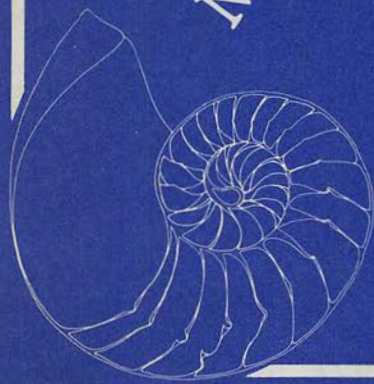
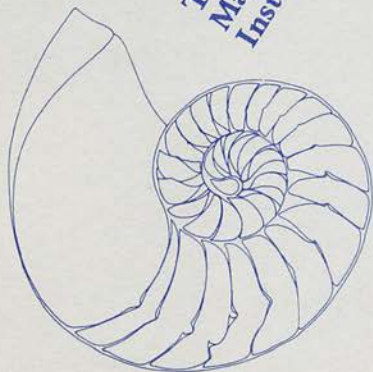


1983 - 1984 Catalog

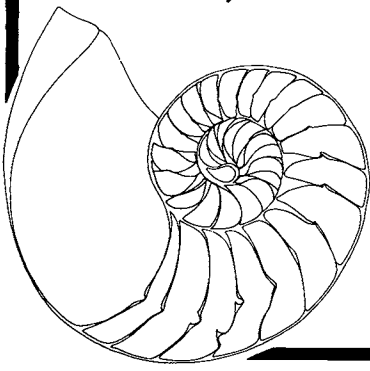
MGH Institute of Health Professions





The chambered nautilus symbolizes the incremental growth of education at the Massachusetts General Hospital, the interconnection of the programs in the MGH Institute of Health Professions and their close ties to patient care.

MGH Institute of Health Professions



MGH INSTITUTE OF HEALTH PROFESSIONS

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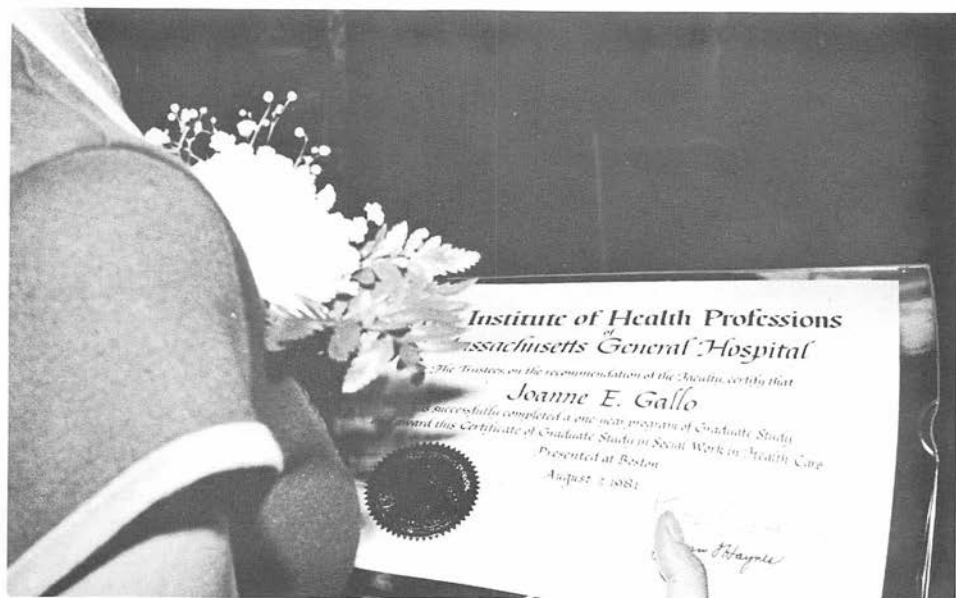
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MGH Institute of Health Professions
Massachusetts General Hospital
Boston, Massachusetts 02114
July 1982

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Academic Calendar*

1982 - 1983

Term I

| | |
|---|---|
| <i>Labor Day - Institute Holiday</i> Offices closed | Monday, September 6, 1982 |
| <i>Registration Deadline</i> | Tuesday, September 7, 1982 |
| <i>Classes Begin</i> | Wednesday, September 8, 1982 |
| <i>Columbus Day - Institute Holiday</i> No classes, offices closed | Monday, October 11, 1982 |
| <i>Veterans Day - Institute Holiday</i> No classes, offices closed | Thursday, November 11, 1982 |
| <i>Thanksgiving Day - Institute Holiday</i> Offices closed | Thursday, November 25, 1982 |
| <i>Thanksgiving Break, no classes</i> | Thursday - Sunday, November 25 - 28, 1982 |
| <i>Reading/Exam Week</i> | Monday - Friday, December 13 - 17, 1982 |
| <i>Term Ends - All Programs</i> | Friday, December 17, 1982 |
| <i>Institute Holiday, offices closed</i> | Friday, December 24, 1982 |

Term II

| | |
|--|--------------------------------------|
| <i>Institute Holiday, offices closed</i> | Friday, December 31, 1982 |
| <i>Registration Deadline</i> | Monday, January 3, 1983 |
| <i>Classes Begin</i> | Tuesday, January 4, 1983 |
| <i>Washington's Birthday - Institute Holiday</i> No classes, offices closed | Monday, February 21, 1983 |
| <i>Reading/Exam Week</i> | Monday - Friday, April 11 - 15, 1983 |
| <i>Term Ends, All Programs</i> | Friday, April 15, 1983 |
| <i>Patriots' Day - Institute Holiday</i> Offices closed | Monday, April 18, 1983 |

Term III

| | |
|---|-------------------------------------|
| <i>Registration Deadline</i> | Monday, April 25, 1983 |
| <i>Classes Begin</i> | Tuesday, April 26, 1983 |
| <i>Memorial Day - Institute Holiday</i> No classes, offices closed | Monday, May 30, 1983 |
| <i>Reading/Exam Week, Nursing Program only</i> | Monday - Friday, June 13 - 17, 1983 |
| <i>Term ends, Nursing Program Only</i> | Friday, June 17, 1983 |
| <i>Independence Day - Institute Holiday</i> No classes, offices closed | Monday, July 4, 1983 |
| <i>Reading/Exam Week for programs other than nursing</i> | Monday - Friday, August 1 - 5, 1983 |
| <i>Term ends for programs other than nursing</i> | Friday, August 5, 1983 |
| <i>Commencement</i> | |

*In some programs, special schedule arrangements which differ from the Institute calendar may be necessary for practicums.

Academic Calendar*

1983 - 1984

Term I

| | |
|--|---|
| <i>Pre-registration materials due in Admissions Office</i> | Monday, August 15, 1983 |
| <i>Labor Day - Institute Holiday Offices closed</i> | Monday, September 5, 1983 |
| <i>Registration Deadline</i> | Tuesday, September 6, 1983 |
| <i>Classes Begin</i> | Wednesday, September 7, 1983 |
| <i>Columbus Day - Institute Holiday No classes, offices closed</i> | Monday, October 10, 1983 |
| <i>Veterans Day - Institute Holiday No classes, offices closed</i> | Friday, November 11, 1983 |
| <i>Thanksgiving Day - Institute Holiday Offices closed</i> | Thursday, November 24, 1983 |
| <i>Thanksgiving Break, no classes</i> | Thursday - Sunday, November 24 - 27, 1983 |
| <i>Reading/Exam Week</i> | Monday - Friday, December 12 - 16, 1983 |
| <i>Term Ends - All Programs</i> | Friday, December 16, 1983 |
| <i>Institute Holiday, offices closed</i> | Monday, December 26, 1983 |

Term II

| | |
|---|-------------------------------------|
| <i>Institute Holiday, offices closed</i> | Monday, January 2, 1984 |
| <i>Registration Deadline</i> | Tuesday, January 3, 1984 |
| <i>Classes Begin</i> | Wednesday, January 4, 1984 |
| <i>Washington's Birthday - Institute Holiday No classes, offices closed</i> | Monday, February 20, 1984 |
| <i>Reading/Exam Week</i> | Monday - Friday, April 9 - 13, 1984 |
| <i>Term Ends, All Programs</i> | Friday, April 13, 1984 |
| <i>Patriots' Day - Institute Holiday Offices closed</i> | Monday, April 16, 1984 |

Term III

| | |
|--|--|
| <i>Registration Deadline</i> | Monday, April 23, 1984 |
| <i>Classes Begin</i> | Tuesday, April 24, 1984 |
| <i>Memorial Day - Institute Holiday No classes, offices closed</i> | Monday, May 28, 1984 |
| <i>Reading/Exam Week, Nursing Program only</i> | Monday - Friday, June 11 - 15, 1984 |
| <i>Term ends, Nursing Program Only</i> | Friday, June 15, 1984 |
| <i>Independence Day - Institute Holiday No classes, offices closed</i> | Wednesday, July 4, 1984 |
| <i>Reading/Exam Week for programs other than nursing</i> | Monday, July 30-Friday, August 3, 1984 |
| <i>Term ends for programs other than nursing</i> | Friday, August 3, 1984 |
| <i>Commencement</i> | |

*In some programs, special schedule arrangements which differ from the Institute calendar may be necessary for practicums.



THE MGH INSTITUTE OF HEALTH PROFESSIONS

The MGH Institute of Health Professions is an exciting new venture in graduate education for health care professionals. It is a small university based on the campus of the world renowned Massachusetts General Hospital in Boston. It offers academic programs of the highest quality integrated with extraordinary opportunities for clinical practice and clinical research. The Institute awards the Master of Science Degree in Dietetics, Nursing, Physical Therapy, and Speech-Language Pathology and a Graduate Certificate in Social Work in Health Care.

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

Development of a scientific basis for practice is a major goal of the Institute and individuals with established research records in their field are recruited for the Institute's faculty. All students in Master of Science programs must design and complete a clinical research study and write a thesis as part of their degree requirements.

Interdisciplinary study is an integral part of the Institute, for health professionals today must learn to provide expert care within their own disciplines while simultaneously contributing to the improvement of total patient care through collaboration with numerous other care providers. Courses in the humanistic aspects of health care, in organization and management, and in research methods are also important elements of the interdisciplinary curriculum. As the Institute develops, faculty and student clusters will concentrate on areas of mutual interest to their disciplines. For instance, a group of faculty and students representing all the disciplines in the Institute may focus on an interest in pediatrics, geriatrics, oncology or the treatment of burn patients.

Faculty at the Institute have the opportunity to combine teaching, clinical practice and research in a single professional position. Faculty are expected to maintain their clinical expertise as well as to engage in scholarly pursuits, serving as model practitioners who help students integrate the theories learned in the classroom and library with taking care of patients, evaluating that care critically, and designing and carrying out clinical research to improve health care.

Students come from diverse backgrounds. They are highly motivated individuals seeking to begin careers as health providers or to become more expert in their chosen professions. Some students enter

the graduate programs immediately following graduation from college. Some are preparing to return to the work force or to make a mid-life career change. Others are practicing professionals who wish to continue their education in a chosen area of specialization. During their education at the Institute, all are prepared to take their places in a variety of clinical settings and to become leaders in clinical practice, research and teaching.

GOALS AND PHILOSOPHY

Goals

The educational and clinical goals of the MGH Institute of Health Professions may be summarized as follows:

- To increase the supply of active practitioners with a high degree of clinical proficiency.
- To increase the number of health care specialists who are prepared to serve as informed and imaginative leaders in their own fields, and to assume positions of special responsibility in one or more of the following areas: specialized clinical practice, planning and management of clinical services, consultation, clinical research, and clinical or academic education.
- To expand and refine the scientific basis for clinical practice.
- To demonstrate effective new models for curriculum design, instructional methods and materials, organization, and financing of education in the health professions.
- To improve coordination among varied specialists within the health care team and to demonstrate the effectiveness of new models for organization and communication within multidisciplinary health service programs.
- To increase the number of health care practitioners with special interest and preparation related to the ethical, social, and humane aspects of 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:

- 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.

- 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.
- 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.
- 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 an interdisciplinary setting in which they cooperate in both academic and clinical pursuits will be well equipped to function throughout their careers as effective members of the health care team. The integration of theoretical and practical knowledge and interdisciplinary cooperation are further supported by the involvement of active practitioners in all fields in program planning and in student supervision and teaching.
- All health education curricula should be designed to develop students' awareness of and commitment to the ethical and humanistic aspects of professional practice. 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.
- 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

General Criteria for Admission

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 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.

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

Administrative and Faculty Offices

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

Classrooms

Most of the classrooms and teaching laboratories used by the Institute of Health Professions are located in Ruth Sleeper Hall.

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 cards.

Clinical Facilities

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 at the Hospital and in its affiliated neighborhood health centers. Affiliations are also arranged, as appropriate, in other Boston area health care facilities.

Massachusetts General Hospital provides facilities for inpatient and ambulatory care, for teaching and research 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, is located in nearby Belmont.

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.

Housing

Since the MGH Institute does not provide housing for students, individuals accepted into one of the programs are encouraged to begin early to seek housing in the Boston area.

Mailboxes, Lockers, Lounge

Every student will have a box for mail and messages and may obtain a locker if desired. There is a lounge in Ruth Sleeper Hall open to all Institute students, faculty, and staff.

Textbooks

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

HEALTH CARE AND REQUIRED PHYSICAL EXAMINATION

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.



TUITION AND FEES

Tuition

The tuition for full-time students enrolling for three terms in one year for 1983-84 has been tentatively set at \$8,000 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 has been tentatively set at \$225 per credit for 1983-84. 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.

FINANCIAL AID

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 have their

financial aid continued 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.

The John H. Knowles Memorial Fellowship: 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 Adams Fellowship in Physical Therapy was established to help meet the cost of graduate education for a physical therapist.

William C. and Jessie B. Cox Scholarship Fund assists students who have established financial need.

The Elizabeth Fundus Scholarship provides scholarships for nursing students in the Institute.

Olive Lightell Hunter Scholarship assists students who have established financial need, with preference given to those who reside in the Gardner, Massachusetts, area.

Mary Hammond Taylor Nursing Scholarship assists a student with established financial need from Charlestown, South Boston or Roxbury, Massachusetts.

The Memorial Scholarship Fund of the MGH School of Nursing was established in memory of the following alumnae and friends of the School to assist nursing students who have established financial need: Anna M. Crotty (Class of 1930), Natalie McLean Keller, Lottie Potts Leland (1910), Harriet Willoughby Merriam (1970), Nancy C. Mitchell (1967), Dorothy Dayton Morgan (1945) and Jessie M. Stewart (1935).

Nancy M. Fraser Fund (MGH School of Nursing Class of 1914) was established in her memory to assist students with emergency health problems while enrolled.

Institute Student Loan Fund provides interest-bearing loans for Institute students.

Marian Moir West (School of Nursing Class of 1889) Loan Fund assists students with short term emergency loans of limited amounts, usually less than \$100. These loans do not require a formal application and are administered at the time of need.



ACADEMIC POLICIES

Requirements for Completion of a Program

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

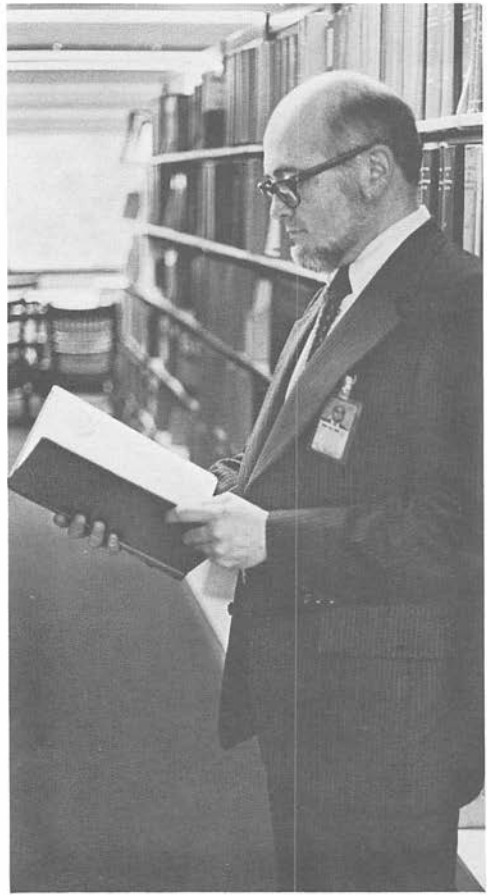
A student may elect to repeat any course once only. If a student repeats a course, both grades will stand on the transcript but only the second grade will be considered in determining the GPA.

Attendance

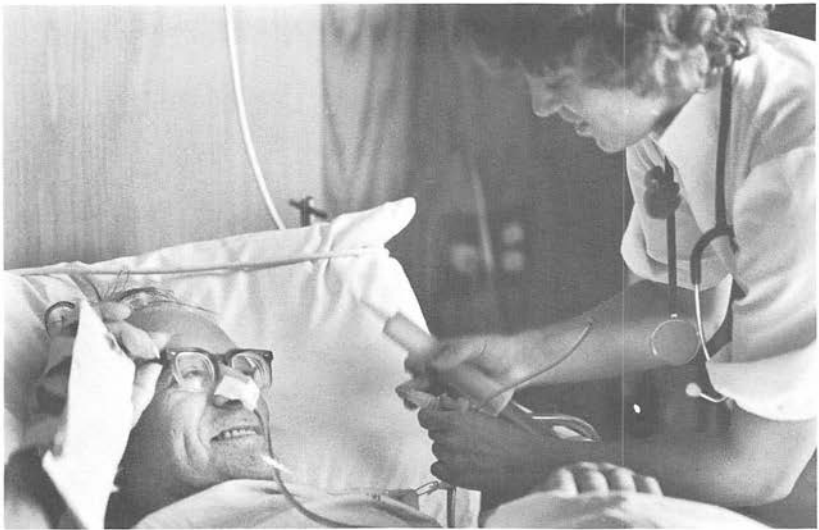
The MGH Institute of Health Professions has no general policy regarding attendance with the exception of practicums and fieldwork. At the beginning of each course, the instructor will state the attendance requirement for that course. In the case of a practicum or fieldwork in which the student has patient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

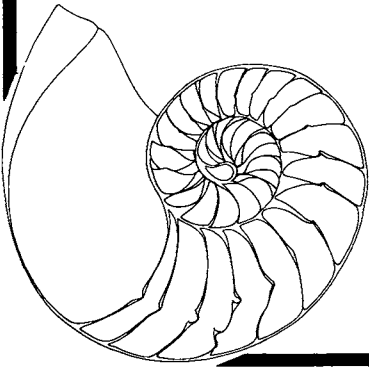
Transfer Credit

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*
MGH Institute of Health Professions





Master of Science Program in Dietetics



Mary Carey, *Director*
Graduate Program in Dietetics

MASTER'S DEGREE PROGRAM IN DIETETICS

The MGH Institute of Health Professions offers two levels of entrance to the program leading to the Master of Science Degree in Dietetics;

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.

COMBINED DIETETIC INTERNSHIP-GRADUATE DEGREE PROGRAM

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 should be 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.

Experience Component

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.

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 the profession of dietetics. 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 the profession of dietetics and the Hospital.

Academic Component

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 essentials established for a dietetic internship by The American Dietetic Association. Information specific to the Dietetic Internship is updated annually in the fall. Current information regarding the program should be obtained by writing to the Director of the Dietetic Internship.

Successful completion of the Dietetic Internship is required for continuation in the program.

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 is February 20, 5:00 p.m. (EST). 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 code 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 the applicant's potential as a dietitian and 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.

MASTER OF SCIENCE PROGRAM IN DIETETICS FOR REGISTERED DIETITIANS

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.

Program Content

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.

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
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 code for the Institute is 3513-9.

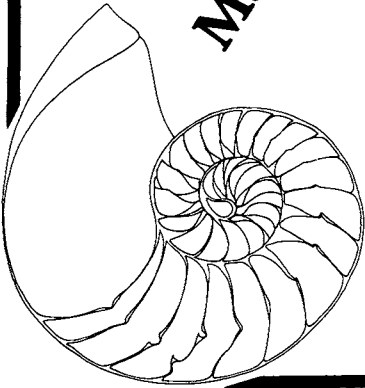
4. Letter of application describing professional and educational goals and reason for applying to the MGH Institute of Health Professions.
5. Resume, including R.D. number, route to registration, and professional activities.
6. Three letters of reference on the forms provided, including one each from 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

MASTER OF SCIENCE PROGRAM IN NURSING

The Master of Science Program in Nursing (MSN) is designed to prepare non-nurse college graduates for professional nursing practice as clinical nurse specialists. In accordance with the American Nurses Association Social Policy Statement (1980), graduates of the program will be nurse clinicians with a high degree of knowledge, skill and competence in a specialized area of nursing.

Initially students will be prepared for generalist practice in nursing. After successful completion of the generalist level, students will be awarded certificates and be eligible for licensure as registered nurses in Massachusetts. Students will subsequently pursue clinical specialization within an area of nursing practice. Specialization options will include acute, ambulatory, and long-term care experience.

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

Program Philosophy

As a generic program at the master's level, the nursing program recognizes the assets of an undergraduate liberal arts education and provides a sound theoretical and clinical basis for nursing practice. Commitment to learning as a continuous process with intellectual and affective dimensions is promoted; students and faculty engage in a collegial enterprise designed to respect individual differences and creative potential. Systematic inquiry and critical thinking are

considered fundamental to challenging accepted beliefs and practices and to the improvement of nursing practice.

Nursing as a professional discipline arises from and is committed to the integration of theory in research and practice. Nursing practice provides essential services in evaluating and managing responses to illness, and by promoting health and the quality of life based on the recognition of human differences. Clinical judgment, grounded in the skills of assessing, planning, implementing and evaluating provides the basis for comprehensive nursing practice. The interpersonal act of caring is the distinctive core of nursing practice.

Acting autonomously and collaboratively, nurses assume responsibility with clients and their families for the management of health problems in ambulatory, acute and long term settings. Clients and families are assisted toward self-determination with regard to the promotion of health, prevention or treatment of disease, and maintenance or restoration of function. Nursing responsibilities frequently demand ethical analysis as nurses respond to patients, physicians, and institutions.

Program Content

The MSN Program is a three-year, full-time program, comprising two 15-week terms and one seven-week term each year; it is designed for full-time students. The first five terms provide instruction and experience in general nursing practice; upon completion students are eligible for licensure as registered nurses in Massachusetts. The next four terms permit students to focus on an area of clinical specialization in nursing, as shown by the program of study outlined below.

Both academic and clinical components of the program are taught by faculty of the Institute of Health Professions. A number of the courses are shared with students in other graduate programs in the Institute. Facilities available for clinical instruction include the inpatient and outpatient services of Massachusetts General Hospital, McLean Psychiatric Hospital in Belmont, and affiliated neighborhood health centers. Practicums are also arranged in other Boston area hospitals and health care agencies.

Degree Requirements

Full-time study including graduate level course work, supervised clinical experience and a thesis.

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.

MASTER OF SCIENCE IN NURSING PROGRAM

Generalist Level

| Year 1 | Course | Credits |
|-----------------------|---|---------|
| Term I (15 weeks) | Biophysical Science | 6 |
| | Individual Human Behavior and Development | 3 |
| | Normal Nutrition | 1 |
| | Nursing Practice: Process and Skills | 5 |
| | Nursing Profession: History and Contemporary Status | 2 |
| Term II (15 weeks) | Pathophysiology | 4 |
| | Pharmacology | 2 |
| | Therapeutic Nutrition | 1 |
| | Small Group Behavior and Development | 3 |
| | Nursing Practice: Common Problems in Adult Health | 5 |
| | Nursing Profession: Values and Ethics | 2 |
| Term III (7 weeks) | Culture and Community: Relevance to Health Care Services | 4 |
| | Nursing Practice: Mental Health and Psychiatric Nursing | 5 |
| Year 2 | | |
| Term I (15 weeks) | Nursing Practice: Maternal/Newborn Health (7 weeks) and Child Health (7 weeks) | 4 |
| | Research Methods | 4 |
| | | 3 |
| | Nursing Profession: Legal and Organizational Issues | 2 |
| | Elective | 3 |

| | | |
|-----------------------|---|---|
| Term II (15 weeks) | Nursing Practice: Multi-System Problems in Adult Health (7 weeks) and | 4 |
| | Community Health (7 weeks) | 4 |
| | Theory Evolution in Nursing | 3 |
| | Nursing Research Seminar | 2 |
| | Nursing Profession: Developing Role Specialization | 2 |

Specialist Level

| Year 2 | Course | Credits |
|-----------------------|---|---------|
| Term III (7 weeks) | Nursing Practice: Introduction to Clinical Specialization | 5 |
| | Nursing Research Seminar: Proposal Development | 2 |
| Year 3 | | |
| Term I (15 weeks) | Nursing Practice: Clinical Specialization | 5 |
| | Thesis | 3 |
| | Nursing Profession: Policy and Politics | 2 |
| | Clinical Management in Nursing | 3 |
| | Elective | 3 |
| Term II (15 weeks) | Nursing Practice: Clinical Specialization | 5 |
| | Thesis | 3 |
| | Nursing Profession: Collaborative Practice | 2 |
| | Organizational Development in Nursing | 3 |
| | Elective | 3 |
| Term III (7 weeks) | Nursing Practice: Clinical Specialization | 5 |
| | Elective | 3 |

Application Procedures

All materials for admission should be mailed to the address below and should be received prior to February 1 for admission in September.

Admissions Office
MGH Institute of Health Professions
Bartlett 4
Massachusetts General Hospital
Boston, MA 20114

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 code for the Institute is 3513-9

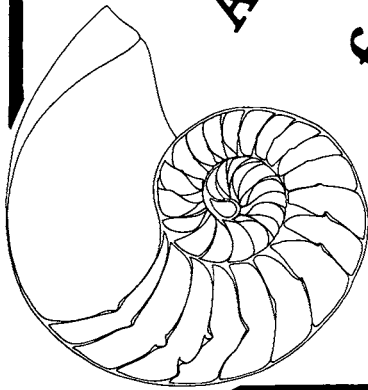
4. A statement of philosophy, purpose and career objectives.
5. Three letters of recommendation on the forms provided from three individuals qualified to evaluate the applicant's potential for graduate study.
6. Applicants whose native language is not English are required to take the Test of English 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 April 15. A non-refundable deposit of \$100 will be requested from accepted students.

**Advanced Master of Science Program
in Physical Therapy
for Registered Physical Therapists**



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

The increased 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 practice, and clinical research experience.

Program Content

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*. Faculty are involved in 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

Completed research thesis, passed by thesis committee

Courses include work in the following areas:

1. *Clinical skills and knowledge:* Students select one area of clinical practice as the principal focus for their advanced courses. Less extensive work may also be completed in the other area. Areas of specialization offered currently include (a) orthopedic and neurologic movement disorders and (b) cardiopulmonary disorders and peripheral vascular problems.

All students are expected to take Conceptual Foundations of Clinical Specialization, the course which introduces advanced study of physical therapy theory and practice. 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.

2. *Clinical Research:* Each student is required to complete a thesis based on a clinical investigation planned and carried out with faculty approval. To prepare for this project, early in the program students must take the basic research courses.

3. *Humanistic Concerns*: Each student selects at least two courses from among the variety of courses offered by the Institute on psychosocial, ethical, organizational, socioeconomic, and political aspects of health care.
4. *Other Electives*: Additional courses may be selected freely from among the Institute's offerings to complete the eighteen course minimum requirement.

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.

Application Procedures

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 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:

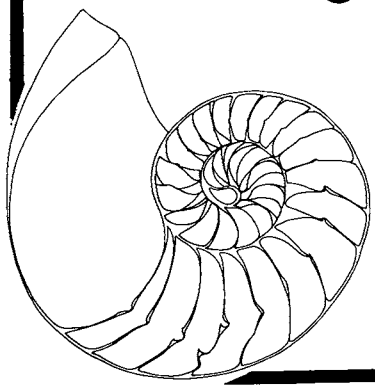
TOEFL Application Office
Educational Testing Service
Box 899-R
Princeton, NJ 08541

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***





Barbara Berkman, *Director*
Social Work in Health Care Program

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 individuals to work in the social service departments of hospitals, nursing homes, and other health care facilities. In addition to the one-year post-baccalaureate program, a limited number of special students with M.S.W. degrees may arrange individualized programs geared to a health specialization at the post-master's level.

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.

Students graduating from this program are able to carry responsibility in a wide variety of situations where there are needs for

emotional support and counselling; they can serve as patient advocates, who enable people to obtain concrete services such as special transportation, financial benefits, and equipment and personnel necessary for a patient's home care. In addition, they are able to arrange and facilitate the transfer of patients to institutional care when necessary.

Program Content

The curriculum focuses on the knowledge and skills necessary to enhance delivery of comprehensive social-health services. The one-year certificate program equips students with a concentration in social-health service and provides 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 are prepared for a job market in which there is a current need as well as for possible further graduate study.

Students are 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 of and policies related to health care. Three days per week of supervised field practicum 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.

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 also bring students into close contact with a variety of other health specialists. In all these situations, the program offers opportunities to study and experiment with practical methods for improving interdisciplinary planning, communication and care. (For more detail, see the program of study outlined below.)

Certificate Requirements

Academic Courses, 26 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

TYPICAL PROGRAM OF STUDY IN SOCIAL WORK

| Term I | Term II | Term III |
|---|--|--|
| Social Work Practice I <i>SW, required, 2 hours</i> | Social Work Practice II <i>SW, required, 2 hours</i> | Social Work Practice III <i>SW, required, 2 hours</i> |
| Field Practicum I <i>SW, required</i> <i>3 days/week, 5 hours</i> | Field Practicum II <i>SW, required</i> <i>3 days/week, 5 hours</i> | Field Practicum III <i>SW, required</i> <i>3 days/week until July, 3 hours</i> |
| Introduction to Health <i>SW, required, 2 hours</i> | Health Policy I <i>HP, required, 2 hours</i> | Health Policy II <i>HP, required, 2 hours</i> |
| Normal Psychosocial Growth <i>HP, required, 3 hours</i> | Stress, Crises and Transition <i>HP, required, 3 hours</i> | Ethical Dilemmas in Health Care <i>HP, required, 2 hours</i> |
| Organizational Dynamics <i>HP, required, 2 hours</i> | Advocacy and Discharge Planning <i>SW, required, 2 hours</i> | Elective <i>HP, required, 2 hours</i> |
| Orientation <i>Required, no credit</i> | Introduction to Research <i>HP, required 2 hours</i> | |
| 5 required courses | 6 required courses | 5 required courses |
| 14 required course hours | 16 required course hours | 9 required course hours |
| | | 2 required elective hours |

Note: Courses designated SW are open to social work program students only; HP courses are open to students in all programs.

undergraduate enrollment, and references. For students from undergraduate schools with a pass/fail system, school evaluations will be reviewed and assessment of comparability made.

A limited number of special students with M.S.W. degrees may arrange individualized programs geared to a health specialization at the post-master's level.

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 are requested, if available, but are *not* required. 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

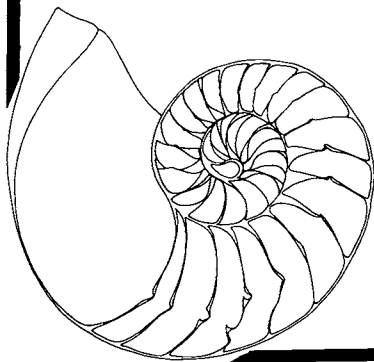
6. Submission of an essay describing relevance of this program to career goals.
7. A resume including education, work and volunteer experience
8. All applicants who meet the paper review criteria for admission will be interviewed by a social work faculty member prior to final acceptance. This interview 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 March 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
Speech-Language Pathology**



MASTER OF SCIENCE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY

The Master of Science Program in Speech-Language Pathology is designed to prepare professionals for careers in medical settings. The program emphasizes knowledge of the medical bases for communication disorders by training students as participants on an interdisciplinary team. Students work with patients of all ages who have a wide range of speech, language, voice and hearing problems. These include problems of fluency, functional and organic voice disorders, and neurogenic disorders such as those associated with stroke, trauma, cancer, and developmental speech and language delay.

Program Content

The academic and practicum components of the program are designed to complement each other and to provide students with a thorough theoretical basis for clinical practice and research.

Major components of the program include the following:

Foundations of Speech-Language Pathology Courses present normal and deviant language patterns and stress their clinical analysis and description. These courses cover such topics as neural bases of communication, anatomy, physiology, speech science and diagnosis of communication disorders.

Specialized Courses in Particular Speech, Voice and Language Disorders will familiarize students with major disorders encountered in health care settings. These may include aphasia and other neurological disorders, and pathological and functional voice disorders.

Health Professions Courses, shared with students in other graduate programs in the Institute, include both required courses and electives on such topics as scientific methodology, organization of health care systems, and ethical issues in health care.

Clinical Practicums in conjunction with these courses are provided primarily in the Speech-Language Pathology Department of the Massachusetts General Hospital. The department operates under the auspices of the MGH Ambulatory Care Division and the Neurology Service to provide service for approximately 10,000 patient visits each year in three freestanding units--Massachusetts General Hospital (Boston), Bunker Hill Health Center (Charlestown), and the Chelsea Memorial Health Center.

The Boston unit of the department provides opportunities for student practicums in inpatient care through the MGH Rehabilitation Service, the Neurology Service, the Pediatric



Service, the Massachusetts Eye and Ear Infirmary, and Shriners' Burns Institute. Outpatient services are provided at MGH and at the community-based centers, which have multidisciplinary health care programs within the neighborhoods. Services for nursing homes and early childhood centers are also provided through these units.

The Speech-Language Pathology Department was among the early institutions in the country to seek and obtain American Speech, Language and Hearing Association Professional Service Board accreditation. Accreditation of the program has been maintained without disruption since it was obtained in 1966. Staff members meet Certificate of Clinical Competence requirements, with a limited number of staff participating in the Clinical Fellowship Year.

Degree Requirements

The Master of Science Program in Speech-Language Pathology comprises six semesters of academic courses and clinical practicum and requires completion of a thesis for the degree. The opportunity for specialization in clinical practice, research and scientific methodology are available. The program meets all educational requirements set by the American Speech, Language, and Hearing Association.

Admissions Requirements

Applicants to the program must have completed a bachelor's degree from an accredited institution. Undergraduate work in speech-language pathology, audiology or communication disorders is preferred.

Application Procedures

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 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.
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.

Education at Massachusetts General Hospital



EDUCATION AT MASSACHUSETTS GENERAL HOSPITAL

Although the MGH Institute of Health Professions is taking a new direction in graduate education for health professionals, it is founded on the long tradition of educational excellence that has been a hallmark of the Massachusetts General Hospital for more than a century.

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 created 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 had its beginnings 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.

In the late 1960s, the trustees and professional staff of the Massachusetts General Hospital began an exhaustive evaluation of the Hospital's educational programs to determine whether existing programs, modified programs, or completely new ones would best meet the demands of the future in teaching health professionals. The outcomes of this study were the proposal to establish an autonomous academic unit and 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. The trustees established the MGH Institute of Health Professions as a professional school to implement their degree authority, and the first students were admitted in September 1980.

In addition to the degree-granting graduate programs of the Institute of Health Professions, a number of other educational programs are offered at Massachusetts General Hospital. These are listed on the following pages.



CLINICAL PASTORAL EDUCATION

Hospital educational programs for clergy were the inspiration of Dr. Richard Cabot, a distinguished MGH physician. In addition to Clinical Pastoral Education, Dr. Cabot is known as the founder of Medical Social Service and of the Clinical Pathological Teaching Conference. Dr. Cabot and Chaplain Russell Dicks began Clinical Pastoral Education programs for the clergy at the MGH in 1933.

The purpose of this training program has been to provide an expanded ministry to patients, families, and staff, while providing a supervised educational experience for clergy and seminarians. For the past fifty years, the Massachusetts General Hospital has provided clinical pastoral education either independently or in collaboration with other educational and health care organizations. The goals of the present program are: (1) to provide an opportunity for chaplain interns to explore and evaluate their ministry of learning in pastoral care of the sick in the setting of a large general hospital; (2) to assist student chaplains to identify, understand and make more effective use of their own special gifts and abilities to function pastorally with persons in the crisis of illness; (3) to assist students to understand and make more effective use of faith in their ministries of pastoral care and counseling; (4) to aid students to integrate perspectives of health with their developing theological understandings and pastoral practices; and (5) to provide feedback for students to evaluate their own personal/professional growth and strengths and weaknesses for ministry.

Program Content

The present program offers a basic unit and an advanced unit of study. The basic unit focuses on pastoral identity, understanding pastoral care, pastoral theology, the nature of religion as a resource for human health and growth, and meanings of illness and health. It is offered as either an extended unit from October to May, with meetings two days per week, or as an intensive summer unit, with meetings Monday through Friday each week.

The program incorporates assignments to two patient units; interpersonal group interaction; weekly written impressions; weekly verbatim reports; a case study; personal supervisory conferences; didactic lectures; worship leadership; observations of autopsy and surgery; videotaping of peer counseling; and personal and program evaluation.

The advanced unit provides specialization in a particular area of pastoral care in the health care setting. The advanced chaplain intern may share a limited amount of supervisory responsibility.

Admissions Requirements

The basic unit is open to seminary students who have begun official preparation for ministry; clergy who wish to develop their pastoral caring skills; persons in religious orders or lay persons who are working toward a ministry to persons in the health care setting and who have an education equivalent to a first year theological student.

The advanced program is available to persons who have successfully completed at least two units of Basic Clinical Pastoral Education; persons who have completed a minimum of two years of seminary; persons who have had some pastoral experience; persons who have shown ability to function at an advanced level of learning and delivery of pastoral care and whose identity as a pastor is well established.

Application Procedures

For application information, contact

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



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

PROGRAMS FOR HIGH SCHOOL GRADUATES

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

Shepard-Gill School of Practical Nursing

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

School of Radiologic Technology

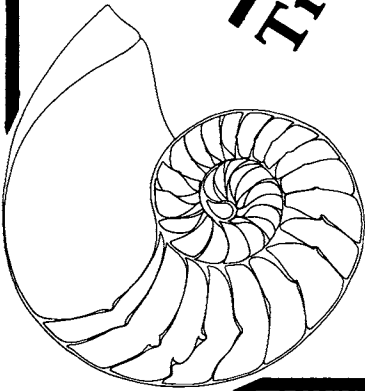
Massachusetts General Hospital
Boston, MA 02114
Phone: (617) 726-8390

Respiratory Therapy Technician Program

Respiratory Care Department
Massachusetts General Hospital
Boston, MA 02114
Phone (617) 726-3023

EEG Technician Program

Clinical Neurophysiology
Massachusetts General Hospital
Boston, MA 02114
Phone: (617) 726-3543



Course Offerings
Trustees, Faculty, and Administration



COURSE OFFERINGS

This listing of course descriptions has been made as complete as possible. However, the Institute is a new and growing institution, and changes occur frequently. These course listings are therefore subject to change, and the definitive listing and schedule issued before the beginning of each term should be consulted for the courses offered during the coming term.



INTERDISCIPLINARY HEALTH PROFESSIONS COURSES

Health Professions (HP) courses listed in this section are open to students in all programs of the Institute and to special students as long as they meet prerequisites and have the approval of their programs.

HP Normal Psychosocial Growth and Behavior Over the Life Cycle focuses on the psychological, maturational, 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 psychodynamic, developmental, maturational, and cognitive points of view. Various theories and their implications for understanding behavior and adaptation are reviewed. Family composition and dynamics, as well as such factors as ethnic and racial background, social class and social network that affect behavior are identified and their interface with individual development explored. 3 credits

HP Individual Human Behavior and Development is a study of the nature of primary socialization focused on the emergence of self within society. Orientation is on the essence of self being inextricably tied to relations with others. A module on management of self is offered. 3 credits

HP Stress, Crises and Transitions: Coping and Adaptation focuses on adaptive and maladaptive responses to stress. Students examine the nature of stress and the factors in the individual, in the family and in the community that cause stress and lead to crises.

Issues related to negotiating transitions are studied, with special focus on illness-related behavior from psychodynamic and developmental points of view. The class identifies factors in coping that lead to competent management of stress or to deviant, disturbed or maladaptive behavior. Students learn to identify pre-existing emotional difficulties, patterns of deviant behavior or psychopathology; they examine how these affect adaptation to physical illness and stress as well as how psychopathology can develop in response to stress and illness.

Prerequisite: Normal Psychosocial Growth and Behavior Over the Life Cycle or consent of the instructor
3 credits

HP Impact of Illness on the Family examines the effect of illness and handicapping conditions on the family. The structure and function of the family are examined in depth as they change over the life cycle. Cases from student practice as well as presentations by patients and their families are used to teach students to assess and understand the relationship between family structure and functioning and coping strategies adopted in response to the stress of illness and life cycle transitions, including birth and death.

Prerequisites: Normal Psychosocial Growth and Behavior Over the Life Cycle and Stress, Crises and Transitions
2 credits

HP Small Group Behavior and Development examines the nature of small groups, stressing the major interpersonal variables which make it possible to discern distinct developmental phases in groups. Group process issues are presented. The family is utilized as an example of a small group which shares the variables affecting all small groups and which also possesses unique factors for study.

3 credits

HP Working with Groups examines the curative factors of groups, theories of group dynamics and the issues and tasks involved in forming and leading support groups for the medically ill and disabled and their families. Differences between self-help and leader-directed groups are explored. Particular attention is given to assessing the needs of patient populations and the setting, resistances, and multidisciplinary collaboration.

2 credits

HP Interpersonal Skills covers the theoretical framework underlying human behavior and social science theory as the basis of interpersonal relationships in the health care setting. Students are helped to develop skills in interpersonal relationships in the clinical setting.

3 credits

HP Culture and Community: Relevance to Health Care Services integrates social and behavioral theories within the context of diverse cultures and communities. Historical, demographic and epidemiological data are used to analyze community health needs and services. Values and traditions are explored to provide an understanding of health practices and beliefs. Course work includes field trips and observations, using Boston as a social studies laboratory for defining, measuring and evaluating health care services.

4 credits

HP Social Support, Mutual Help and Self Care: Issues for Practice in the Health Care System examines the nature and availability of social support and its implications for the etiology and course of an illness as well as its influence on how help is used. Although support can come from many sources, particular attention is given to that provided by peers as exemplified by mutual help and self care programs. The class looks critically at the proliferation of these consumer-led programs which are not part of traditional health care services; identifies how practice is changing; and clarifies the meaning of this change for the students' particular disciplines. Visits to groups are arranged.

Prerequisite: One year of graduate study or two years in practice as a health professional

2 credits

HP The Art of Ministering to the Sick: An Introduction to Pastoral Care in the Hospital. Relationships between health care, religion and

the delivery of pastoral care in the hospital are considered from both historical-traditional and contemporary perspectives. In seminars, participants explore the meanings that illness may have for persons at various times in their lives; examine the emotions of anxiety, shame and guilt from a religious perspective and the concepts of tragedy and evil as related to illness. Participants are challenged to clarify their own faith orientation and ways of “making meaning” in life.

Topics include: The work of the chaplain/clergy in the modern hospital and facilitating consultation by members of the health team; the appropriateness of using one’s gifts for “ministering” as a health professional; consideration of spiritual resources for those dealing with suffering and decision-making regarding sickness or death; and models for health and hope.

2 credits

HP Introduction to Clinical Teaching is an introductory course that 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

HP Practicum in Clinical Teaching: Supervising Professional Fieldwork 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: **Introduction to Clinical Teaching**, or equivalent, and enrollment in an MGH Institute graduate degree program.

3 credits

HP Evaluation of Clinical Learning is 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: **Introduction to Clinical Teaching** or consent of the instructor; prior experience in clinical teaching is helpful.

2 credits

HP Organizational Dynamics and the Health Care System 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

HP Human Resource Management presents theories related to human performance and their implications for personnel administration. Topics include individual motivation and goals; recruitment, selection, and development of personnel; wage and salary administration; equal employment opportunity and affirmative action; and the National Labor Relations Board. Current practices in human resource management are analyzed using cases, role playing, and simulation exercises.
3 credits.

HP Labor Relations is a comprehensive study of union-management relationships in the administration of a collective bargaining agreement. The following topics are emphasized: a brief history and important characteristics of the American labor movement, organization and jurisdiction of the National Labor Relations Board, employer and employee rights and responsibilities, appropriate bargaining units, strikes and picketing, unfair labor practices, equal employment opportunity laws, and private *versus* public sector labor relations.
3 credits

HP Health and Social Policy I and II familiarize students with existing health and social service structures in the U.S., the ideas which have shaped these structures and the concerns which these structures have or have not been able to address successfully. Students develop a working knowledge of contemporary health and social welfare programs and policies, to become familiar with the values which underlie the process by which policies are chosen, and to be able to criticize existing policies and propose policies to better satisfy contemporary needs.

The major focus during the first semester is on existing programs and policies in income maintenance, health delivery, mental health and long term care of the chronically ill. The history of health and social welfare is presented along with the history of the social work profession. Special attention is paid to current proposals for health and social welfare reform and to the impact of ongoing legislative, judicial and administrative debates on the policy making process. Differing political views are presented together with basic conceptual tools for policy analysis and design.

During the second semester, students extend their working knowledge and critical skills to a range of contemporary policy issues including such problems as child abuse, teenage pregnancy, violence against women and debates around issues such as patients' rights, family planning, child care, maternal and child health and the health and social needs of aging populations. One component of this part of the course is individual research on a topic of the student's choice and presentation of this topic to the class.

Prerequisite: Part I of the course is a prerequisite for Part II
2 credits each term

HP Socioeconomics of Health Care. 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 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

HP Long-Term Care 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

HP Ethical Issues in Health Care introduces basic ethical theory combined with a problem-solving approach to ethical issues commonly confronting health professionals. 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 are supported by readings from health professions and lay literature.

2 credits

HP Introduction to Research I examines the research process as applied to the special needs of health care professionals. 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.
2 credits

HP Research Laboratory provides a practicum in which each student develops a research proposal in his/her own discipline.

Prerequisite: Previous or concurrent registration in **Introduction to Research**

1 credit

HP Specialized Research Methods assists 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 include: problem formulation, measurement selection and evaluation, research designs, data collection methods, data analysis, data interpretation and summary.

The 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.

Prerequisite: **Introduction to Research** or consent of the instructor
3 credits

HP Biophysical Science integrates theory and research related to biochemistry, microbiology, and the structure and function of body systems. Selected concepts relevant to patient care are demonstrated in laboratory sessions.

6 credits

HP Pathophysiology examines the pathophysiology related to body systems. Consideration is given to theoretical concepts and principles related to major illness states.

4 credits

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

2 credits

HP Physiology of Nerve and Muscle Cells provides 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

HP Neurological Basis of Movement. 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. Seminars examine such topics as 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 **Physiology of Nerve and Muscle Cells**, or equivalent

3 credits

HP Cardiopulmonary Responses to Stress covers 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

HP Analysis of Movement expands students' 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

HP Cardiac Rehabilitation acquaints health professionals with elements of cardiac rehabilitation and diagnostic testing including cardiac stress testing, common cardiac disease processes, and cardiac exercise prescriptions for acute and chronic care. Participants help conduct exercise stress tests; participate in EKG interpretation; monitor and evaluate patient response; evaluate patient education; and examine nutritional and psychological elements of myocardial disease.

3 credits

HP Pulmonary Rehabilitation acquaints health professionals with the elements of pulmonary rehabilitation including pulmonary function testing, exercise stress testing; patient education; pulmonary hygiene; exercise prescription; and nutritional needs. Participants take part in monitoring and evaluating patient response to a pulmonary rehabilitation program. Acute and chronic rehabilitation in relation to common pulmonary disease processes is covered.
3 credits

HP Normal Nutrition considers the functions, acquisition and utilization of essential nutrients. Changes in nutritional needs and influences on nutrition throughout the life cycle are discussed. Current research and practice in nutrition are presented.
1 credit

HP Therapeutic Nutrition focuses on maintenance of sound nutrition during illness and the dietary treatment of certain diseases. Current research and practice in therapeutic nutrition are discussed.
1 credit

HP Nursing Profession: Collaborative Practice considers the nurse in professional partnerships with nurse colleagues and other health care professionals. Boundaries and prerogatives among the health care disciplines are examined. Audit, collaboration, credentialing and multidisciplinary health care teams are discussed.
2 credits

HP Independent Study
Individually arranged.
Variable credits

COURSES OPEN ONLY TO STUDENTS IN DIETETICS

- D Biochemical and Physiological Aspects of Nutrition** presents coordination of cell structure and function related to metabolic needs and response to the environment. Emphasis is on energy and structural needs and the interrelationships of catalysts and regulatory mechanisms controlling metabolism and, thus, nutrient requirements.
6 credits
- D Foodservice Systems Design** presents design of foodservice systems with emphasis on facilities planning for achievement of organizational goals. Students gain experience in layout, design, equipment specification, and evaluation of planning for a health care foodservice operation.
3 credits
- D Practicum in Foodservice Systems Design** provides students 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 **Foodservice Systems Design** is required
3 credits
- D Materials Management in Foodservice Systems** introduces principles of materials management for health care foodservice systems, including food, nutritional pharmaceuticals, and non-food items. Specifications and purchasing for effective utilization of resources are emphasized.
3 credits
- D Practicum in Materials Management for Foodservice Systems** provides students 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 **Materials Management in Foodservice** is required
3 credits
- D Foodservice Control Systems** covers procedures for controlling food, labor, and other variable costs in foodservice systems and emphasizes budgeting as a technique for planning and control. The function of a quality assurance program for achievement of organizational goals is examined.
3 credits
- D Practicum in Foodservice Control Systems** allows students to 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 **Foodservice Control Systems** is required
3 credits

D Decision Optimization in Foodservice Systems examines 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. The computer is used as a tool for data analysis.

Prerequisites: **Foodservice Systems Design, Materials Management in Foodservice, and Foodservice Control Systems**

3 credits

D Biochemistry of Specialized Tissues offers detailed study of the metabolism and related chemistry of specialized tissues, including cellular origin, tissue function, chemical composition, metabolic activity and control mechanisms.

Prerequisite: **Biochemical and Physiological Aspects of Nutrition**

3 credits

D Advances in Nutrition and Metabolic Disorders provides in depth study of the nutritional implications of metabolic disorders. The relationships of food, metabolic processes and social/environmental factors to the nutritional care of individuals with metabolic disorders are presented.

Prerequisite: **Biochemical and Physiological Aspects of Nutrition**

3 credits

D Practicum in Nutrition and Metabolic Disorders develops skill in the nutritional care of individuals with metabolic disorders. The primary setting is the clinical research center.

Prerequisite: **Biochemical and Physiological Aspects of Nutrition** and prior or concurrent registration in **Advances in Nutrition and Metabolic Disorders**

3 credits

D Advances in Nutrition and the Critically Ill studies the role of nutrition for the critically ill patient. Advanced nutrition support theories and practice in various disease states of the critically ill are presented.

Prerequisite: **Biochemical and Physiological Aspects of Nutrition**

3 credits

D Practicum in Nutrition and the Critically Ill provides advanced skill development in providing nutritional care to the critically ill. Primary emphasis is on the modalities of nutritional support.

Prerequisite: **Biochemical and Physiological Aspects of Nutrition** and prior or concurrent registration in **Advances in Nutrition and the Critically Ill**

3 credits

D Advances in Nutrition and Chronic Diseases offers advanced study of the nutritional implications of chronic diseases. The relationships of food, metabolic processes and social/environmental factors to the preventive and therapeutic nutritional care of individuals with chronic diseases are covered.

Prerequisite: **Biochemical and Physiological Aspects of Nutrition**
3 credits

D Practicum in Nutrition and Chronic Diseases develops advanced skill in the prevention of chronic diseases and in the nutritional care of clients with chronic diseases.

Prerequisite: **Biochemical and Physiological Aspects of Nutrition** and prior or concurrent registration in **Advances in Nutrition and Chronic Diseases**
3 credits

D Social and Cultural Aspects of Food and Nutrition presents aspects of society, culture and personality related to diet, food habits and nutrition and integrates the role of the community and its agencies.

Prerequisite: Consent of the instructor
3 credits

D Food and Nutrition Programs covers the knowledge and skills necessary to establish policies and administer programs of nutrition services. Topics include planning, development, organization and evaluation related to needs, cost benefits and agency/institution interaction.

Prerequisite: Consent of the instructor
3 credits

D Independent Study in Dietetics allows study of special problems in clinical dietetics or foodservice systems management and enables the student to acquire information and skills through directed readings, investigations and projects not covered in organized courses.
Variable credits

D Current Topics in Research in Dietetics requires reading and preparation of a paper or oral presentation in a selected area of research in dietetics.
1 credit

D Thesis Research
Variable credits

COURSES OPEN ONLY TO STUDENTS IN NURSING

N Nursing Practice: Process and Skills introduces students to the clinical practice of nursing. Emphasis is on scientific inquiry, critical thinking, and the clinical judgment process within the conceptual framework of the program. Students learn in-depth assessments of individuals across the life cycle and beginning problem identification, intervention and evaluation. Use and integration of specific psychomotor nursing skills are included. Clinical practicums are in non-acute care settings.

5 credits

N Nursing Profession: History and Contemporary Status addresses nursing's social evolution, progressing from the simple skills of primitive cultures to the sophisticated technology of the late twentieth century. The course focuses on nursing's response to the health needs of people in their times. Individuals and events, as well as major studies concerning nursing, are given special attention commensurate with their roles in shaping the course of the profession's development.

2 credits

N Nursing Practice: Common Problems in Adult Health integrates theory and research for the care of hospitalized adults. Patient care models are used to examine common nursing diagnoses associated with acute and chronic conditions. Emphasis is on the nurse's role in restoring and maintaining health and in managing patient and family responses to illness, hospitalization and surgery. Clinical practicums are in medical and surgical settings.

5 credits

N Nursing Profession: Values and Ethics undertakes discussion of the ethical boundaries of the nursing profession. Specific topics include the social context of nursing, values in health and illness, professional rights and responsibilities, ethical theories and models for ethical decision making. The nurse's role as patient advocate and its relationship to caring models are emphasized.

2 credits

N Nursing Practice: Mental Health and Psychiatric Nursing provides students with the knowledge and skills necessary to administer professional nursing care to patients with psychiatric disorders. Personality theories and psychopathological conditions are studied in relation to appropriate treatment modalities. Students learn to understand symptomatology, ensure a safe environment, and develop therapeutic relationships with patients. Hospital experience with acute and chronic inpatients is augmented with opportunities to observe community mental health agencies and facilities which provide institutional care for the mentally retarded. The application of mental health principles to general nursing practice is emphasized through

interviewing skills and the assessment of non-verbal behavior. The therapeutic use of self is promoted.

5 credits

N Nursing Practice: Maternal and Newborn Health uses a family-centered framework to offer the knowledge and skills necessary for nursing care of the childbearing woman and the neonate throughout the maternity cycle, including the three months post-delivery. Physiological, psychological and social theory, research and trends influencing birthing are examined in relation to nursing interventions. Clinical practicums with women and infants at various stages in the childbearing cycle are offered. (A two-semester nursing care experience with a childbearing family begins in this course.)

4 credits

N Nursing Practice: Child Health uses a family-centered framework to offer the knowledge and skills necessary for nursing care of the child from infancy to adolescence in wellness and illness. Physiological, psychological and social research and theory are used to discuss common childhood health problems, developmentally related issues, anticipatory guidance for families and major illnesses of childhood. Nursing intervention with the child and family is the focus of the course. Clinical practicums with children of varying ages and problems are provided. (A two-semester nursing care experience with a childbearing family begins in this course.)

4 credits

N Nursing Profession: Legal and Organizational Issues covers such legal issues as licensure, malpractice, informed consent, protection from liability, due process and nurse practice acts. Practice roles and relationships, practice models, organization of nursing services and peer review are among the organizational issues studied.

2 credits

N Nursing Practice: Multi-System Problems in Adult Health examines nursing care of hospitalized adults with multi-system problems. Emphasis is on developing nursing interventions appropriate in critical care using current theory and research. Appropriate clinical practicums are provided. (A two-semester nursing care experience with a childbearing family is completed in this course.)

4 credits

N Nursing Practice: Community Health focuses on nursing care of non-institutionalized individuals, families and groups with varying levels of wellness/illness. Students are involved in health maintenance and promotion for families and selected community groups. Emphasis is on the nurse's role as a contributor to a community's efforts to provide for the health of its members. Clinical practicums are offered in a variety of community agencies. (A two-semester nursing care

experience with a childbearing family is completed in this course.)
4 credits

N Theory Evolution in Nursing studies theory definition and development in relation to professional nursing practice. Students examine nursing theories and theories of human behavior as applied in nursing education, administration and practice. Issues related to testing and application of theory are discussed.
3 credits

N Nursing Research Seminar examines clinical nursing research, emphasizing problem identification within a conceptual framework. Contrasting models and approaches to problems and study designs are examined. Students critique published clinical research studies and identify a clinical problem for thesis investigation.
2 credits

N Nursing Profession: Developing Role Specialization examines the clinical specialist's roles, responsibilities and functions. Current certification requirements are discussed and national issues and trends for specialized nursing practice are explored.
2 credits

COURSES OPEN ONLY TO SPECIALIST LEVEL NURSING STUDENTS

REQUIRED NON-PRACTICE COURSES

NS Nursing Research Seminar: Proposal Development allows students to use the previously identified clinical problem to design a research proposal for the required thesis, including statement of problem, theoretical background, research questions or hypotheses, setting, sample, data collection and analysis. Limitations and procedures for protecting the rights of human subjects are discussed.
2 credits

NS Nursing Profession: Policy and Politics examines the American governmental system and its impact on nursing and health care. Specific areas for study include health care planning, national health insurance, lobbying and quality assurance. Nursing's position in the formulation of health policy and the right to health care are discussed.
2 credits

NS Clinical Management in Nursing explores the nurse's supervisory role in health care organizations from the level of operations to that of strategy. The classic functions of planning, organizing, staffing, leading and controlling are employed as vehicles for analysis of managerial effectiveness. A systems/contingency approach to management is emphasized.
3 credits

NS Organizational Development in Nursing covers organizational diagnosis and intervention strategies, employing applied behavioral science knowledge and values focused on the goal of improving overall organizational effectiveness. The role of clinical specialist as consultant and facilitator of change is examined.
3 credits

GENERAL PEDIATRIC NURSING SPECIALTY

The pediatric clinical nurse specialist is prepared to provide comprehensive care for the individual child; for groups of children and their families in inpatient, ambulatory and home settings; with long-term and acute alterations in health status; to consult and maintain standards of care in a health care delivery unit; and to develop a depth of knowledge and skills with one specific population of pediatric patients.

NS Processes in General Pediatric Nursing provides a foundation for specialization in general pediatrics. Advanced skills, theory and research in care of children with high incidence pediatric problems are emphasized. Advanced knowledge and skills necessary for practice in all pediatric settings are covered, including the interplay of development and illness, counseling and supporting families, parenting skills and the therapeutic use of play. Clinical practicums are provided in hospital settings.
5 credits

NS Care of the Child with a Long-Term Problem provides the knowledge and skills necessary for care of children with long-term problems. The issues and strains which such conditions impose on the family and the problems arising for the child facing long-term and/or repeated hospitalization are discussed. Development of skill in nursing management of children with these problems and intervention with families is stressed. Students begin an extended experience with a caseload of children with long-term problems and their families. Clinical practicums are provided in inpatient and ambulatory settings and in homes.
5 credits

NS Care of the Acutely Ill Child focuses on the care of the acutely ill child and family. Emphasis is on the use of advanced knowledge, skills and research to deliver highly complex care in both inpatient and critical care settings. The maintenance of standards and skills for a practice unit are considered as a responsibility of the specialist. Students are involved in quality assurance activities. Appropriate clinical practicums are provided in addition to the continued caseload experience.
5 credits

NS Care of Groups of Children and their Families uses theory and research to develop the skills necessary to work with groups of children and families. An in-depth knowledge of the theory and research as well as the development of clinical skill in this area is expected. Students

provide a group learning or support experience for families and/or children. Consultation with other professionals is emphasized. Students have the opportunity to choose a group of children with similar problems as a practicum focus. Long-term care caseloads are continued. 5 credits

ADULT PULMONARY NURSING SPECIALTY

The pulmonary clinical nurse specialist is prepared to provide nursing care to individuals, families and groups of patients experiencing pulmonary problems in critical care, ambulatory and home settings; to manage a caseload of patients over an extended period of time in collaboration with physicians; to provide short-term counseling and patient/family teaching; to consult with colleagues; and to recognize priorities in practice and research for the future.

NS Physiological Processes in Pulmonary Nursing Practice examines advanced concepts related to the structure and function of the lung, assessment of the pulmonary patient, and common biophysical nursing problems and interventions facing adults with pulmonary problems. Emphasis is on advanced knowledge, current theory and research related to specialized practice. The clinical practicum is in an inpatient setting.

5 credits

NS Rehabilitation in Pulmonary Nursing Practice examines the research and practice pertaining to major psychosocial problems and nursing interventions facing adults with chronic pulmonary problems. Emphasis is on rehabilitation, counseling and teaching strategies with individuals and groups. Clinical practicums are in inpatient, ambulatory and home settings. Students begin a three-semester experience working with a caseload of ambulatory patients in collaboration with physicians.

5 credits

NS Multi-System Problems in Pulmonary Nursing Practice examines complex multi-system problems affecting adults with a primary pulmonary illness. Emphasis is on the nurse's role in decision-making and collaboration with other health professionals. A clinical practicum in critical care is required in addition to the continued caseload experience.

5 credits

NS Current Practice and Trends in Pulmonary Nursing examines the current state of the art of pulmonary nursing practice and research. Emphasis is placed on determining priorities for the future. Clinical practicums include inpatient and continued caseload experience.

5 credits

ADULT PSYCHIATRIC NURSING SPECIALTY

The psychiatric clinical nurse specialist is prepared to provide individual, family and group psychotherapy in inpatient, outpatient and community mental health settings; to assume primary responsibility for the planning and management of a hospitalized or after-care patient; to supervise patients maintained on psychotropic drugs; to identify maladaptive, disruptive or disintegrative life patterns which require intervention and/or referral; and to provide consultation in general hospital situations.

NS The Processes of Psychiatric Nursing Practice examines advanced concepts in communication and focuses on observing, assessing, recording and sharing information within the context of psychiatric nursing practice. Students develop specialized skills in taking psychiatric histories, administering mental status examinations and applying findings from psychological tests and psychosocial assessments. Clinical experiences with individual patients in acute and ambulatory settings are provided.

5 credits

NS Therapeutic Effectiveness in Psychiatric Nursing examines advanced biomedical and psychosocial concepts relevant to specialized practice in psychiatric nursing. Emphasis is on developing effective interpersonal skills in therapeutic relationships and on managing patients receiving psychotropic drugs and other somatherapies. Students are assigned individual clients for ongoing therapy and management under supervision.

5 credits

NS Strategies of Group Intervention in Psychiatric Nursing Practice examines frameworks for group analysis and develops effective skills for group therapy. Types of group leadership and stages of group development are reviewed. A variety of group therapies including psychodrama, sociodrama, family therapy, self-directed groups, and art, dance and music therapy are explored for commonalities and differences. Groups of medical-surgical patients and community client groups are studied to provide a perspective for remotivation and reeducation. Clinical experiences afford students the opportunity to observe a variety of group constellations and to participate as leaders in selected ongoing groups.

5 credits

NS Psychiatric Nursing Practice in the General Hospital focuses on the role of the psychiatric nurse within a general hospital. Emphasis is placed on the nurse's function as a therapist, manager and consultant. Practice models in psychiatric nursing are explored in relation to primary prevention, social goals and continuity of care. Special consideration is given to clinical situations commonly encountered and frameworks for appropriate intervention. Clinical practicums are provided in a general hospital.

5 credits

COURSES OPEN ONLY TO PHYSICAL THERAPY STUDENTS

PT Conceptual Foundations of Clinical Specialization 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 laboratories. 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.

4 credits

PT Clinical Preceptorship in Physical Therapy offers advanced study in clinical physical therapy practice under the direction of a clinical preceptor in the student's area of interest. This practicum is designed to expand the student's ability to plan and implement integrated physical therapy treatment approaches, formulate questions regarding the 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, neurological or cardiopulmonary disorders. A weekly research seminar assists students in developing relevant clinical questions in preparation for developing a thesis prospectus.

Prerequisite: **Conceptual Foundations of Clinical Specialization**

12 credits

PT Analysis of Clinical Decision-Making 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, carries out preliminary clinical testing of this model, and analyzes the adequacy of existing scientific evidence supporting key decision guidelines.

Prerequisites: **Conceptual Foundations of Clinical Specialization and Clinical Preceptorship in Physical Therapy**

3 credits

PT Intensive Care Management in Physical Therapy allows participants to develop evaluative and treatment skills in intensive care, focusing on cardiac and pulmonary dysfunction. The therapist acquires skills in acute management of chest physiotherapy. Respiratory and cardiac monitoring and ventilatory equipment are discussed. Pathophysiology covers acute respiratory distress, pneumonia and status asthmaticus.
2 credits

PT Seminar in Sports Medicine provides the opportunity for discussion and critical analysis of evaluation and treatment techniques for the care and prevention of athletic injuries. Topics include: emergency evaluation and treatment procedures, injury examination techniques, treatment planning and design of rehabilitation programs for the athlete, treatment modalities, taping and strapping techniques, pre-season screening, environmental concerns for athletic participation, and radiological interpretation. Course activities encompass review of literature, group discussion and field trips.
2 credits

PT Independent Study in Physical Therapy allows students to study special problems in physical therapy. Students may acquire information and skills through directed reading, investigations and projects not covered in organized courses.
Variable credit

PT Thesis Research
Variable credit

COURSES OPEN ONLY TO STUDENTS IN SOCIAL WORK

SW Social Work Practice I 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

SW Social Work Practice II 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: **Social Work Practice I**

2 credits

SW Social Work Practice III is a continuation of **Social Work Practice I and II**, which are prerequisites.

2 credits

SW Field Practicum I: In addition to classroom courses, each student is required to spend three days a week in field practicums. Students are supervised by experienced social work instructors. Practicums 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 practicum by working with practicum 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

SW Field Practicum II is a continuation of **Field Practicum I**, which is a prerequisite.

5 credits

SW Field Practicum III is a continuation of **Field Practicum I and II** which are prerequisites.
3 credits

SW Advocacy and Discharge Planning 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

SW Introduction to Health, Illness and Disease focuses on the biological and psychosocial aspects of health, illness and disease, examining a range of illnesses, diagnostic and treatment interventions, and psychosocial factors that bear on the etiology, course and outcome of illness and disease. Students analyze case studies within a framework for assessing patient response to illness.
2 credits

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