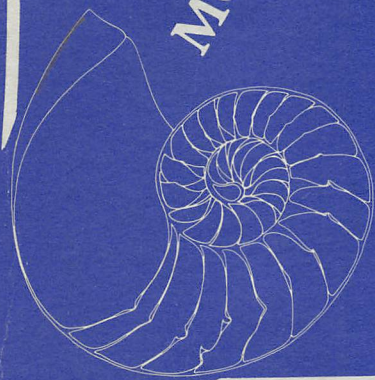


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*MGH Institute of Health Professions*



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1985-1986



# **MGH INSTITUTE OF HEALTH PROFESSIONS**

**1985-1986**

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**MGH INSTITUTE OF HEALTH PROFESSIONS**

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Nancy T. Watts, *Director, Program in Physical Therapy*

MGH Institute of Health Professions  
Massachusetts General Hospital  
Boston, Massachusetts 02114  
October 1984

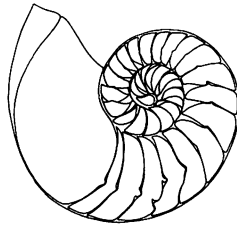
Cynthia Snow, *Editor*

*Photography:* Betty Barry, David Ludlow, Scott Davis, MGH News Office, and MGH Photography Laboratory



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**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.**

## Academic Calendar\*

### 1985 - 1986

#### Term I

<i>Labor Day - Institute Holiday</i>	Monday, September 2, 1985
<i>Registration</i>	Tuesday-Wednesday, September 3-4, 1985
<i>Orientation</i>	Wednesday, September 4, 1985
<i>Classes begin</i>	Thursday, September 5, 1985
<i>Columbus Day - Institute Holiday</i>	Monday, October 14, 1985
<i>Veterans Day - Institute Holiday</i>	Monday, November 11, 1985
<i>Thanksgiving Break, no classes</i>	Thursday - Sunday, November 28-December 1, 1985
<i>Reading/Exam Week</i>	Monday - Friday, December 9 - 13, 1985
<i>Term ends</i>	Friday, December 13, 1985 

#### Term II

<i>Registration</i>	Thursday-Friday, January 2-3, 1986
<i>Classes begin</i>	Wednesday, January 6, 1986
<i>Martin Luther King Day - Institute Holiday</i>	Monday, January 20, 1986
<i>Washington's Birthday - Institute Holiday</i>	Monday, February 17, 1986
<i>Reading/Exam Week</i>	Monday - Friday, April 14-18, 1986
<i>Term ends</i>	Friday, April 18, 1986

#### Term III.1

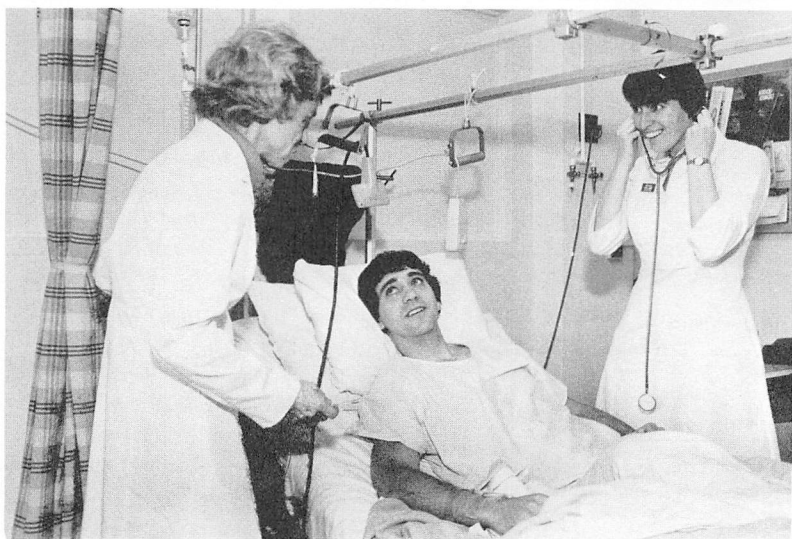
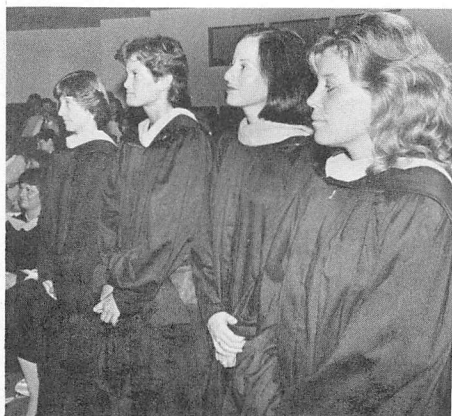
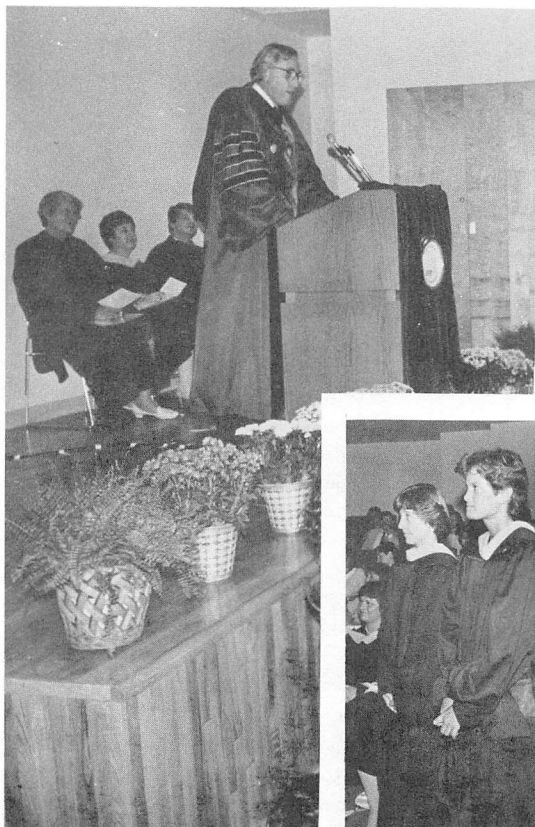
<i>Registration</i>	Thursday-Friday, April 24-25, 1986
<i>Classes begin</i>	Monday, April 28, 1986
<i>Memorial Day - Institute Holiday</i>	Monday, May 26, 1986
<i>Classes end</i>	Friday, June 13, 1986
<i>Exams</i>	Monday-Wednesday, June 16-18, 1986
<i>Commencement</i>	Saturday, June 21, 1986

#### Term III.2

<i>Classes begin</i>	Thursday, June 19, 1986
<i>Independence Day - Institute Holiday</i>	Friday, July 4, 1986
<i>Classes end</i>	Wednesday, August 6, 1986
<i>Exams</i>	Thursday-Friday, August 7-8, 1986

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\*Students engaged in practicum or fieldwork follow the holiday schedule of the agency in which they are working. Individual arrangements may be necessary with agencies to prevent interruption of client services during recesses.



## THE MGH INSTITUTE OF HEALTH PROFESSIONS

*The MGH Institute of Health Professions* is an exciting venture in graduate education for health care professionals. The Massachusetts General Hospital Corporation received the authority to award degrees in 1977, and the Institute admitted its first students in September, 1980. It is located on the campus of the Massachusetts General Hospital in Boston. It offers academic programs of the highest quality integrated with extraordinary opportunities for clinical practice and clinical research. The Institute awards the Master of Science Degree in Dietetics, Nursing, and Physical Therapy, and 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. 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. Health professionals must 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. Faculty and student clusters 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, treatment of burn patients, or cardiac rehabilitation.

*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 mid-life career changes.



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.

## **ACCREDITATION**

The MGH Institute of Health Professions has been granted Candidate for Accreditation status by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc. Candidacy is not accreditation nor does it assure eventual accreditation. Candidacy for Accreditation is a status of affiliation with the Commission which indicates that the institution has achieved initial recognition and is progressing toward accreditation.

## **GOALS AND PHILOSOPHY**

### **Goals**

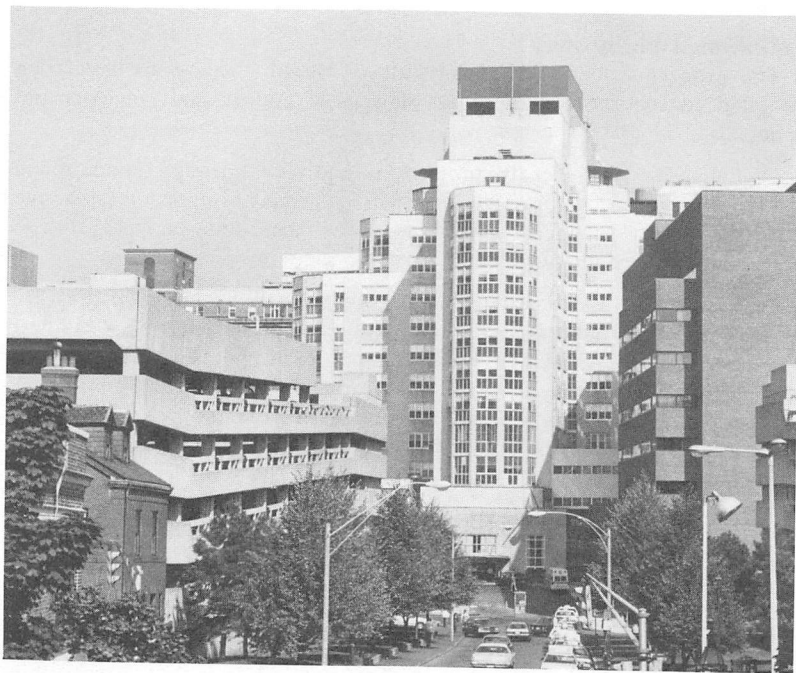
The educational and clinical goals of the MGH Institute of Health Professions may be summarized as follows:

- 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.



## FACILITIES

### **Offices and Classrooms**

Administrative and faculty offices of the Institute are located in Bartlett and Sleeper Halls. During 1985, many offices will move to 20 Charles Street. The Student Services Offices (including Admissions and Financial Aid) will be in Ruth Sleeper Hall, where most of the classrooms and teaching laboratories used by the Institute of Health Professions are located.

### **Library Facilities**

The Institute shares a major health sciences library with the Hospital. The library is comprised of two collections: the Palmer-Davis collection, with major holdings in nursing and allied health, and the Treadwell collection, which contains the major holdings in medicine and basic science. Special arrangements are 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 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.

## **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, including verification that the designated, required immunizations have been obtained.

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.

## ACADEMIC POLICIES AND PROCEDURES

Major academic policies of the Institute are outlined below. More detailed descriptions of policies and procedures such as details of registration, dropping and adding courses, incomplete grades, and independent study are published in the *Student Handbook*.

### 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.

A student is given an academic warning when his/her cumulative grade point average (G.P.A.) is less than 3.0. Policies for continuing enrollment of students with a G.P.A. below 3.0 in sequential terms are determined by each program.

### Academic Standing

All Institute of Health Professions students are required to maintain a minimum GPA of 3.0 each term. Failure to do so will result in an academic warning. Students given an academic warning must regain a 3.0 GPA within two terms or they will be subject to dismissal.

### Grading

The Institute's grading system is

<i>Grade</i>	<i>Points</i>
A	4.0
A/B	3.5
B	3.0
B/C	2.5
C	2.0
F	0.0 Failing
I*	Incomplete
P*	Passing
R*	Continuing Thesis or Fieldwork

\*Not used in determining Grade Point Average

"R" is used to indicate work in progress on a thesis. Upon completion of the thesis, the "R" is converted to Pass/Fail for final credits--not to exceed a total of 6 credits.

Each faculty member is responsible for developing criteria for performance in each course he/she teaches.

### 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 using the form to be signed by his/her advisor and submitted to the instructor and Assistant to the Provost for Student Services 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 reports the grade as P if the student's work is equivalent to C or above. Pass grades are not included in determining the G.P.A. The number of Pass/Fail options a student may exercise is determined by each program.

### **Incomplete Work**

A student who is unable to complete all requirements for a course may petition the instructor(s) for a temporary grade of incomplete. This petition must be submitted in writing using the form for this purpose and must be approved prior to the last day for submission of grades for that term or a failing grade is recorded automatically. Students must make up an I grade within the time period stipulated by the instructor at the time the incomplete is granted or the grade is recorded as F. This period may not exceed three academic terms. Exceptions may 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 stand on the transcript but only the second grade is considered in determining the G.P.A.

### **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 service or patient care responsibilities, an unexcused absence may be cause for failure in the course and dismissal from the program.

### **Transfer Credit**

Each program committee decides the number of credits that may be completed by the program's students at another institution prior to beginning study in the Institute and be counted as credits required for program completion. Students who wish to transfer credit from previous study should contact the director of the program to which they are applying.

During study at the Institute, students may take courses at other colleges and universities as an integral part of their Institute program. However, this requires prior approval of the program committee for the program in which the student is enrolled.

No transfer credit is allowed from institutions or programs that lack appropriate accreditation or for courses for which the student received a grade of less than B.

### **Leave of Absence**

On the approval of the program committee, a student may be granted a leave of absence. To request a leave of absence, the student must submit the request in

writing to his/her program director prior to registration for the term in which the leave is desired. In the case of extenuating circumstances, exceptions to prior notification may be made at the discretion of the student's program committee. A leave of absence does not extend the time for completing the program of study.

### **Time for Completing Program**

The number of years allowed for completion of degree requirements is listed under each program description. The student's Program Committee reviews and acts on petitions for extensions beyond the established deadline.

### **Withdrawal**

A student planning to terminate study at the MGH Institute of Health Professions must complete the Notice of Student Withdrawal Form. This form may be obtained from the Office of Student Services. After all necessary signatures are obtained, the completed form must be presented to the Office of Student Services on or before the date of withdrawal. Failure to notify the Institute in writing of the withdrawal may result in continued tuition liability. In the event of withdrawal, tuition and fees are refunded only in accordance with the refund policy. A student who terminates study but fails to notify the Institute in writing, is recorded as withdrawn at the end of the term in which studies were terminated.

Reinstatement into a program of study at the MGH Institute of Health Professions is obtained by petition to the appropriate program committee.

### **Suspension and Dismissal**

The Institute reserves the right, to suspend or to dismiss, with due process, any student whose health status, conduct, clinical performance or scholarship is such that it is inadvisable for him/her to remain at the MGH Institute of Health Professions. Procedures for suspension and dismissal are described in greater detail in the *Student Handbook*.

### **Student Grievance Procedure**

A grievance process is available to students who decide to initiate such a procedure.

## **ENROLLMENT**

### **Registration**

Registration is the process by which one becomes enrolled or maintains enrollment as a student at the Institute. Instructions for registration are issued by the Student Services Office. Registration, completed by the specified dates, is required for class attendance and for use of the resources and facilities of the Institute.

A student is considered to be officially registered only after the appropriate forms have been completed and submitted, and financial obligations to the Institute have been met.

A student is removed from official enrollment lists if registration has not been completed and tuition has not been paid by the beginning of the third week of the term unless arrangements for payment have been made with the Financial Aid Officer.

In order to change registration a student follows the policies and procedures for adding or dropping courses, or for withdrawal .

### **Tuition**

The tuition for full-time students enrolling for three terms in one year for 1985-86 has been tentatively set at \$9,200 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 \$255 per credit for 1985-86. 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 Massachusetts General Hospital must pay an enrollment fee equivalent to three credits 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.

### **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.

### **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 coverage through the Institute at the time of registration. Part-time students who are degree candidates may purchase health insurance and are encouraged to do so. In the event of withdrawal or interruption of study, no refunds are made for health insurance 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 the designated payment periods during registration and who have not signed a deferred payment plan will not be considered registered for the term. Bill payments must be made within the advance payment period or during the dates published for registration unless arrangements have been made and approved in advance with the Financial Aid Officer.



A deferred payment schedule may be arranged under unusual and extenuating circumstances. 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. A request to defer payment must be made before the dates specified for on-site registration and bill payment.

A late payment fee of \$25 is charged for payments not made within times specified in registration materials or according to a deferred payment schedule, unless prior arrangements have been approved by the Financial Aid Officer.

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.

Any individual who presents the Institute with a non-negotiable check will be required to make all future payments with a certified check, cashier's check or money order.

### **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 applies to each term's tuition and fees, excluding the deposit, which is non-refundable:

Withdrawal during first week	100% refund
Withdrawal during second week	80% refund
Withdrawal during third week	60% refund
Withdrawal during fourth week	40% refund
Withdrawal during fifth week	20% refund

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

For courses or terms less than 15 weeks in length, tuition and fees, excluding the deposit and health insurance, are refunded on a prorated basis according to the official withdrawal date in relation to the length of the course or term.

## **FINANCIAL AID**

The purpose of the Institute's financial aid program is to provide financial assistance to both full-time and part-time 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. Financial aid application materials must be requested and completed early because of the time required for processing,

even though financial aid applications are reviewed *after* a candidate has been accepted for admission. See the section on Application Procedures and the financial aid application for 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 financial aid continued throughout the academic year, a student must maintain satisfactory academic progress and continue to meet the criteria for financial assistance as defined in the financial aid application. Students are encouraged to seek financial aid from other sources.

Fellowship and financial aid funds of the Institute include the following:

*The Adams Fellowship in Physical Therapy* was established to help meet the cost of graduate education for physical therapists.

*Alden Trust Scholarships* assist experienced professionals from the Worcester area to do advanced study in Dietetics, Physical Therapy and Social Work.

*The Clarissa Peters Allen Scholarship (School of Nursing Class of 1937)* is awarded annually in her memory to a nursing student who demonstrates academic achievement, competence in nursing practice and a humanistic concern for patient care.

*The Lucretia Brigham Scholarship Fund*, established in memory of Mrs. Elizabeth Copeland Newton and Mrs. Emerline Newton Brewer, provides scholarships for students in the Nursing Program.

*The Ida Cannon Memorial Scholarship Fund* provides grants for students in the Social Work in Health Care Program.

*The Martha MacDowell Carpenter Scholarship* assists promising students in the Nursing Program who have established financial need.

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

*The Herbert Farnsworth Trust Fund* provides scholarships for Institute students.

*The Financial Assistance Grant Fund* provides grants to Institute students.

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

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

*The Louise Hatch Award* is awarded annually to a student or students at the end of the Dietetic Internship.

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

*The Marjorie K. Ionta Fund* provides assistance to students in the Graduate Program in Physical Therapy.

*Kemper Scholarships*, provided by the Kemper Insurance Foundation, assist Nursing Program students who have established financial need and have

demonstrated academic excellence. These students are designated as Kemper Scholars.

*The John H. Knowles Memorial Fellowship Fund* is a significant source of assistance available to students in all degree programs. 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 Mary Hammond Taylor Nursing Scholarship* assists a nursing student with established financial need from Charlestown, South Boston or Roxbury, Massachusetts.

*The Marian Moir West (School of Nursing Class of 1889) Loan Fund* assists students in the Nursing Program with short term emergency loans of limited amounts, usually less than \$100.

*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).

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

## ADMISSIONS

### **Notice of Nondiscriminatory Policy as to Students**

The MGH Institute of Health Professions admits students of any race, color, national and ethnic origin, religion, handicap and sex to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin, religion, handicap or sex in administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.

### **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.

In selecting students, the Institute seeks to identify individuals who show promise of becoming 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, teachers, and professional colleagues;
- 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.

Opportunities for part-time as well as full-time study are available in all programs except Nursing. Part-time students are given special assistance in planning course selection, projects, and schedules to help them integrate graduate study with their work activities and to make sure 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.

### **International Students**

The MGH Institute of Health Professions is authorized under Federal law to enroll nonimmigrant alien students.

### **Special Students**

Some of the Institute's courses are open to special students who are not candidates for an MGH Institute degree or certificate. Applicants for special student status must be practicing health professionals, must hold a bachelor's degree, and must submit college transcript(s). A limited number of students who do not meet these requirements may be admitted; to apply for consideration, such individuals should write to the Special Student Admissions Office describing briefly their background and reasons for wishing to enroll. If an exception will be considered, further application instructions will be sent. Final decisions on admission to courses are made by the course instructors, and students are notified as soon as possible whether or not they have been accepted.

Special students are expected to participate fully in class activities and to complete all reading and outside assignments, which may take from 3 to 6 hours per week of outside work.

Successful completion of courses as a special student has no bearing on future admission to any program as a degree or certificate candidate. Any student who wishes to matriculate must complete the normal admission procedures.



## APPLICATION PROCEDURES

All materials for admission should be mailed prior to the date listed for each program in order to be considered for September admission; all materials should be sent to:

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

### Materials to be Submitted by All Applicants

1. Completed application for the appropriate program.
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.

**NOTE:** The GRE is *not* required for the Social Work in Health Care Graduate Certificate Program.

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. A non-refundable application fee of \$25 payable to the MGH Institute of Health Professions.
6. Additional individual program requirements as listed below by program:

#### **Master of Science Program in Dietetics for Registered Dietitians**

7. Letter of application describing professional and educational goals and reason for applying to the MGH Institute of Health Professions.
8. Resume, including R.D. number, route to registration, and professional activities.
9. Three letters of reference on the forms provided, including one each from a supervisor of professional practice and a college/university faculty member.

Application prior to March 1 is suggested for those seeking September admission, particularly if financial aid is requested; however, applications continue to be reviewed as long as openings are available. Notification of acceptance or rejection is made as review of each application is completed. Letters of acceptance or rejection are sent by the Admissions Office.

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

#### **Master of Science Program in Nursing**

7. Three letters of recommendation on the forms provided from three individuals qualified to evaluate the applicant's potential for graduate study. One letter must be written by a college/university faculty member.
8. A biographical statement, including philosophy, purpose and career objectives.
9. All applicants who meet the paper review criteria for admission are interviewed by a member of the nursing faculty prior to final acceptance.

All materials for admission should be received prior to January 15 for admission in September.

Letters of acceptance or rejection are sent by the Admissions Office by April 1. A non-refundable deposit of \$100 (applicable toward tuition) is requested from accepted students.

#### **Advanced Master of Science Program in Physical Therapy**

7. Letters of recommendation on the forms provided from three individuals qualified to evaluate the applicant's abilities and recent clinical performance.

8. Statement of reasons for wishing to attend graduate school and description of specialized clinical interests.

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

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

### **Social Work in Health Care Graduate Certificate Program**

7. Three letters of reference on the forms provided.
8. Submission of an essay describing relevance of this program to career goals.
9. A resume, including education, work and volunteer experience.
10. All applicants who meet the paper review criteria for admission are interviewed by a social work faculty member prior to final acceptance. This interview focuses on the applicant's suitability for a clinical practicum.

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

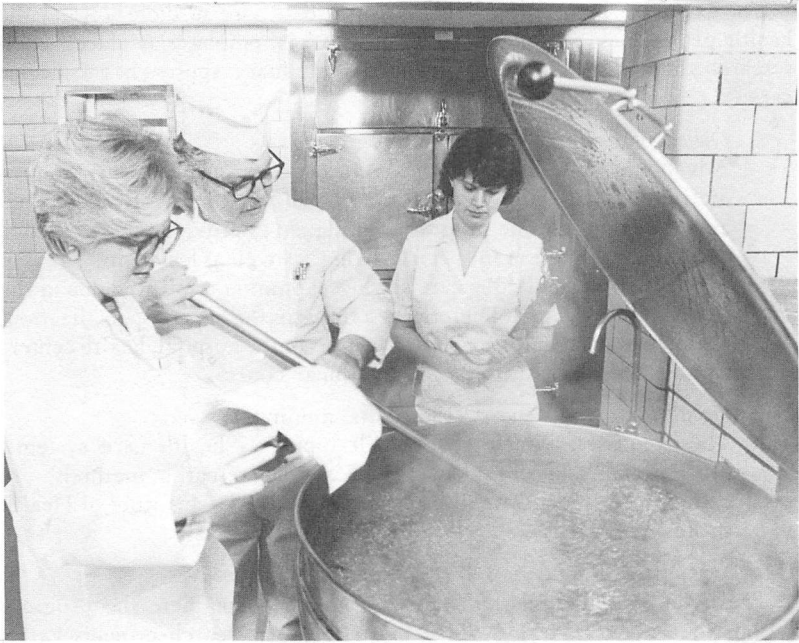
A non-refundable deposit of \$100 (applicable toward tuition) is requested from accepted students.

### **Special Student Application Procedure**

Contact the Special Student Admissions Office for an application form and listing of the courses open to special students for each term.

1. Complete the application form.
2. Attach a paragraph describing your past experience and what you wish to accomplish in the course(s) for which you are applying.
3. Enclose a deposit of \$50 per course, which is applied to tuition.
4. Request a transcript from each post-secondary educational institution you have attended. *Photocopies are accepted pending receipt of official transcripts.*
5. Send the completed application, short personal statement, tuition deposit and transcripts to:

Special Student Admissions  
MGH Institute of Health Professions  
Massachusetts General Hospital  
Boston, Massachusetts 02114



## **MASTER OF SCIENCE PROGRAM IN DIETETICS FOR REGISTERED DIETITIANS**

The Graduate Program in Dietetics is designed to educate the dietitian to become a specialized practitioner in one of two areas: clinical dietetics in the acute care setting or clinical dietetics in the ambulatory setting. The program provides a foundation in both theory and practice in order to prepare the specialized practitioner for the demands of complex health care systems.

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 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)

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. 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.

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.

### **Degree Requirements**

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.

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.

Students must complete degree requirements within five years.

### **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.

## 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.

The MSN is a three-year program, comprising two 15-week terms and one 7-week term each year. It is designed for full-time students who are expected to develop competencies in nursing practice and research and to prepare themselves to assume the professional responsibilities of the discipline.

Graduates of the program are 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 utilize the principles of sound management and are able to provide comprehensive health care services, to evaluate nursing care and to suggest and test new methods of practice.

### **Program Philosophy**

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 improving 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**

*Generalist level:* Initially students prepare for generalist practice in nursing. The first five terms provide instruction and experience in

general nursing practice. Upon successful completion of the requirements, students are awarded certificates in generalist professional nursing and are eligible for licensure as registered nurses by the Massachusetts Board of Registration in Nursing.

*Specialist level:* The last four terms include instruction and experience in a selected area of clinical nursing specialization. Students admitted in 1985 and after may elect to specialize in cardiopulmonary, gerontology, oncology or women's health nursing. Specialization options include experience in acute, ambulatory, and long-term care settings. Specialization preferences are not guaranteed.

Academic and clinical experiences are designed to provide individual attention to students. Within the required curriculum, nursing students have the opportunity to join members of the other graduate programs at the Institute in courses addressing common issues in health care. During the specialist level, interdisciplinary clinical practicums are available. Facilities available for clinical instruction include inpatient and outpatient services of the Massachusetts General Hospital, its affiliates and a variety of other health care agencies.

### **Degree Requirements**

Successful completion of 112 credits of prescribed graduate level course work including supervised clinical experience and a master's thesis.

### **Academic Policies of the Nursing Program**

1. *Course Prerequisites:* Nursing students must successfully complete each Nursing Practice course in the sequence prescribed in the program curriculum. Course prerequisites must be successfully completed before students may enroll in any course required in the Nursing Program.
2. *Incomplete Work:* An "I" (incomplete grade) in a course required in the Nursing Program must be completed within the first four weeks of the succeeding term.
3. *Absence from Clinical Experience:* All absences from the clinical practicum must be reported to the student's clinical instructor *and* the appropriate agency personnel *prior to* the expected time of arrival at the clinical site. Nursing students who miss more than two days of clinical experience during a 14 week rotation or more than one day of clinical practice in a 7 week rotation will be expected to make up that clinical practice. The instructor, course coordinator, and student will arrange appropriate times for meeting clinical experience requirements. The student must complete the clinical practicum within four weeks of the completion of the course. Absences due to health problems which extend beyond three consecutive clinical days require health practitioner reports.
4. *Pass-Fail Option:* Nursing students may select the pass-fail option *only*

in elective courses. All required courses must be taken for a letter grade.

5. *Leave of Absence:* After consultation with the academic advisor, the student will submit a written petition for a leave to the Program Director. The following information will be included in this request: (a) reason for requesting leave, (b) starting date of the leave, and (c) expected date of return to the Program.

Leaves of absence for health, academic, and extenuating circumstances are contingent upon the following conditions:

- A leave of absence for health reasons requires validation of the problem by a physician/nurse practitioner. To return to the Program, evidence that the health problem is sufficiently resolved for the student to resume study must be furnished.
- A leave of absence for academic reasons requires that a committee of at least three faculty members (including the student's academic advisor) formulate conditions for the leave.
- A leave of absence for other reasons will be individually evaluated.

The petition for a leave of absence will be granted if one of the above stated conditions is met and approved by the student's academic advisor and by the Program Director. An agreement granting the leave and outlining the conditions to be met will be signed by the Program Director and the student. A copy of the agreement will be given to the student and another copy will be retained in his/her permanent record. In order to return to the program after the leave is granted, the conditions outlined in the agreement must be met and approved by those faculty involved in the process.

### **Professional Accreditation**

The MSN program will be eligible to apply for National League for Nursing Accreditation once the Institute of Health Professions has obtained full regional accreditation from the New England Association of Schools and Colleges.

### **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.

## CURRICULUM OUTLINE

### Generalist Level

<b>Year 1</b>	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
Term III (7 weeks)	Nursing Profession: Values in Practice	2
	Ethnicity and Health Care	2
	Nursing Practice: Mental Health and Psychiatric Nursing	5
<b>Year 2</b>	Course	Credits
Term I (15 weeks)	Nursing Practice: Maternal/Newborn Health (7 weeks) and Child Health (7 weeks)	5
	Clinical Research	5
		3
	Nursing Profession: Policy and Politics	2
	Elective	3

Term II (15 weeks)	Nursing Practice: Multi-System Problems in Adult Health (7 weeks) and	5
	Community Health (7 weeks)	5
	Theory Evolution in Nursing	3
	Nursing Research Seminar	2
	Nursing Profession: Legal and Organizational Issues	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	Course	Credits
Term I (15 weeks)	Nursing Practice: Clinical Specialization	5
	Thesis	3
	Nursing Profession: Developing Role Specialization	2
	Clinical Management in Nursing	<del>2</del> 2
	Elective	3
Term II (15 weeks)	Nursing Practice: Clinical Specialization	5
	Thesis	3
	Nursing Profession: Collaborative Practice	2
	Organizational Development in Nursing	<del>2</del> 2
	Elective	3
Term III (7 weeks)	Nursing Practice: Clinical Specialization	5
	Elective	3



### **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, clinical educators and academic faculty responsible for teaching clinical subjects. 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. To allow appropriate depth of study, students select one area of clinical practice as the principal focus for their programs. Less extensive study in other areas is available through electives.

Areas of specialization now available are: Cardiopulmonary, Neurologic and Orthopaedic/Sports Physical Therapy.

Special features of the program include:

- *Its location on the campus of a 1,000-plus bed teaching hospital provides access to an exceptional variety of clinical teaching programs and specialized clinical and research laboratories. Preceptorships are arranged through the Hospital's physical therapy units which include nearly 50 therapists serving ten intensive care units, two community health centers, a special rehabilitation unit, and the Hospital's many ambulatory clinics and inpatient units. The physical therapy department at nearby Children's Hospital Medical Center collaborates with the program to provide additional clinical experiences for students interested in pediatrics. Students may take advantage of the many case conferences, rounds, and other clinical teaching programs offered by the MGH as a major teaching hospital for Harvard Medical School*
- *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/faculty lounge, and specialized laboratories.*
- *Faculty for the program represent a wide range of interests and expertise within the field of physical therapy. All are active scholars in their field and hold joint clinical and academic appointments. This allows faculty to remain actively involved in clinical practice and/or research directly related to their teaching responsibilities.*
- *A series of courses in advanced theory and methods of physical therapy practice allows students to strengthen their practice 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 primary 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, social work, and speech-language pathology. 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**

A minimum of 36 credits and an acceptable research thesis. Work must include:

#### *Clinical Research Courses (6 credits)*

Clinical Research	3 credits
Thesis Research	3 credits

#### *Foundation Courses in Clinical Practice (6 credits)*

Foundations of Clinical Assessment in Physical Therapy	3 credits
Clinical Decision Analysis	3 credits

#### *Courses in Area of Clinical Specialization (12 credits)*

Clinical Preceptorship in Physical Therapy	6 credits
Basic or Applied Sciences and/or Advanced Clinical Courses and Directed Study	6 credits

#### *Courses in Humanistic Aspects of Health Care (4 credits)*

These may be taken in any of the Institute courses on topics such as health care ethics, health policy, and socioeconomics of health care.

The remaining credits may be freely elected from among any of the Institute courses that are a logical part of the individual student's overall program of study. These may include additional courses in any of the areas listed above, additional clinical preceptorship work, and/or courses in clinical teaching or in management of clinical services.

At least ten of the 36 credits must be taken in courses open to qualified students from more than one professional discipline. These may include interdisciplinary Institute courses in areas such as research methods, basic and applied sciences, humanistic aspects of health, teaching and management, which also fulfill other degree requirements.

In addition to these course requirements, students are required to demonstrate competence in use of basic statistics. This may be done either by satisfactory completion of an elective in statistics or by passing a qualifying examination.

Requirements may be completed through either full- or part-time study. The program is in full operation throughout the year and offers three 15-week terms starting in September, January, and late April. Part-time students may begin work in any term, but full-time students are generally advised to start in September.

Full-time students can complete their degree in four terms or approximately 15 months but may extend their study if they wish to take courses beyond the minimum requirements or allow longer for completion of the thesis.

Part-time students usually require from two to three years to complete the program. All degree requirements must be completed within five consecutive calendar years.

### **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.

In evaluating applications, the admissions review committee considers all of the following factors: 1) undergraduate academic performance and scores on the Graduate Record Examination aptitude tests; 2) professional experience and achievements; and 3) clarity of reasons for attending graduate school and the ability of the MGH Institute programs to help students achieve their goals.

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

### **Advanced Professional Study for International Students**

The MGH Institute welcomes applications for admission from experienced physical therapists trained outside the United States. For such students the program offers three different plans for admission:

- *Admission as a Master of Science degree candidate:* Requirements for admission and graduation are the same as for American therapists. Because admission to the degree program is competitive, international students are usually admitted directly to degree candidacy only if English is their first language and their patterns of academic and professional education and professional experience in physical therapy are very similar to those of American applicants.
- *Admission as a Full-Time Special Student:* This option permits experienced therapists from abroad to take an individually planned program of graduate level course work and to gain supervised clinical and research experience. They may take the same courses as degree candidates but are not expected to complete a formal thesis or clinical preceptorship. Applicants who hold professional qualifications in physical therapy recognized in their own country will be considered even if this training did not lead to a university degree. Upon completion of two or more terms of full-time study, special international students will receive a certificate recognizing their advanced professional study.
- *Admission as a special student with the option to petition for a change to degree candidacy after one or more terms of full-time study:* Applicants who prefer the degree program but whose first language is not English and/or whose education differs from that of American applicants are advised to begin study as special students. Their first term(s) of study permit them to demonstrate their ability to meet the demands of intensive graduate work and to explore whether their own interests can be met best by completing degree requirements or by remaining in the more flexible special student program. Admission to degree candidacy is not guaranteed students who enter on this plan.

Detailed information on the three plans is available on request. See also the section on Admissions earlier in this catalog.

## **SOCIAL WORK IN HEALTH CARE GRADUATE CERTIFICATE PROGRAM**

The Social Work in Health Care Program prepares professionals who have masters' degrees in social work for careers in health care. Practice in the health care area requires specialized knowledge and skills. These include the ability to collaborate in a complex interdisciplinary environment, a familiarity with health related concepts and terminology, an understanding of health care organizations, policy and resources and ability to use multiple methods of intervention. The need for such specialized training in health care has been well documented. The program has responded to that need through its focus on these areas of advanced training and education.

The health care field offers rich, professionally challenging opportunities for the social worker. It was in 1905 at the Massachusetts General Hospital that social work was first introduced in a hospital setting. Since that time, health care social work has expanded beyond acute care settings to prevention, community health and long term care. Social workers in health care perform critical functions, including interdisciplinary assessment, treatment, program development, planning and research.

### **Program Content**

The individualized curriculum centers around the knowledge and skills for advanced, specialized health care practice. Depending on the needs and interests of the student, the focus of study may include some or all of the following areas: assessment of psychological and environmental stresses that affect acutely ill and chronically disabled patients and their families; therapeutic skills for individual, family and group intervention; collaboration with consumer-led programs such as self-care and mutual help efforts; programmatic development and evaluation of health services; policy analysis and change; and specific areas of practice, such as gerontology, oncology or women's health.

The program begins in early July, with a short intensive term. The courses offered in this initial period provide an overview of the health care field and include such topics as practice in health settings, health care policies and organizations, accountability and evaluation. These courses prepare students for the practicum which begins in September. During the two full-length terms of study (September to December and January to April), students combine didactic study with three days of field practicum at The Massachusetts General Hospital or other health care facilities in the Boston area. Many of the courses are interdisciplinary and include faculty and students from other of the Institute's programs. Course topics include: stress, crisis and transitions; pharmacology; ethics; social support networks; health, illness and disease; and working with groups. There are also opportunities for students to arrange individual tutorials with faculty members.

### **Certificate Requirements**

Students need a total of 40 credit hours to obtain the certificate. All work

must be completed within three consecutive calendar years of initial enrollment. Course work may be completed full-time or part-time over two or three years.

#### **Admissions Requirements**

Entering students must hold a master's degree in social work and have interest in specialization in health care.

#### **Financial Assistance and Work Stipends**

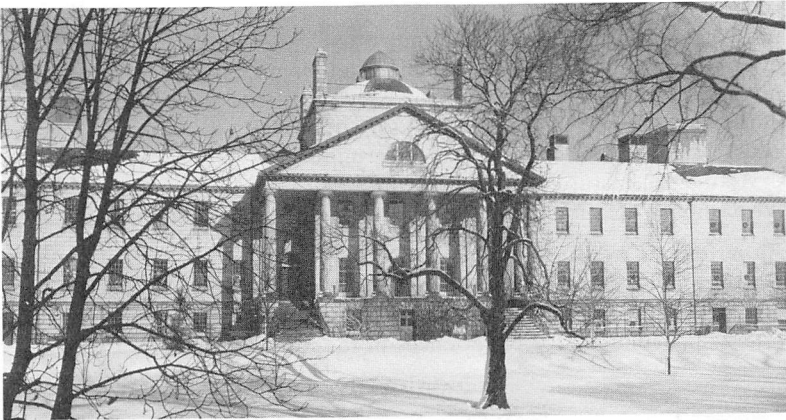
Financial aid and a limited number of work stipends are available for eligible students.

### **GRADUATE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY**

The Graduate Program in Speech-Language Pathology is evolving two closely related programs. When fully developed, one will offer advanced postgraduate academic and clinical training in speech-language pathology. The other program involves research in neurolinguistics. With a major grant from the James S. McDonnell Foundation and support from the Hospital, the Neurolinguistics Laboratory was recently inaugurated.

#### **Neurolinguistics Laboratory**

Under the direction of Dr. John Locke, the Neurolinguistics Laboratory has an interdisciplinary staff of basic and clinical investigators from the Massachusetts Institute of Technology, Harvard Medical School, Massachusetts General Hospital, and the Institute. The purpose of the Laboratory is to study normal and disordered brain and language mechanisms in children and adults. The goal of these studies is an increased understanding of the processes by which the brain performs the functions of human cognition, especially as they relate to language. An expected by-product of this research is greater knowledge of linguistic and cognitive disorders. Investigations anticipated or currently underway involve infant vocalization, childhood dyslexia, early phonetic learning, developmental language disorder, and the linguistic and cognitive deficits of aphasia and Alzheimer's disease.



## **EDUCATION AT MASSACHUSETTS GENERAL HOSPITAL**

Although the MGH Institute of Health Professions is initiating 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 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 its educational activities have expanded in size and complexity along with advances in health care.

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 and establishment of an autonomous academic unit which awards academic degrees—the MGH Institute of Health Professions. In addition to the degree-granting graduate programs of the Institute of Health Professions, a number of other educational programs are offered at the Massachusetts General Hospital as noted below.

### **DIETETIC INTERNSHIP**

The program is a one-year course of study accredited by The American Dietetic Association. The program includes both an experience component and a didactic component related to professional practice. 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.

At the successful conclusion of the program, the student is eligible to write the registration examination of The American Dietetic Association.

### **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:* 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:* Cafeteria or centralized tray service systems with emphasis on quality and cost control, merchandising, and supervision of support personnel

#### **Clinical Dietetics**

*Acute Care:* Experiences include 1) provision of nutritional care to patients (assessment of nutrient needs and intakes, development of individualized nutrition care plans, counselling, documentation, and evaluation); 2) consultation, communication and planning with patients, families, peers and health care team members; 3) selection of educational materials to meet patient care needs; and 4) supervision of meal service to patients, including direction of dietetic personnel and cost effective utilization of resources.

*Ambulatory Care:* Experiences include 1) provision of nutritional care to patients (dietary assessment, development of individualized nutrition care plans, counselling, education, documentation, follow-up, and evaluation); 2) consultation and communication with families, peers and health care team members; 3) selection of educational materials. Learning experiences focus on disease prevention and health promotion as well as therapeutic intervention with exposure to a variety of counselling methodologies, including behavior modification.

A staff relief experience is assigned near the completion of the first year. This experience enables the intern to assume professional responsibility based on the proposed area of specialization and needs of the MGH.

## **Didactic Component**

Interns attend classes related to the profession of dietetics. Non-credit classes enhance knowledge, skills, and practice as well as foster professional development. Information about the Massachusetts General Hospital and the Department of Dietetics is included to help students develop a strong professional role and to function effectively within the organization. Joint group classes are scheduled approximately once per month to provide interaction with other Dietetic Interns in the Boston area and exposure to outstanding individuals in a variety of specializations.

Interns also complete 9 to 15 hours of graduate credit in the MGH Institute of Health Professions. They will have the option of continuing for a Master of Science Degree following successful completion of the Internship.

## **Admissions Requirements**

The Dietetic Internship is for individuals who meet the current academic requirements specified by The American Dietetic Association as well as recency of education requirements. Information specific to the Dietetic Internship is updated annually in the fall. Current information regarding the program should be obtained by writing to:

Director, Dietetic Internship  
Department of Dietetics  
Massachusetts General Hospital  
Boston, MA 02114.

## **CLINICAL PASTORAL EDUCATION**

Clinical Pastoral Education is not new to the Massachusetts General Hospital. In fact, hospital educational programs for clergy were the inspiration of a distinguished MGH physician, Dr. Richard Cabot. Dr. Cabot and Chaplain Russell Dicks founded the Clinical Pastoral Education Programs for clergy at the MGH in 1933 with the goal of providing an expanded ministry to patients, families and staff and a supervised educational experience for clergy and seminarians.

The present Clinical Pastoral Education Program seeks 1) to provide opportunities for chaplain interns to explore and evaluate their pastoral ministry to the sick in the setting of a large general hospital; 2) to assist student chaplains as they strive to identify, understand and make more effective use of their own special gifts and abilities in pastoral care of those in the crisis of illness; 3) to increase students' understanding and effective use of faith in their ministries of pastoral care and counselling; 4) to facilitate students' integration of perspectives of health with their own developing theological understanding and pastoral practices; and 5) to provide feedback for students in evaluation of their personal/professional growth and strengths and weaknesses for ministry.



### **Program Content**

The 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 the Massachusetts General Hospital co-sponsor a continuing education program for practicing health professionals. Fall and spring continuing education courses are offered in the Boston area. Summer courses are offered annually for a two-week period in Newport, Rhode Island, on the scenic oceanfront campus of Salve Regina

College. Room and board are available at a reasonable fee. Programs include review courses in pathophysiology, updates in gerontology, pediatrics and other areas of clinical practice. Computer workshops and the latest management techniques, case study series for analyzing clinical practice and a wide variety of other topics are offered.

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.

If you are interested in receiving timely information on these offerings, send your name, address, and profession to:

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

or call (617) 726-8010.

## **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:

### **School of Radiologic Technology**

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

### **EEG Technician Program**

Clinical Neurophysiology  
Massachusetts General Hospital  
Boston, MA 02114  
Phone: (617) 726-3643

## 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 Anatomy and Pathophysiology of Heart and Lungs** acquaints students with the gross anatomy of the respiratory system (including trachea, bronchi, bronchioles, aveoli, and respiratory muscles) and the cardiac system (including the great vessels, arteries, veins, coronary arteries and heart valves). Pulmonary pathophysiology includes lung structure changes with acute respiratory distress and chronic lung diseases. Cardiac pathophysiology includes congenital heart defects, atherosclerosis, cardiac myopathies and myocardial infarction. Lung and heart specimens are used in the course.  
*Prerequisite:* Collegiate level course in human anatomy and physiology  
3 credits

**HP Anatomy Related to Orthopaedics** provides advanced study of the structure and function of the musculoskeletal system. Dissection of normal specimens and demonstration of selected surgical procedures form the basis for discussion of common orthopaedic disorders. Students have an opportunity for dissection and a course project in an area of their special interest.  
*Prerequisite:* A course in human anatomy  
3 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. 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.  
2 or 3 credits

**HP Biological Issues in Behavior:** Anatomical, physiological and chemical influences in behavioral disturbances for theoretical and clinical aspects of nursing practice will be considered. The relevance of these influences will be considered in selected clinical situations, in the use of psychopharmacological agents and in approaches to clinical assessment.  
3 credits

**HP Biomedical Instrumentation for Study of Human Movement** teaches the principles of sound bioelectronic and mechanical measurement and the application of these principles to measurement of movement and movement

disorders. Students learn basic procedures such as operation of an oscilloscope and polygraph as well as calibration techniques then focus in detail on techniques for measurement of variables in their area of special interest. Laboratory sessions allow practice with such techniques as surface electromyography, isokinetic dynamometry, and use of force transducers, as well as practice in the MGH Biomotion Laboratory.

2 credits

**HP Biophysical Science** is an introduction to the function and regulation of mammalian organ systems. All major organ systems will be covered (cardiovascular, renal, muscular, respiratory, nervous, endocrine, reproduction and immune). Mechanisms at the cellular and subcellular levels relative to general function and regulation are discussed and their relationship to disease states noted. X

6 credits

**HP Cardiopulmonary Rehabilitation** considers the common principles of exercise physiology involved in both cardiac and pulmonary rehabilitation. Principles of exercise testing and training, and training effects are examined for both types of patients, and for those patients who have involvement of their cardiac and pulmonary systems. All of the elements of a total rehabilitation program are presented, including patient education, nutritional needs, emotional support systems, risk factor modification, and exercise prescription. Participants take part in monitoring and evaluating patient response to testing and to a rehabilitation program. Discussions of controversial topics in cardiopulmonary rehabilitation clarify areas for future research.

*Prerequisite:* Professional practice; recommended: **Physiologic Response to Stress** and **Anatomy and Pathophysiology of Heart and Lungs**

3 credits

**HP Clinical Care of the Aged Person: An Interdisciplinary Perspective** presents the aged as patients and as people, their needs as an integrated whole, and the perspectives of various disciplines to broaden and deepen re-education of clinicians. It covers traditional clinical topics of physical health, cognitive and emotional health, medications and nutrition. Social/psychological issues include social roles and worth, family relationships and ethical and existential issues. Long-term care and economic and legal issues present policy perspectives. An interdisciplinary and interinstitutional core faculty integrates topics through case studies and guided discussion.

*Prerequisite:* Consent of the instructor

2 credits

**HP Clinical Psychopathology and Behavior** covers biological, psychological and sociological perspectives of schizophrenia, affective disorders, characterological disorders and adjustment reactions. Emphasis is given to understanding etiology and symptom formation in light of current and historical research.

3 credits

**HP Clinical Research** examines the use of scientific method to improve clinical practice. At the end of the course, students are able to analyze research articles, formulate researchable questions and understand the concepts of research design, measurement, sampling and data analysis. Illustrations are

chosen from research in dietetics, physical therapy, nursing, social work and speech-language pathology.

3 credits

**HP Cognitive and Behavioral Concepts in Health Assessment and Treatment** highlights processes underlying cognitive and behavioral modalities that are relevant in a variety of clinical situations. Means of assessment, specific approaches and the rationale for both are discussed.

2 credits

**HP Essentials of Health Policy** introduces major health and social policies and programs relevant to practice in the health care field.

1 credit

**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 or 3 credits.

**HP Ethnicity and Health Care** applies anthropological concepts to health care delivery. Cultural beliefs, values and traditions of providers and patients are explored to provide better understanding of health behaviors. Course work includes field experience (participant observations) in ethnic Boston neighborhoods.

2 credits

**HP 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 Health and Social Policy** introduces major health and social policies and programs relevant to health care financing and delivery, mental health and long term care of the elderly and chronically ill. Special attention is also paid to specific policies addressing families and populations at risk, including children in need of specialized health and social services, women, and aged persons. Differing political perspectives on the nature and allocation of health and social services are presented together with basic conceptual tools for policy analysis.

3 credits

**HP Health Professions: Collaborative Practice** considers professional partnerships among 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 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 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: Stress, Crises and Transitions* or consent of the instructor  
2 credits

**HP Independent Study**  
Individually arranged.  
Variable credits

**HP Individual Human Behavior and Development** covers the life span from the prenatal period to old age. The focus of the course is on behavior as the observable expression of the fusion of biology and experience. Topics followed as a continuum across all ages include physical maturation and development, cognitive ability, use of language, the self, peer relations, attachment and loss, and creativity in play and work. Conflicting theories are explored by means of relevant research. The impact of social policy on the development of the individual is illustrated for selected topics. Observational field experience is the basis for assignments.  
3 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 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 Introductory Statistics** is a basic course in statistics for graduate students. Topics include descriptive statistics; measures of central tendency and dispersion; probability; inferential statistics; hypothesis testing; chi square, analysis of variance, regression, correlation, student's t test, etc. The course

material is oriented to the application of statistical methodology.

*Prerequisites:* **Clinical Research** or consent of the instructor

3 credits

**HP Issues in Health , Illness and Disease** focuses on the biopsychosocial aspects of health, illness and disease. Students are provided a basic understanding of the nature of illness, what patients experience in their encounters with the health care system, and what patients must cope with when they are home. Prototypic diseases are used to present a model for understanding the range of medical information (e.g., etiological factors, limitations imposed by illness, diagnostic procedures, and treatment interventions) required in order to help patients cope with their concerns about being ill, to plan realistically for their needs, and to maximize health.

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 Leadership Skills for Clinical Specialists** In addition to providing direct patient services, many clinical specialists are responsible for such tasks as supervision, consultation, needs assessments, planning and promoting change, and coordinating patient care. This course assists experienced clinicians to explore theory, to improve their practical skills in these areas and to consider the advantages and disadvantages of different leadership styles. Case problems that form the basis for most class discussions and assignments are drawn from a variety of disciplines, including dietetics, nursing, physical therapy, social work, and speech-language pathology.

*Prerequisites:* Prior experience as a clinician

2 credits

**HP Living with Death; Living with Grief: Perspectives for the Clinician** provides the student with an understanding of dying, death, and bereavement from historical, cultural, societal, interpersonal, and personal perspectives. Implications for practice are explored and strategies for appropriate interventions are developed utilizing empirical findings and conceptual frameworks developed in the course. In addition to lectures, small group seminars explore philosophical, theoretical, and pragmatic issues underlying choices and decisions in clinical practice.

3 credits

**HP Neuroanatomy** presents the anatomy of the brain and spinal cord as an introduction to the pathophysiology of nervous system disease. The organization of motor and sensory pathways in the brain is examined in a series of in-class gross dissections and discussions. Emphasis is placed on anatomic localization of function and its relevance to mechanisms of injury in patients with stroke, trauma, and developmental anomaly. The potential for

anatomic recovery and the role of therapeutic intervention in such disorders is also emphasized.

*Prerequisite:* Collegiate level course in human anatomy and physiology  
3 credits

**HP Neurological Basis of Movement.** This course assists the student in developing a basic understanding of major components of the motor system and in improving his/her ability to review and critically analyze neuroscience literature related to motor control. Selected case studies are used to illustrate the effects of neurological lesions on the motor system. Seminars examine such topics as the motor unit, spinal reflex mechanisms, motor cortex, thalamus, basal ganglia, cerebellar-vestibular system, reticular formation, alpha and gamma control systems, spasticity, neural control of locomotion, and neuronal plasticity. 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  
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 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 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 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 or 3 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 **Pediatric Issues in Health Care** familiarizes practitioners with a wide range of issues that are encountered in settings that provide pediatric health care. Among the topics to be considered are child abuse and neglect; foster care and adoption; and chronic illness and developmental disabilities. By the end of the course students have a framework for understanding each of the topics. When encountering a child and/or family experiencing any of these life situations, students have an historical sense of the issue; an understanding of how the "living of it" feels for the client; knowledge of appropriate interventions; and an appreciation for interdisciplinary team work in each situation. This is not a practice course, so students are not offered intervention skills but rather gain a comprehensive knowledge of the contextual basis for practice.  
2 credits

HP **Pharmacological Intervention and Arrhythmia Interpretation in the Cardiopulmonary Patient** focuses on two areas of responsibility with cardiopulmonary patients: Drug therapy and EKG rhythm analysis. Pharmacological interventions in the therapy of patients with cardiopulmonary problems are explored and emphasis is placed on the significant responsibilities involved. Emphasis is placed on systematic rhythm analysis and the learner has the opportunity to identify changes from normal sinus rhythm to EKG rhythm catastrophe.  
*Prerequisite:* Consent of the instructor

1, 2, or 3 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 **Physiologic Response to Stress** provides an overview of metabolic adjustment to exercise; pulmonary and cardiovascular responses to exercise; the oxygen transport system; muscle components and mechanical characteristics of muscle contractions; energy and nutritional requirements; training of muscle and oxygen transport system; the body's responses to emotional stresses and to environmental stress, including high altitude and temperature extremes; and exercise as a therapeutic modality. Laboratory experiences include pulmonary and cardiac exercise testing and energy cost studies. Experts in specific areas provide guest lectures to acquaint students with research and special lab procedures.

*Prerequisite:* Introductory course in human physiology  
3 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 Small Group Behavior and Development** examines the nature of small groups, stressing developmental variables which promote and affect integration and differentiation among group members and the group's overall effectiveness. The family is studied as an example of a small group which also possesses unique factors for study. Salient issues are addressed cognitively through readings, lectures and discussion and experientially through having and examining experiences bearing on class content.

3 credits

**HP Social Support, Mutual Help and Self Care: Issues for Practice in the Health Care System** examines the nature of social support and its role in the etiology and course of an illness as well as its influence on how help is used. Sources of support are identified and their effectiveness evaluated. Attention is given to support provided by peers in mutual help and self care programs that are part of the health care system or independent of it. Techniques for initiating, consulting and collaborating with these groups are developed. Visits to groups are arranged.

*Prerequisite:* One year of practice as a health care professional

2 credits

**HP Socioeconomics of Health Care** Socioeconomic theory provides 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 discussion of such questions as those concerning professional accountability, paternalism, and relationships with clients; the efforts of new occupations to achieve professional status; and how the costs and benefits of health programs can be evaluated. Classes and the course project emphasize how governmental policies, priorities, and programs are established and how health professionals can monitor and influence this process.

2 credits

**HP Strategies for Program Development and Innovation:** Health care services are provided by large, complex organizations and systems which in and of themselves are a factor in the quality of patient care provided. Health care professionals must therefore be aware of the organizational dimension of service delivery, and be capable of intervention and change as necessary. The course develops strategic methods for planning, promoting, and implementing change and innovation. The term begins with a review of theoretical perspectives on organizational change. It then moves to methods and skills of problem identification, strategic development, intervention and implementation.

2 credits

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

Transitions are studied, with special focus on illness-related behavior from psychodynamic and developmental points of view. 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 **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 **Women Across the Life Cycle** is an interdisciplinary course that addresses issues that impact the health of women throughout the life cycle. Seminars led by faculty, guests and students reflect historical, developmental, political, psychological and sociological perspectives in understanding the condition of women in our society and the impact of that condition on their health and health care needs.

*Prerequisite:* Open to students enrolled in the Programs in Physical Therapy, Social Work, Dietetics, and Nursing (second or third year)

3 credits

HP **Working with Groups** examines group dynamics, therapeutic forces within groups and leadership tasks involved in forming and leading groups. General concepts are applied to patient and/or family groups in medical settings and include attention to the individual within the group, the group as a whole, and the group in relation to the system. The course includes the study of group process by means of an experiential group, didactic theoretical and practical material related to establishing and leading groups, and observations of leader-led patient groups.

2 credits

### COURSES OPEN ONLY TO STUDENTS IN DIETETICS

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 **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 **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 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 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 Clinical Nutrition** focuses on the application of nutrition principles to selected disease states in medical and surgical patients. Students integrate absorption and metabolism of nutrients, anatomy, physiology, and pharmacology in order to assess patients and provide nutrition care. Skills necessary for clinical competency are discussed. Lectures, case studies, discussions, and readings examine current practices in nutrition care management.  
3 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 Food and Nutrition Policy and 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  
1 credit
- 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 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:* Prior or concurrent registration in **Advances in Nutrition and Chronic Diseases**  
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:* Prior or concurrent registration in **Advances in Nutrition and Metabolic Disorders**  
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:* Prior or concurrent registration in **Advances in Nutrition and the Critically Ill**

3 credits

**D Thesis Research**

Variable credits

### COURSES OPEN ONLY TO STUDENTS IN NURSING

**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 through adolescence in wellness and illness. Physiological, psychological and social research and theory are used to discuss common childhood health problems, developmentally related issues, anticipatory guidance for families and major illnesses of childhood. Nursing intervention with the child and family is the focus of the course. Clinical practicums are provided with children of varying ages in inpatient and outpatient settings. (A two-semester nursing care experience with a childbearing family begins in this course.)  
5 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 Practice: Community Health** focuses on nursing care of individuals, families and groups in community settings. Students are involved in health assessment, promotion and maintenance for families and selected community groups, at varying points on the health/illness continuum. Students assess the health needs of the community and the community's efforts to meet these needs. Emphasis is on the nurse's role as a contributor to the community's efforts to provide for the health of its members. Clinical practicums are offered in a variety of community agencies.  
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.)  
5 credits

*p* **N Nursing Practice: Mental Health and Psychiatric Nursing** examines selected scientific frameworks utilized to assess behavior and its effectiveness and to evaluate interventions that enhance an optimal level of mental health. Clinical experiences are designed to promote the development of use of self in evaluative and therapeutic interventions as well as to identify the influence of selected social systems on patient care. The application of mental health principles to general nursing practice is emphasized.  
5 credits

**N Nursing Practice: Multi-System Problems in Adult Health** examines nursing care of hospitalized adults with complex problems. Patient care models are used to analyze nursing interventions in acute care setting. Clinical practicums are provided.  
5 credits

*X* **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 provided.  
5 credits

*y* **N Nursing Profession: History and Contemporary Status** focuses on the social evolution of nursing as a profession and the contributions of nursing to the health care system. Classic papers in the literature, biographical studies of nursing leaders, and major studies of nursing are reviewed and analyzed within an historical context. Contemporary issues are examined in relation to societal trends, national policies and expanding technology.  
2 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 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

*X* **N Nursing Profession: Values in Practice** considers values and ethical aspects in nursing practice in relation to patient care, to itself as a profession, and in reference to societal organization. Specific clinical and professional topics

include professional rights and responsibilities involved in using knowledge and giving care; values in health and illness; and the nurse's role as patient advocate.

2 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 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

## COURSES OPEN ONLY TO SPECIALIST LEVEL NURSING STUDENTS

### REQUIRED NON-PRACTICE COURSES

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

2 credits

**NS Nursing Research Seminar: Proposal Development** facilitates identification of a clinical problem for research within specialty areas. Through small group discussion, assistance is provided in designing a research proposal for the required thesis, including problem statement, theoretical background, research questions or hypotheses, setting, sample, data collection and analysis.

2 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 CHILD HEALTH SPECIALTY

### Specialty not available after academic year 1985-86

*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 Nursing Practice: Introduction to Child Health Specialty** establishes a foundation for specialization in general pediatrics. The biological and psychosocial differences between children and adults 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 Nursing Practice: Child Health Issues in Primary Care** provides the knowledge and skills necessary for care of chronically ill and well children in primary settings. The focus is on providing assessments, anticipatory guidance, and counseling as health promotion for children and families. The care of children with chronic illnesses emphasizes rehabilitation toward reaching their highest potential. Students begin an extended experience with a caseload of children and their families. Clinical practicums are provided in ambulatory care and in chronic care settings.

5 credits

**NS Nursing Practice: Child Health Issues in Critical Care** emphasizes application of advanced knowledge and skills utilizing the nursing process in caring for children in critical care settings. A wholistic approach is presented in caring for the child and family. Clinical practicums are provided in critical care settings.

*Prerequisite:* Concurrent enrollment in **Nursing Management of Common Childhood Problems**

5 credits

**NS Nursing Management of Common Childhood Problems** addresses management of the common age related concerns and illnesses frequently found in well children in primary settings. In addition to the traditional treatment modes, guidance and counseling of children and their parents is emphasized. This information, although focused on primary care, could be used across settings (i.e., for the child with asthma or diabetes).

3 credits

**NS Nursing Practice: Synthesis of Components of Child Health Specialty** integrates practice, research, management, teaching, and consultation, through student experiences as beginning clinical specialists in settings selected according to the interests of individual students. Advanced concepts in decision-making, role conflict, planning, and evaluation are discussed. Clinical practicums are arranged.

5 credits



## CARDIOPULMONARY NURSING SPECIALTY

*The cardio-pulmonary clinical nurse specialist is prepared to provide nursing care to individuals, families and groups of patients experiencing cardio-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 Nursing Practice: Cardiopulmonary Specialty I** focuses on physiological concepts for understanding cardiopulmonary function and dysfunction in the adult. Emphasis is on expanding the student's clinical judgment skills in relation to the health status of selected patients. Clinical experience in the acute care setting.

*Prerequisite:* Concurrent enrollment in **Pharmacological Intervention and Arrhythmia Interpretation in the Cardiopulmonary Patient..**

5 credits

**NS Nursing Practice: Cardiopulmonary Specialty II** examines the assessment and nursing management of common acute and chronic health problems of adults with cardiopulmonary disease. Clinical practicums are in medical inpatient and outpatient settings. Students also begin a three-semester experience working with a caseload of ambulatory patients in collaboration with physicians.

5 credits

**NS Nursing Practice: Cardiopulmonary Specialty III** examines complex problems and nursing interventions related to adults with cardiopulmonary disease. Emphasis is on advanced knowledge, skills, current theory and research. Clinical practicums are in critical care settings, with continuation of ambulatory caseload experience.

5 credits

**NS Nursing Practice: Cardiopulmonary Specialty IV** examines current trends and major nursing issues for cardiopulmonary nurse specialists. Emphasis is on the clinical nurse specialist's role in rehabilitation. Clinical practicums based on students' interests and ambulatory caseload experience continue.

5 credits

## GERONTOLOGICAL NURSING SPECIALTY

*Gerontological Nursing is concerned with assessment of health needs of older adults, planning and implementing health care to meet these needs, and evaluating the effectiveness of such care. The cyclical nature of the health care needs of the elderly mandate a multi-setting approach. The Gerontological Nurse Specialist provides this care in a leadership context in community, acute and long-term care settings and demonstrates collaborative interdisciplinary approaches to practice, research, the development of health policy and the advancement of nursing theory.*

**NS Nursing Practice: Gerontological Nursing in the Community** focuses on the prevention of illness and maintenance of health in older adults. Emphasis is on the development of skill in the assessment and the diagnosis of age-related

changes in healthy older adults, and on health teaching. Theories of aging, developmental stages of late adulthood, and the implications of these for health care are explored. Clinical experience is in community settings.

5 credits

**NS Nursing Practice: Gerontological Nursing in the Acute Care Setting** focuses on the assessment of health in older adults with acute problems and on designing, implementing and evaluating nursing care plans for them. The role of the gerontological nurse specialist on a multidisciplinary health care team is explored. Opportunities for patient and peer teaching are included. Clinical experience is in both inpatient and outpatient settings. Students begin a three-term practice with selected elderly patients.

5 credits

**NS Nursing Practice: Gerontological Nursing in the Long Term Care Setting** focuses on the assessment of older adults with chronic or multiple health problems, and on planning, implementing and evaluating the nursing care appropriate for them. Discharge planning utilizing a multidisciplinary approach to health care of the older adult is emphasized. Opportunities for staff education are included. Clinical experience is in rehabilitation and long-term care settings with continued caseload management.

*Prerequisite:* Concurrent enrollment in **Living with Death; Living with Grief: Perspectives for the Clinician**

5 credits

**NS Nursing Practice: Advanced Gerontological Nursing** focuses on the independent practice of nursing with older adults in a variety of settings. It provides an opportunity for critical review of nursing care of the frail elderly with complex physical, psychological and sociological problems. Controversial issues in gerontological nursing are discussed. Students plan and conduct nursing care for high risk patients utilizing an interdisciplinary approach and applying the findings of current nursing research. Clinical experiences are selected by students with continued caseload management.

5 credits

## ONCOLOGY NURSING SPECIALTY

*The oncology clinical nurse specialist is prepared to provide comprehensive nursing care to meet the multi-faceted needs manifested by individuals with cancer, their families, and groups of patients dealing with cancer, beginning with early detection and diagnosis and continuing throughout the course of management of the disease in the acute 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 counselling and patient/family teaching; to consult with colleagues; and to recognize priorities in practice, theory and research for the future.*

**NS Nursing Practice: Nursing Management of the Person Experiencing Cancer** examines advanced concepts related to the physiological, pathophysiological, psychosocial domains and the nursing interventions pertinent to oncology specialization. Emphasis is on current knowledge,

theory and research related to carcinogenesis, immunology, risk factors, screening and early detection, and diagnosis. Clinical practicums are in ambulatory care settings.

5 credits

**NS Nursing Practice: Nursing Roles in the Care of Persons Receiving Treatment for Cancer** examines complex problems of adults with cancer. Emphasis is on characteristics of major cancers, acute problems related to cancer or its treatment, and nursing management of effects of the disease and its treatment. Within the above framework, clinical judgment for the clinical nurse specialist and collaboration with other health professionals are stressed. Clinical practicums are in inpatient and ambulatory care settings. Students also begin a three-semester experience working with a caseload of ambulatory patients in collaboration with physicians.

5 credits

**NS Nursing Practice: Nursing Management of the Person Experiencing Recurrence/Relapse** emphasizes the facilitation of individual and family coping with the psychological responses of the person experiencing a recurrence/relapse, progression of cancer, and/or terminality, and on the nursing skills necessary to manage physical problems, symptomatology, oncologic complications, and oncologic emergencies. Concepts such as coping strategies, loss, maintaining hope, grief, family dynamics and role changes, are examined and priorities for supportive management and rehabilitation are determined. Clinical practicums are in inpatient and outpatient units and in hospice and home care settings with continuation of caseload experience.

*Prerequisite:* Concurrent enrollment in **Living with Death; Living with Grief: Perspectives for the Clinician**

5 credits

**NS Nursing Practice: Issues and Concerns in Oncology** examines current social and political issues in cancer; the resources for patients and families; and issues and concerns in cancer nursing practice. Emphasis is on the clinical nurse specialist's role in prevention; screening and early detection; treatment; recovery; relapse/recurrence; rehabilitation and terminal phases. Ongoing teaching, support and counseling of individuals, families and groups are included. A specialized in-depth clinical practicum with oncology clinical specialists is a culminating experience and a bridge from graduate nursing student to oncology clinical specialist.

5 credits

## ADULT PSYCHIATRIC NURSING SPECIALTY

### Specialty not available after academic year 1985-86

*The psychiatric clinical specialist is prepared to assume responsibility for the assessment, planning and management of patients in inpatient and community settings; to provide psychotherapy with a beginning level of expertise to individuals, families and groups, to identify maladaptive, disruptive or disintegrative life patterns which require intervention and/or referral; and to consult and collaborate with interdisciplinary colleagues.*

**NS Nursing Practice: Clinical Assessment in Psychiatric Nursing** focuses on the following dimensions in clinical assessment: obtaining a data base; performing a Mental Status Examination; interviewing techniques pertinent to taking a psychiatric history; DSM III diagnosis and principles in clinical judgment. A case method approach is used to develop diagnostic rationale, psychodynamic understanding and an empathic appreciation for patients' experiences and meaning for their lives. A 22-hour per week clinical practicum pertinent to theoretical and clinical material is included.  
5 credits

**NS Nursing Practice: Psychiatric Management and Therapy** discusses principles and approaches to treatment planning and management based on symptom formation, diagnosis and psychodynamic formulation. The conduct of the psychotherapeutic relationship, different theoretical foci in psychotherapy, and different concepts involved in the practice of psychotherapy are integrated into an understanding of the person's individual life history. A 22-hour per week clinical practicum is included.  
*Prerequisite:* Concurrent enrollment in **Clinical Psychopathology and Behavior**  
5 credits

**NS Nursing Practice: Systems Concepts in Families and Groups** considers systems theory in light of families and groups. Principles of assessment and treatment of families and groups and different theoretical models are considered in light of clinical experiences associated with the course.  
*Prerequisite:* Concurrent enrollment in **Biological Issues in Behavior**  
5 credits

**NS Nursing Practice: Short Term Therapy and Crisis Intervention** discusses theory and practice of short term therapy and consultation. A particular focus is issues associated with loss and termination in therapy.  
*Prerequisite:* Concurrent enrollment in **Cognitive and Behavioral Concepts in Health Assessment and Treatment**  
3 credits

## WOMEN'S HEALTH SPECIALTY

*The Women's Health Specialty describes/encompasses the philosophy and conceptual framework of the Nursing Program. Women's health, as a distinct area of nursing practice, suggests a philosophical commitment to health promotion, maintenance and restoration from a perspective inspired by feminism. Influenced by the women's movement and the growing body of research in nursing and the sciences, there is emerging a unique perspective of women heretofore unknown or perhaps poorly understood. The nursing profession has a particular responsibility to address the health of women through research and practice relative to this evolving perspective as well as to educate and support women in their choices as health care recipients. To address women's health only in the context of reproductive capacity denies the complex health issues affecting women and the holistic nature of nursing. This specialty examines the social context in which women live and the multiplicity of factors which impact individual health.*

**NS Nursing Practice: Nursing Management of the Well Woman** focuses on prevention and health maintenance of the well woman. It includes nursing assessment, management of common health concerns and problems of women. Clinical settings are outpatient and non-traditional. Health assessment, health screening and group education are among clinical experiences.

5 credits

**NS Nursing Practice: Nursing Management of Acute and Severe Health Problems of Women** concentrates on the assessment and nursing management of acute and severe health problems of women with an emphasis on problems related to reproduction. Clinical experiences are provided in both inpatient and outpatient settings. During this term, students begin a long-term experience with a selected caseload of patients and have experiences in both patient teaching and staff education.

*Prerequisite:* Concurrent enrollment in **Women Across the Life Cycle**

5 credits

**NS Nursing Practice: Nursing Management of Common Concerns and Childbearing Problems of Women** is an advanced course in nursing management of the childbearing woman with an emphasis on problems of the woman at risk. The course focuses on independent and collaborative management of childbearing problems in both acute and outpatient facilities as well as independent management of common problems of pregnancy and teaching and counselling of the childbearing woman. The experience with a long term caseload continues.

5 credits

**NS Nursing Practice: Sub-Specialty Focus** is intended to allow students to select areas of women's health in which they wish to obtain depth. Clinical experiences are arranged individually. Students attend a series of integrative seminars and faculty tutorials. The experience with a long term caseload continues.

5 credits

## COURSES OPEN ONLY TO STUDENTS IN PHYSICAL THERAPY

**PT Biomechanics** focuses on the study of forces acting on the body during human movement, including the reactions and adaptations of biological tissue to these forces. Normal and pathological movement patterns are analyzed to form the basis for decision making in the clinical setting. Case studies and current research in biomechanics and kinesiology as applied to physical therapy practice are emphasized.

3 credits

**PT Clinical Decision Analysis** is the second of the clinical theory foundations courses required of all students in the program. Through lectures and class exercises, students learn to use a formal process of decision analysis to identify, describe, and critique the process of clinical judgment they use in caring for patients. As a course project, each student designs a decision tree for management of one clinical problem, carries out preliminary clinical testing of this model, and analyzes the adequacy of existing scientific evidence supporting key decision guidelines.

*Prerequisite:* **Foundations of Clinical Assessment in Physical Therapy**

3 credits

**PT Clinical Preceptorship in Physical Therapy** offers advanced clinical practice under the direction of a preceptor in the student's area of specialization. The practicum, designed to meet individual needs, provides a variety of clinical experiences to develop expertise in physical therapy evaluation and treatment techniques. Patient demonstrations, clinical practice, and special seminars expand the student's ability to plan and implement integrated treatment approaches, and to formulate critical questions and analyses related to physical therapy practice.

Areas of specialization open to the clinician include orthopaedics, sports medicine, neurology, cardiac, pulmonary, and pediatrics.

*Prerequisite:* **Foundations of Clinical Assessment in Physical Therapy**

6 credits

**PT Essentials of Manual Therapy** presents the core of knowledge common to both extremity and spinal manual theory and practice. These topics include: the effect of rest, immobilization and mobilization, stress and strain, levers, arthrokinematics, joint receptor mechanisms as well as the theory of manipulative technique. A biomechanical analysis of present common treatment will be included.

1 credit

**PT Evaluation and Treatment of Sports Injuries** provides an opportunity for critical review and analysis of specific sports injuries of the extremities, trunk, head and neck. Emphasis is given to acute and chronic problems most frequently seen by physical therapists in hospital and private settings. Through lectures, discussions, patient demonstrations, and clinical laboratory experiences, special attention is given to: history taking, physical examination and assessment, performance evaluation techniques, mechanisms of injury, treatment options and rehabilitation planning, conditioning and training factors, taping and wrapping, protective padding and splint fabrication, and basic radiological interpretation.

3 credits

**PT Foundations of Clinical Assessment in Physical Therapy** is the first of the clinical theory foundations courses required of all students in the program. It has three major areas of emphasis:

- study of principles of measurement and their application in critique of the methods of patient evaluation commonly used by therapists;
- development of skills in physical assessment, including history taking and physical examination;
- theoretical analysis of the process of clinical judgment used by practicing therapists and the relationship of this process to patient evaluation.

As a course project, students develop and test a clinical measurement procedure.

3 credits

**PT Independent Study in Physical Therapy** allows students to study special problems in physical therapy. Individually planned work guided by a member of the faculty may include directed readings, investigations or projects in areas not currently covered by the Institute's formal courses.

Variable credits

**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 Manual Therapy Techniques I - Extremities** presents and provides practice in the techniques of examining and treating patients with dysfunction of the neuromusculoskeletal system, with particular reference to orthopaedic conditions of the extremity joints. Differentiation of dysfunction from disease and among various types of dysfunction is emphasized. Treatment concepts and modalities for specific musculoskeletal extremity dysfunctions are presented and practiced, with emphasis on the basic techniques of joint manipulation, their effect and rationale for use.

*Prerequisite:* **Biomechanics** or **Essentials of Manual Therapy**

3 credits

**PT Manual Therapy Techniques II - Spine** presents and provides practice in the techniques of examining a patient with dysfunction of the neuromusculoskeletal system as applied to orthopaedic conditions of the spine. Differentiation of dysfunction from disease and among various types of dysfunction is emphasized. Treatment concepts and modalities for specific dysfunctions are presented and practiced, including exercises, massage, soft tissue stretching, weight control, and relaxation. Basic techniques of joint manipulation, their effects and rationale for use are emphasized.

*Prerequisite:* **Biomechanics** or **Essentials of Manual Therapy**

3 credits

**PT Seminar on Treatment Approaches to the Neurologically Impaired** critically analyzes and compares physical therapy treatment approaches for the neurologically impaired by addressing the questions: What are we doing with our patients? Why are we doing it? Does it work? Focus is on therapeutic exercise facilitation approaches, biofeedback, and electrotherapy techniques. Readings provide a strong knowledge base in the philosophy and procedures

used by each approach. Seminar sessions examine the theories underlying the approaches, evidence for the validity of these theories, and evidence for the effectiveness/ineffectiveness of physical therapy techniques reported in the literature.

2 credits

**PT Thesis Research** provides registration for the student's work with assigned thesis readers on planning and implementation of the thesis study and preparation of the written thesis report.

*Prerequisite:* Program Committee approval of the thesis prospectus.

Variable credits

### **COURSES OPEN ONLY TO STUDENTS IN SOCIAL WORK**

**SW Advanced Social Work Practice** explores in-depth the processes of clinical social work practice in the health care field. Systematic study of differential assessment of individual and family responses to illness forms the basis for the design of intervention. Psychodynamic issues and family dynamics are considered in terms of their impact on the patient's and family's coping with the medical situation. A variety of intervention strategies, derived from individual, family and systemic views, are studied. The course is taught in seminar format; whenever possible, students' on-going cases serve as the basis for study and discussion.

**SW Advocacy and Discharge Planning** are two system-related activities regularly practiced by social workers in health care settings. These tasks require an understanding of the dynamics of health care organizations, a familiarity with the scope of available resources, and the ability to intervene on an individual, group or systemic basis. Advocacy is one component of the professional's efforts to stimulate and encourage social change. Discharge planning facilitates optimal continuity of care as patients, still in need of some form of care or attention, move from one setting to another. Knowledge and skills are developed in practical methods of advocacy intervention and discharge planning.

*Prerequisite:* **Organizational Dynamics and the Health Care System**

2 credits

**SW Social Work Field Practicum:** In addition to classroom courses, each student is required to spend 24 hours a week in the field practicum, under the supervision of experienced M.S.W. social work instructors. Practicums provide the opportunity to integrate didactic learning with patient care and offer the experience necessary in adaptation of traditional social work skills of psychosocial diagnosis and treatment to the specific requirements of a health care settings. These practicums involve work with patients, their families and other staff members to facilitate patients' coping with their current problems and with long-term adaptation to illness. In addition, the practicum offers firsthand experience in understanding the health care setting as a social system. The program provides coordination between the classroom and practicum by working with practicum instructors to ensure that the goals of the post-master's student are realized. In conjunction with the practicum, seminars are offered which focus on issues encountered during practice in health care settings.



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