Rensselaer Polytechnic Institute
M.S., New York University
Ph.D., New York University

Mary L. Beaudry, *Registrar and Financial Aid Officer*
B.S., Bridgewater State College
M.A.T., Salem State College

Barbara Berkman, *Professor and Director, Social Work in Health Care Program*
B.A., University of Michigan
M.A., University of Chicago School of Social Service Administration
D.S.W., Columbia University School of Social Work

Barbara J. Bobeng, R.D., *Associate Professor and Director, Combined Dietetic Internship-Graduate Degree Program*
B.S., Iowa State University
M.S., Iowa State University
Ph.D., University of Wisconsin, Madison

Mary Carey, R.D., *Professor and Director, Graduate Program in Dietetics and Assistant Director, Department of Dietetics*
B.A., College of St. Catherine
Dietetic Internship, Massachusetts General Hospital
M.S., University of Minnesota, Mayo Graduate School of Medicine
Ph.D., University of Minnesota, Mayo Graduate School of Medicine

Pauline Cerasoli, R.P.T., *Associate Professor and Assistant Director of Rehabilitation Medicine for Physical Therapy*
B.S., University of Connecticut
M.S., Sargent College of Allied Health Professions, Boston University
C.A.G.S., Northeastern University

Eleanor Clark, *Professor and Director of Social Service*
B.A., Lake Forest College
M.S.S., Smith College School for Social Work

Ann Daniels, *Instructor and Unit Supervisor, Social Service Department*
B.S., Salem State College
M.S.W., Simmons College School of Social Work

Patricia Geary Dean, *Assistant Professor*
A.A.S., State University of New York, Upstate Medical Center
B.S., Boston University
M.S., Boston University
C.A.G.S., Northeastern University

Gellestrina T. DiMaggio, *Professor and Associate Director, Department of Nursing*
A.B., Connecticut College for Women
M.N., Yale University School of Nursing
M.A., Teachers' College, Columbia University

- Roslyn R. Elms**, *Professor and Director, Graduate Program in Nursing*
 Diploma, MGH School of Nursing
 B.S., Columbia University Teachers' College
 M.S.N., Yale University School of Nursing
 Ph.D., University of California
- Annie L. Galbraith, R.D.**, *Professor and Director of the Department of Dietetics*
 B.S., University of Tennessee
 Dietetic Internship, Massachusetts General Hospital
 M.P.H., University of Michigan
- Elizabeth M. Grady**, *Professor*
 B.S., Boston College School of Nursing
 M.S., Boston College Graduate School of Arts and Sciences
 Ph.D., Case Western Reserve University
- Anne Harper**, *Educational Services Coordinator*
 B.A., Boston University
- L. Howard Hartley**, *Associate Professor and Assistant in Medicine; Associate Professor of Medicine, Harvard Medical School*
 M.D., University of Missouri
- Julian F. Haynes**, *Provost*
 B.A., Rice University
 Ph.D., Case Western Reserve University
- Maureen K. Holden, R.P.T.**, *Instructor and Assistant Supervisor of Physical Therapy*
 B.S., Boston-Bouve College, Northeastern University
 M.M.Sc., Emory University
- Alan M. Jette, R.P.T.**, *Assistant Professor*
 B.S., State University of New York
 M.P.H., School of Public Health, University of Michigan
 Ph.D., University of Michigan
- Beth Kemler**, *Assistant Professor and Chief Social Worker, Psychiatry Department, Children's Hospital Medical Center*
 B.A., Wellesley College
 M.S.W., Simmons College School of Social Work
 Ph.D., Smith College School for Social Work
- Colleen M. Kigin, R.P.T.**, *Assistant Professor and Co-Director of Respiratory Care*
 B.S. in Physical Therapy, University of Colorado
 M.S., Sargent College of Allied Health Professions, Boston University
- Mary E. Macdonald**, *Professor and Director, Department of Nursing*
 A.B., Emmanuel College
 Diploma, MGH School of Nursing
 M.A., Teachers' College, Columbia University
- Raymond Maciewicz**, *Assistant Professor and Assistant in Neurology*
 A.B., Harvard College
 M.D., Albert Einstein College of Medicine, Columbia University
 Ph.D., Albert Einstein College of Medicine, Columbia University
- Leonard Jay Marcus**, *Instructor*
 B.A., University of Wisconsin
 M.S.W., University of Wisconsin
- Claire F. McCarthy, R.P.T.**, *Associate Professor and Director, Department of Physical Therapy, Children's Hospital Medical Center*
 B.S., Sargent College of Allied Health Professions, Boston University
 M.S., Sargent College of Allied Health Professions, Boston University
- Theresa Hoskins Michel, R.P.T.**, *Assistant Professor*
 B.A., Earlham College
 Physical Therapy Certificate, University of Pennsylvania
 M.S., Sargent College of Allied Health Professions, Boston University
- Robert Morris**, *Professor*
 A.B., University of Akron
 M.Sc., Western Reserve University School of Applied Social Sciences
 D.S.W., New York School of Social Work, Columbia University

Grace K. Nicholls, *Associate Professor and Associate Director, Social Service Department*

B.A., University of Toronto
Diploma, University of Toronto School of Social Work
M.S.S., Smith College School for Social Work

Deanna R. Pearlmutter, *Professor and Chairman, Psychiatric Nursing Service*

B.S., Syracuse University School of Nursing
M.Ed., Teachers' College, Columbia University
Ed.D., Teachers' College, Columbia University

Ruth Purtilo, R.P.T., *Associate Professor and Acting Director, Physical Therapy Program*

B.S., University of Minnesota
M.T.S., Harvard University Divinity School
Ph.D., Harvard University Graduate School of Arts and Sciences

Patricia Ann Regan, *Professor and Chairman, Neuromedical-Neurosurgical Nursing*

Diploma, Boston City Hospital School of Nursing
B.S. in Nursing, Boston College School of Nursing
M.S. in Nursing, Boston College Graduate School of Arts and Sciences
Ed.D., Boston University Graduate School of Education

Molly Jane Rubinger, *Instructor and Co-Chief Social Worker, In-Patient Developmental Disabilities Unit, Children's Hospital Medical Center*

B.A., Simmons College
M.S.W., Boston University School of Social Work

Irene E. Rutchick, *Instructor and Director of Group Services and Unit Supervisor, Social Service Department*

B.A., University of Minnesota
M.S.S.S., Boston University School of Social Work

Marilyn C. Schwartz, *Instructor and Unit Supervisor, Adult Psychiatry Clinics*

B.A., Harvard University Extension Division
M.S.W., Simmons College School of Social Work

Kathy H. Sheehan, *Instructor*

B.A., University of California
M.S., Simmons College School of Social Work

Phyllis R. Silverman, *Assistant Professor*

A.B., Brooklyn College
M.S.S., Smith College School for Social Work
Sc.M.Hyg., Harvard School of Public Health
Ph.D., Florence Heller School, Brandeis University

Judith M. Sitzman, *Professor*

Diploma, St. Cloud Hospital School of Nursing
B.S., University of San Francisco School of Nursing
M.S., University of California School of Nursing
D.N.S., University of California School of Nursing

Cynthia Snow, *Assistant to the Provost*

B.A., Reed College
M.A., University of North Carolina

Cheryl B. Stetler, *Professor and Chairman, Staff Education and Nursing Studies*

Diploma, Temple University Hospital School of Nursing
B.S., Temple University
M.A., University of Kansas
Ph.D., University of Kansas

Nancy T. Watts, R.P.T., *Professor and Director of Educational Services*

B.A., Grinnell College
Physical Therapy Certificate, Simmons College
M.A., University of Chicago
Ph.D., University of Chicago

Irene Wei, R.D., *Assistant Professor*

B.A., Wellesley College
Ph.D., Massachusetts Institute of Technology

Marjorie K. Ionta, R.P.T., *Former Supervisor of Physical Therapy*

MGH INSTITUTE OF HEALTH PROFESSIONS
Massachusetts General Hospital
Boston Massachusetts 02114
