



MGH INSTITUTE
OF HEALTH PROFESSIONS

1987-1988

at Massachusetts General Hospital
Boston, Massachusetts



MGH INSTITUTE OF HEALTH PROFESSIONS

1987-1988

Accreditation

The MGH Institute of Health Professions is accredited by The New England Association of Schools and Colleges, Inc., which accredits schools and colleges in the six New England states. Accreditation by the Association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

The Graduate Program in Nursing is accredited by the National League for Nursing.

MGH Institute of Health Professions
15 River Street
Boston, Massachusetts 02108-3402
Admissions Office (617) 726-3140

Anne C. Harper, *Editor*

Photography: Jerry Berndt, Kathleen Hanafin-Joyce, Sarah Hood, Chris Maynard, MGH Photography Laboratory, and Roger Snow

BOARD OF TRUSTEES

Mrs. E. Lorraine Baugh, *Chairman*
Dr. J. Robert Buchanan
Mr. Francis H. Burr, Esq.
Dr. F. Sargent Cheever
Dr. Stephen N. Collier
Mr. Nelson J. Darling, Jr., Esq.
Mrs. Carl J. Gilbert
Dr. Henry J. Mankin
Mrs. Ernest J. Sargent

OFFICERS

Stephen N. Collier, *President*
Ernest Haddad, Esq., *Secretary*
Heather Sawitsky, Esq., *Assistant Secretary*
Joseph P. McCue, *Treasurer*
Orrin G. Wood, *Assistant Treasurer*
Edward M. Medeiros, *Assistant Treasurer*

ADMINISTRATION

Stephen N. Collier, *President*
Natalie Petzold, *Director of Student Services*
Mary Carey, *Director, Program in Dietetics*
Elizabeth M. Grady, *Director, Program in Nursing*
Alan M. Jette, *Director, Program in Physical Therapy*
John L. Locke, *Director, Program in Speech-Language
Pathology*

Contents

Trustees, Officers and Administration	2
Academic Calendar, 1987-1988	5
MGH Institute of Health Professions	7
Goals and Philosophy	9
Graduate Program in Dietetics	12
Graduate Program in Nursing	16
Graduate Program in Physical Therapy	26
Graduate Program in Speech-Language Pathology	36
International Students	37
Special Students	38
Continuing Education	40
Course Offerings	41
Interdisciplinary Health Profession Courses	41
Courses open only to Students in Dietetics	49
Courses open only to Students in Nursing	51
Courses open only to Specialist Level Nursing Students	
Required Non-practice Courses	54
Cardiopulmonary Nursing Specialty	55
Gerontological Nursing Specialty	56
Oncology Nursing Specialty	57
Women's Health Specialty	59
Courses open only to Students in Physical Therapy	61
Facilities	66
Admission	68
Financial Aid	70
Enrollment	73
Academic Policies and Procedures	77
Faculty and Administration	83
Education at Massachusetts General Hospital	91





Academic Calendar 1987- 1988

Term I

Labor Day - Institute Holiday
Registration

Orientation
Classes begin

Columbus Day - no classes

Veteran's Day - no classes

Thanksgiving Break - no classes

Reading/exam week

Term ends

Monday, September 7, 1987

Tuesday and Wednesday,
September 8-9, 1987

Wednesday, September 9, 1987

Thursday, September 10, 1987

Monday, October 12, 1987

Wednesday, November 11, 1987

Thursday-Sunday, November 26-
29, 1987

Monday-Friday, December 14-18,
1987

Friday, December 18, 1987

Term II

Registration	Monday, January 4, 1988
Classes begin	Tuesday, January 5, 1988
Martin Luther King Day-no classes	Monday, January 18, 1988
Washington's Birthday-no classes	Monday, February 15, 1988
Reading/exam week	Monday-Friday, April 11-15, 1988
Term ends	Friday, April 15, 1988

Term III

Term III runs for a full 15 weeks; in addition, shorter courses are offered in Terms III.1 and III.2.

Term III.1

Registration	Thursday and Friday, April 21- 22, 1988
Classes begin	Monday, April 25, 1988
Memorial Day - no classes	Monday, May 30, 1988
Classes end (Term III.1)	Friday, June 10, 1988
<u>Exams (Term III.1)</u>	<u>Monday-Wednesday, June 13-15, 1988</u>
Commencement	Friday, June 17, 1988

Term III.2

Classes begin	Thursday, June 16, 1988
Independence Day - no classes	Monday, July 4, 1988
Classes end (Term III and III.2)	Wednesday, August 3, 1988
<u>Exams (Term III and III.2)</u>	<u>Thursday-Friday, August 4-5. 1988</u>

Note: Students engaged in practicum or fieldwork follow the holiday schedule of the agency in which they are placed. 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 offers an exciting opportunity in graduate education for health care professionals. Founded in 1977 by The Massachusetts General Hospital, the Institute is now separately incorporated but maintains a close affiliation with the Hospital. It is located on the campus of the Massachusetts General Hospital in Boston and offers academic programs of high quality integrated with extraordinary opportunities for clinical practice and clinical research.

The increasing specialization of health care has created a growing demand for professionals with advanced clinical skills and specialized knowledge. The Institute awards the Master of Science Degree in Dietetics, Nursing, and Physical Therapy. Graduates are well prepared to meet the challenge of professional practice in a rapidly changing health care environment.

Professional preparation and specialization are provided through curricula designed to give students in each field a thorough grounding in the scientific theory and clinical skills of that profession. Faculty recognized for their teaching, research, and clinical competence guide students through both didactic and clinical instruction. Stu-

dents 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 fields are recruited to 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 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 geriatrics, oncology 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 the 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 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.



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 with 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 disciplines, (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.



GRADUATE PROGRAM IN DIETETICS

The Graduate Program in Dietetics offers a Master of Science Degree in Dietetics and is designed to educate the dietitian to become a specialized practitioner in one of the two areas: clinical dietetics in the acute care setting or clinical dietetics in the ambulatory care 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. The focus of this program is to prepare advanced practitioners through a combination of didactic study, guided clinical practicums and research experience.

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.

Special Features of the Program include:

- *Faculty* include individuals who are active scholars and have extensive practitioner experience in the health care setting. A wide range of expertise and interests within the field of dietetics is represented. Most of the faculty hold joint clinical and academic appointments and are involved in clinical research activities.
- *Individually designed practicums* provide students with the opportunity to develop skills in a selected area of clinical dietetics. Practicums allow students to strengthen their practice skills and integrate classroom instruction within the clinical setting. Practicums are arranged with the Massachusetts General Hospital, area health programs, and affiliated institutions.
- A *clinically related thesis* allows students the opportunity to develop and carry out a research project. The primary focus is on methods students can carry over into practice as clinical specialists and studies that have direct relevance to improving the provision of nutrition 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 dietetic students and their colleagues in medicine, physical therapy, social work and nursing. Courses in ethical issues in health care, advocacy, socioeconomics of health care, and social policy provide insight and practical skills for relating dietetic practice to broad humanistic and social concerns.
- The program attempts to allow students maximum choice and flexibility in matching the focus of study with individual interests and experience. Course selection, course projects and other assignments allow much of the work to focus on topics of individual interest.

Degree Requirements:

A minimum of 48 credit hours is required, including specialized practicums and a thesis. 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.

The minimum requirements are:

- I. Dietetics (33 credit hours)

Discipline specialization courses	17-20 credits
Specialized practicums	6-9 credits
Thesis	6 credits
Dietetics seminar course	1 credit
- II. Health Profession Courses (15 credits)

Clinical research	3 credits
Statistics	3 credits
Other health professions courses	9 credits

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

Admissions Requirements

The Graduate Program in Dietetics is for Registered Dietitians or registration eligible individuals. Professional registration must be successfully achieved within 12 months of entering the program. An undergraduate grade point average of 3.0 on the basis of a four point scale is required. The requirement may be qualified by the admissions review committee based on other exceptional qualifications of the applicant such as professional performance, time since undergraduate enrollment and references. For students from undergraduate schools with a pass/fail system, school evaluations will be reviewed and assessment of comparability made.

APPLICATION PROCEDURES

All materials for admission should be sent to:

Admissions Office
MGH Institute of Health Professions
Ruth Sleeper Hall
Massachusetts General Hospital
Boston, MA 02114-2696
(617) 726-3140

Materials to be Submitted:

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



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

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

4. A non-refundable application fee of \$15 payable to the MGH Institute of Health Professions.
5. Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). For information contact:
TOEFL Application Office
Educational Testing Service
Box 899-R
Princeton, NJ 08541
6. Letter of application describing professional and educational goals and reason for applying to the MGH Institute of Health Professions.
7. Resume, including R.D. number, route to registration, and professional activities.
8. Three letters of reference on the forms provided, including one each from a supervisor of professional practice and a college/university faculty member.

Applications are reviewed on a rolling basis as long as openings are available. Notification of acceptance or rejection is made as review of each application is completed. Letters of acceptance or rejection are sent by the Admissions Office.

A non-refundable deposit of \$150 (applicable toward tuition) is requested from accepted students.



GRADUATE PROGRAM IN NURSING

The Graduate Program in Nursing offers the Master of Science in Nursing Degree (MSN). The program was designed to prepare non-nurse college graduates for professional nursing practice as clinical nurse specialists. Following the granting of National League for Nursing accreditation a second sequence was opened for registered professional nurse students with degrees in nursing or related disciplines. In accordance with the American Nurses Association Social Policy Statement (1980), graduates of the program will be nurse clinicians 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 was designed for full-time students who are expected to develop competencies in nursing practice and research and to prepare themselves to assume the professional responsibilities of the discipline. Registered nurse students may complete the program on a part-time basis but must take all practice courses in sequence.

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

- *Individuals:* We believe an individual is a whole being with intrinsic worth and personal dignity. Individuals have biophysical, psychosocial, cultural and spiritual needs. An individual is both complex and interactive, different from and similar to others, subject to stress from within and without. An individual's constant interaction with the environment results in change, with potential for personal development. Attitudes, values, and behaviors, including those specific to health, vary among families, communities and cultures.
- *Society:* Individuals are open systems influenced by the society in which they live. Rapid social changes can lead to societal conflict and stress. Conflicting values may exist between individuals and the social and cultural milieu. Sources of stress are related to the properties of physical and geographical settings and can affect the psychological and social adjustment of individuals and families. Environmental hazards may also place certain populations at risk of illness. We believe that increased attention should be given to the social influences underlying the mediators of stress as well as to coping and emotional support.
- *Health:* We believe individual health status is a dynamic complex state which varies as a result of developmental, physiological, psychosocial and environmental dimensions. Optimal health involves individuals' abilities to utilize their full potential to attain maximal levels of function. The health care system exists to meet contemporary health needs, such as the problems of increased acuity and chronicity, the demands of an aging population and the stresses created by social mobility and change. The need to improve access, availability of services and the quality of health care is a common concern of nursing, other health care professionals and consumers. The right to optimal health care is due everyone regardless of health status, personal attributes, or life style preferences.
- *Nursing:* Nursing provides an essential service to individuals, families and communities by evaluating and managing responses to illness and by promoting health to improve the quality of life. Nurses function both autonomously and collaboratively depending on the nature of the health care situation. Patients and families are assisted toward self-determination and the achievement of their



optimal level of health through therapeutic nurse-patient relationships. The interpersonal act of caring is the distinctive core of nursing practice. The caring process involves the formation of a humanistic value system, development of sound clinical judgement, and the therapeutic use of self. Clinical judgement is grounded in the skills of assessing, planning, implementing and evaluating and provides the basis for comprehensive nursing practice. Nurses assume responsibility with their patients and families for the on-going management of health problems in multiple health settings.

Nursing as a professional discipline is committed to the integration of theory and research with practice. Scientific inquiry and critical thinking are essential to the improvement of nursing practice. Specialization in nursing practice requires graduate study involving scientific knowledge, relevant theories and research within a selected domain of nursing practice or evolving new ones of benefit to patients and families. Specialized practice is predicated upon a generalist preparation which includes competency in nursing practice with varied populations in multiple settings and the concomitant formation of a professional identity.

- *Learner:* The nursing faculty believes the foundation of an undergraduate education provides a sound theoretical basis for specialized nursing practice. The faculty believes students enter the program as adult learners with diverse experiential and academic backgrounds. Attributes such as self-directedness, decision-making ability, and a sense of social consciousness are maximized in the teaching-learning process where recognition is given to students' individual needs and goals. Learning is viewed as a continuous process. Students and faculty engage in a collegial relationship which respects individual differences and enhances creative potential.

Program Content

Generalist level: Initially non nurse college graduate 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. Registered nurse students are required to take some generalist level courses as the content of terms 4 and 5 include research, theory and health policy.

Specialist level: The last four terms include instruction and experience in a selected area of clinical nursing specialization. Students may elect to specialize in cardiopulmonary, gerontological, 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 major medical centers and community settings within a 90-mile radius of Boston.

Degree Requirements

The Master of Science in Nursing degree is awarded upon successful completion of 109 credits of prescribed graduate level course work including supervised clinical experience, a clinical thesis of variable credits and an oral presentation of the thesis. For RN students, the required number of credits of coursework will be determined on a case by case basis after admission.

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. *Academic Warning/Failure*: A nursing student failing two or more courses in the same term will be dismissed from the program. Nursing students are required to maintain a minimum of a 3.0 GPA cumulatively each term. Failure to meet this requirement results in academic warning. Nursing students placed on academic warning must regain a 3.0 cumulative grade point average within 2 terms in order to prevent dismissal from the program.
3. *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.
4. *Independent Study*: An independent study option as an elective is available to students with special needs and interests. Credit and hours are to be arranged with the appropriate faculty member and with approval of the student's faculty advisor.
5. *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 2 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.
6. *Minimum Competence in Practice Courses*: A grade of C must be achieved at the generalist level to progress from one practice course to the next.
7. *Statistics Competence*: Statistics competence must be demonstrated by exam or by completion of a university level introductory statistics course prior to the Nursing Research Seminar.
8. *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.

9. *Leaves 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:

1. Reason for requesting leave
2. Starting date of the leave
3. Expected date of return to the Program

Leaves of absence for health, academic, or 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 her/his 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.
10. *Advanced Standing:* Students from graduate programs which award the first professional degree may be granted advanced standing in the nursing curriculum on a case by case basis. Advanced standing is granted by the Admissions Committee in consultation with faculty teaching courses considered for exemption. Students must present the necessary information for evaluation with their applications. These data include minimally course description, objectives and course outline. Credits obtained through advanced standing may exceed the maximum for transfer credits.
11. *Transfer of Credits:* A maximum of nine credit hours (semester system) may be transferred from another school for credit toward the degree in the Graduate Program in Nursing. They must be graduate credits not utilized for a completed degree and be approved by the student's academic advisor and the Program Director.
12. *Number of Years to Complete Program:* Non-nurse college graduate

students are expected to pursue the full time course of study as outlined in the curriculum. A student who finds it necessary to interrupt the sequence and/or the course of study must petition in writing to the Nursing Program Director. The maximum amount of time for completion of course work is six years. The maximum amount of time for completion of degree requirements, including thesis and presentation of thesis, is seven years.

Professional Accreditation

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

Admissions Requirements

Entering students may be non-nurse graduates of baccalaureate programs with a baccalaureate degree or be registered professional nurses holding baccalaureate degrees in nursing or related disciplines.

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



APPLICATION PROCEDURES

All materials for admission should be sent to:

Admissions Office
MGH Institute of Health Professions
Ruth Sleeper Hall
Massachusetts General Hospital
Boston, MA 02114-2696
(617) 726-3140

Materials to be Submitted:

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

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

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

4. A non-refundable application fee of \$15 payable to the MGH Institute of Health Professions.
5. Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). For information contact:

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

6. 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.
7. A biographical statement, including philosophy, purpose and career objectives.

Applications are reviewed on a rolling basis as long as openings are available. However, early submission of materials is encouraged.

Letters of acceptance or rejection are sent out by the Admissions Office. A non-refundable deposit of \$150 (applicable toward tuition) is requested from accepted students.

CURRICULUM OUTLINE

Generalist Level

Year 1		
Term I (15 weeks)	Nursing Practice: Process and Skills	5
	Nursing Profession: Literary Approaches to Values in Caring for Patients	2
	Biophysical Science	6
	Life Cycle Development: Psychological, Social and Physiological Aspects	3
	Normal Nutrition	1
<hr/>		
Term II (15 weeks)	Nursing Practice: Common Problems in Adult Health	5
	Pathophysiology	4
	Pharmacology	3
	Small Group Behavior and Development	3
	Therapeutic Nutrition	1
<hr/>		
Term III (7 weeks)	Nursing Practice: Mental Health and Psychiatric Nursing	5
	Nursing Profession: History and Contemporary Status	2
	Nursing Profession: Introduction to Role Specialization	1
<hr/>		
Year 2		
<hr/>		
Term I (15 weeks)	Nursing Practice: Maternal/Newborn Health (7 weeks)	5
	and Child Health (7 weeks)	5
	Clinical Research	3
	Ethnicity and Health Care	2
	Elective	3
<hr/>		
Term II (15 weeks)	Nursing Practice: Multi-System Problems in Adult Health (7 weeks)	5
	and Community Health (7 weeks)	5
	Theory Evolution in Nursing	3
	Nursing Research Seminar	2
	Nursing Profession: Policy and Politics	2

Specialist Level

Term III (7 weeks)	Nursing Practice: Introduction to Clinical Specialization *Ethics/Elective	4/5 2/3
Year 3		
Term I (15 weeks)	Nursing Practice: Clinical Specialization Nursing Profession: Developing Role Specialization *Cognate/Elective Clinical Thesis	4/5 2 2/3
Term II (15 weeks)	Nursing Practice: Clinical Specialization Organizational Development in Nursing *Cognate/Elective Clinical Thesis	4/5 3 2/3
Term III (7 weeks)	Nursing Practice: Clinical Specialization *Ethics/Elective Clinical Thesis	4/5 2/3

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



GRADUATE PROGRAM IN PHYSICAL THERAPY

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 advanced Master of Science Degree and 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 program. Less extensive study in other areas is available through electives.

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

Special features of the program include:

- *The Institute's affiliation with the Massachusetts General Hospital* (a 1,000-bed major teaching hospital for Harvard Medical School), as well as the 284-bed Spaulding Rehabilitation Hospital, provides students and faculty with ready access to an exceptional variety of patient care facilities for preceptorship experience, clinical and research laboratories, and clinical teaching programs. The MGH has an active physical therapy department as well as a chest physical therapy department; physical therapy services are also available in two community health centers and numerous ambulatory clinics. Additional clinical sites include Children's Hospital Medical Center and The Chest Physical Therapy Department of the Beth Israel Hospital. The Physical Therapy Graduate Program also has a close affiliation with the Harvard Division on Aging.
- *Faculty* for the program represent a wide range of interests and expertise within 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.
- *Orthopaedic-Sports Physical Therapy*. Clinical experience and research opportunities are available through the Physical Therapy Department and Orthopaedic Service at the MGH, including the Sports Medicine Clinic, the Allograft Research Project, and the MGH Biomotion Laboratory. The Sports Medicine Department at MIT is also closely affiliated with the program, as well as the Biomechanics Department at the Beth Israel Hospital.
- *Neurology*. In addition to the physical therapy services at the MGH, the Neurology Service at the MGH has outpatient clinics in movement disorders, pain, and Alzheimer's Disease, as well as an active inpatient stroke service, all of which are available for student research and clinical experience.
- *Cardiopulmonary*. Access to two dynamic chest physical therapy departments provides clinical and research opportunities from the neonate to geriatric populations, from acute care (with some 14 intensive care units between the two facilities) to multidisciplinary outpatient pulmonary rehabilitation programs. The physical therapy cardiac rehabilitation service provides experience in inpatient and outpatient cardiac care, with postoperative as well as medical cardiac patients.

- *Geriatrics.* The MGH and Spaulding facilities have diverse geriatric clinical and research programs. The MGH geriatric unit functions as a multidisciplinary inpatient consult service. In addition to its inpatient services, the Spaulding Rehabilitation Hospital has an expanding rehabilitation-oriented home health agency. Institute faculty are also actively involved in Harvard's Division on Aging.
- *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, 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.

Financial Aid/Clinical Assistantships

Clinical and research assistantships are being developed through hospital departments and research projects, as well as in community hospitals in the area. Further financial aid information may be found in the financial aid section earlier in this catalog.

Degree Requirements

All students are required to complete a minimum of 36 credits plus an acceptable thesis. Work must include:

Foundation Courses in Clinical Theory (6 credits)

Foundations of Clinical Assessment in Physical Therapy

Clinical Decision Analysis

Clinical Research (Variable credits)

Fundamentals of Clinical Research

Introductory Statistics (or completion of an equivalency exam)

Thesis I (Advanced Research Methods Seminar)

Courses on Social, Ethical & Humanistics Aspects of Care (4 credits)
Courses may be taken in any of the Institute courses on topics such as health care ethics, health policy, and social and psychological impact of illness.

Clinical Preceptorship in Physical Therapy (6 credits)

The clinical preceptorship provides each student with the opportunity to gain clinical expertise in their specialty area, designed to meet each student's unique needs and interests.

Courses in Area of Clinical Specialization (10-12 credits)

Cardiopulmonary Specialization:

The Cardiopulmonary Specialization requires that 10 credits be taken from the specialization core courses. The 10 credit requirement may be fulfilled by choosing from the following:

Clinical Applications in Exercise Physiology (3 credits)

Cardiopulmonary Anatomy, Physiology and Pathophysiology (3 credits)

Biomechanics (3 credits)

Acute Care in Cardiopulmonary Physical Therapy (3 credits)

Cardiopulmonary Rehabilitation (3 credits)



Geriatric Specialization:

The Geriatric Specialization requires all students to take one core course: Multisystem Changes in the Aged: Physical Therapy Assessment and Management (2 credits)

The remaining 10 credits may be taken from a selection of courses in the cardiopulmonary, neurologic and orthopaedic subspecialty areas.

Cardiopulmonary Rehabilitation (3 credits)

Clinical Applications in Exercise Physiology (3 credits)

Multidisciplinary Approaches to Diseases of the Nervous System (3 credits)

Evaluation of the Neurologically Impaired Adult (3 credits)

Anatomical Basis of Kinesiology (3 credits)

Concepts of Orthopaedic Physical Therapy (2 credits)

Manual Therapy Techniques I - Extremities (3 credits)

Biomechanics and Bioinstrumentation (3 credits)

Basic Radiological Assessment (2 credits)

Neurology Specialization:

The Neurology Specialization requires 10 credits to be taken from the specialization core courses. The 10 credit requirement may be fulfilled by choosing from the following:

Evaluation of the Neurologically Impaired Adult (3 credits)

Human Neuroanatomy (3 credits)

Seminar on Treatment Approaches to the Neurologically Impaired (2 credits)

Biomechanics and Bioinstrumentation (3 credits)

Multidisciplinary Approaches to Diseases of the Nervous System (3 credits)

Anatomical Basis of Kinesiology (3 credits)

Clinical Applications in Exercise Physiology (3 credits)

Orthopaedic-Sports Specialization:

All students enrolled in the Orthopaedic-Sports Specialization are required to take:

Concepts of Orthopaedic Physical Therapy (2 credits)

The Orthopaedic-Sports PT Specialization also requires that 8 credits be taken from the specialization core courses. The 8 credit requirement may be fulfilled by choosing from the following:

Biomechanics and Bioinstrumentation (3 credits)

Anatomical Basis of Kinesiology (3 credits)

Manual Therapy Techniques I - Extremities (3 credits)

Manual Therapy Techniques II - Spine (3 credits)

Evaluation and Treatment of Sports Injuries (3 credits)

Clinical Applications in Exercise Physiology (3 credits)

Basic Radiological Assessment (2 credits)

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.

Students with extensive clinical experience and continuing education in a required subject may petition to earn course exemption or academic credit by taking a special 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 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.



APPLICATION PROCEDURES

All materials for admission should be sent to:

Admissions Office
MGH Institute of Health Professions
Ruth Sleeper Hall
Massachusetts General Hospital
Boston, MA 02114-2696
(617) 726-3140

Materials to be Submitted:

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

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

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

4. Letters of recommendation on the forms provided from three individuals qualified to evaluate the applicant's abilities and recent clinical performance.
5. Statement of reasons for wishing to attend graduate school and description of specialized clinical interests.

Applications are reviewed on a rolling basis as long as openings are available. Notification of acceptance or rejection is made as review of each application is completed. Letters of acceptance or rejection are sent by the Admissions Office.

A non-refundable deposit of \$150 (applicable toward tuition) is requested from accepted students.

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 clin-

ical 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 to students who enter on this plan.

Detailed information of the three plans is available on request.





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, 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.

INTERNATIONAL STUDENTS

The Institute of Health Professions welcomes study by international students and is authorized under Federal laws to enroll nonimmigrant alien students. Extra time is required for applications from international students because of delays in overseas mail, visa procedures, and evaluating the need for English language instruction. Foreign students are advised, therefore, to apply as early as possible and at least three months prior to the term they wish to enter.

At the time the student is notified of acceptance, he or she will also receive information regarding visa procedures, an expense budget, and a questionnaire which must be completed and returned for the Institute to be able to fill out appropriate visa forms. Although an international student has been accepted, the Institute cannot complete the I-20 form allowing entry into the United States or school transfer unless the student shows that he or she has sufficient funds to maintain him or herself for one year in the United States. At least one-third of the year's funds must be on deposit in the United States.

Foreign students are eligible for financial assistance from the Institute, and can apply by filling out the standard financial aid application. Students in the United States on a F-1 visa are not permitted to work unless the work is related to degree requirements. Students may not work during the first year in the U.S. International applicants are encouraged to find out about other sources of assistance for international study. Interested students can, among other possibilities, contact the Institute for International Education Office in their own country.



SPECIAL STUDENT STATUS

Dietitians, physical therapists, speech-language pathologists, nurses, and other health care professionals who are not degree candidates in the MGH Institute of Health Professions may enroll in courses open to special students. As a special student you can:

- take individual courses in topics relevant to your clinical practice
- develop specialized clinical education and research skills
- begin to accrue graduate academic credits
- test the waters to see if graduate school is for you

A Special Student brochure which includes an application form and a description of courses open to Special Students is published by the Institute prior to the beginning of each Term. The Special Student brochure is available by calling or writing the Office of Student Services.

Requirements

Applicants for Special Student status must be practicing health professionals, must hold a bachelor's degree, and must submit college transcript(s). Final decisions on admission to courses will be made by the course instructor, and students will be notified as soon as possible whether or not they have been accepted.

All students taking credit courses 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.

Tuition

Tuition is \$270 per credit; \$135 per credit for audit; or \$90 per credit for senior citizens (60 and over). A non-refundable deposit of \$50 per course (which is applied toward tuition) must accompany all applications. The full deposit will be returned if the student is not accepted for a course. If the student is accepted and decides not to take the course, the deposit will be forfeited. In the case of withdrawal after the beginning of the term, the following schedule will apply to the term's tuition and fees, excluding the deposit which is non-refundable.

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

Credit

Special students will be expected to meet the same requirements for credit as all other students. Transcripts of credit will be kept on file in the Institute and forwarded to other institutions at the request of the student. No guarantee can be made by the Institute that any other institution will grant credit for courses taken.

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

Application Process

Should be completed by mail or by appointment, no later than the deadline announced each term by the Student Services office.

All materials should be sent to:

Special Student Admissions
Ruth Sleeper Hall
MGH Institute of Health Professions
Massachusetts General Hospital
Boston, Massachusetts 02114-2696
(617) 726-3140

1. Completed special student application form.
2. A paragraph describing past experience and what you wish to accomplish in the course(s) for which you are applying.
3. A deposit of \$50 per course, which will be applied toward tuition.
4. Transcript(s) from each postsecondary educational institution attended (*Photocopies will be accepted pending receipt of official transcripts*).

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. Most continuing education conferences are offered in the Boston area on the MGH campus.

Continuing Education has as its mission to provide conferences that improve patient care, respond to health needs in the community and provide a service to professionals to update skills and knowledge. Offerings are planned and evaluated on an annual basis and are marketed to as broad an audience as possible, i.e., regional, national, and international.

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
15 River Street
Boston, MA 02108-3402

COURSE OFFERINGS

This listing of course descriptions has been made as complete as possible. New courses are occasionally added, so students are encouraged to consult the listing and schedule produced by the Student Services Office prior to each term.

INTERDISCIPLINARY HEALTH PROFESSIONS COURSES

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

HP Arrhythmia Interpretation of the Cardiopulmonary Patient focuses on EKG rhythm analysis. Emphasis is placed on systematic rhythm analysis and the learner has the opportunity to identify changes from normal sinus rhythm to EKG catastrophe.
Prerequisite: Consent of instructor
1 credit

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 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.
6 credits

HP Cardiopulmonary Anatomy, Physiology and Pathophysiology focuses on physiological concepts as the basis for understanding cardiopulmonary function and dysfunction in the adult. Emphasis will be placed on expanding clinical judgment skills in relation to the health status of selected patients.
Prerequisites: Collegiate level course in human anatomy and physiology or consent of instructor
3 credits

HP Cardiopulmonary Rehabilitation considers principles of exercise physiology applied to the normal, aging, and cardiopulmonary disease processes. Clinical procedures for patient evaluation, exercise testing, and strength and endurance training are presented from theory through practical applications in relation to the aging and cardiopulmonary disease processes. All

elements of a total rehabilitation program are discussed including patient education, nutrition, emotional support systems, risk factor modification, exercise prescription, and program administration. Students will have practical experience with patient evaluation, stress testing and monitoring. Current research and clinical controversies are a common thread throughout the course.

Prerequisite: Professional practice; recommended: **Clinical Applications in Exercise Physiology**
3 credits

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

Prerequisite: Collegiate level course in human physiology
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 perspective. An interdisciplinary and interinstitutional core faculty integrates topics through case studies and guided discussion.

Prerequisite: Consent of the instructor
2 credits

HP Clinical Research examines the use of scientific methods 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 Critical and Creative Thinking in Biology and the Health Professions provides an interdisciplinary approach to how we think about human beings as living entities. Emphasis is placed on critical analysis and creativity as a means of understanding the application of scientific knowl-

edge to health care. Topics covered include types of logical inference, fallacies, judgments, creativity and discovery in science. The structure of scientific thought in biology will be described, including a discussion of theory, observation, scientific laws and reduction and holism. Students are encouraged to analyze problems and evaluation procedures from their own experience and practice. Examples from biology and the health care field will be used throughout the course, including evolution, genetics and circulation of the blood.

Prerequisite: Consent of instructor
2 credits

HP Epidemiological Approaches in Professional Health Care Practice provides an overview of epidemiological methods and practical applications of these methods in health care practice. Screening techniques for identifying risk approaches to prevention are targeted. This course is appropriate for practitioners and administrators.

Prerequisite: **Clinical Research** or consent of instructor
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), experimenta-

tion (ethical aspects of clinical research, informed consent), peer relationships (team work, peer review, blowing the whistle on unethical colleagues), and the relationship of the health professional to institutions (health policy, quality assurance, distributive justice in everyday decisions). Lectures and discussions are supported by readings from health professions and lay literature.

2 credits

HP 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 Health Policy Issues and Trends introduces major health and social policies and programs relevant to practice in the health care field.
1 credit

HP Health Policy and Long Term Care Issues 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 of allocation of health and social services are presented together with basic conceptual tools for policy analysis.
2 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 Independent Study
Individually arranged.
Variable credits

HP Introduction to Clinical Teaching is a practical course on teaching techniques for clinicians whose work includes student supervision, staff training, or patient and family education. Course emphasis is determined each year by student interest, but major topics usually include: writing instructional objectives, designing learning activities, evaluating achievement and giving feedback, improving motivation, and matching instruction to individual student needs and styles. Class activities

include several televised micro-teaching practice sessions. The course project allows students to develop instructional plans they can use in their future teaching.
Prerequisite: Prior clinical experience
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 test, etc. The course material is oriented to the application of statistical methodology.
Prerequisite: **Clinical Research** or consent of the instructor
3 credits

HP Issues in Health, Illness and Disease focuses on biopsychosocial issues of health, illness and disease. In a seminar format, students study the nature of health and illness and factors that impact on coping with acute and chronic phases of disease. Students develop models for identifying and integrating pertinent medical information (e.g., physiological limitations imposed by disease, diagnostic procedures and treatment interventions) in psychosocial planning and for collaboration with other health care providers.
2 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.

Prerequisite: Prior experience as a clinician

2 credits

HP Life Cycle Development: Psychological, Social and Physiological Aspects focuses on the psychological, physiological, cognitive and social factors that affect human behavior over the life cycle. The issues, tasks and socialization processes at various stages of the life cycle from birth through old age to death are examined. Family composition and dynamics, as well as eth-

nicity, racial background, gender, social class, the experience of mortality and social networks are all factors that affect behavior and adaptation. These are identified and their interface with individual development is explored.

3 credits

HP Literary Approaches to Values in Caring for Patients examines

the relationship between values and illness and between values and patient care. Seminars focus on stories, poems and essays that consider illness, mortality, and care of the sick. Values of society with regard to illness, values expressed by individuals who are ill, and values of caregivers are identified and explored. An effort is made to see the intersections of these different sets of values as they influence care. The course considers the relationship of the caregiver to the client and to society as a whole. The use of literature as an expression of the best that has been thought and said about the experience of being human, aims to foster the self-enlightenment that is essential for empathy and for professional self-assessment.

2 credits

HP 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 uti-

lizing 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 Multidisciplinary Approaches to Diseases of the Nervous System provides a seminar-format introduction to the basic principles of neurologic pathophysiology. Under the guidance of an invited faculty of experts in different fields, several specific clinical syndromes will be discussed in depth as examples of the brain's response to specific forms of injury and its potential for regeneration and repair. In this context the theoretical and experimental basis for specific clinical therapies will be critically considered from a multidisciplinary perspective.

Prerequisite: Introductory course in human neuroanatomy and physiology
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 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 Organizational Dynamics and the Health Care System examines the dynamics of organizational structure and behavior as they relate to the delivery 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.

Prerequisite: **Biophysical Science** or consent of instructor
4 credits

HP Pediatric Issues in Health Care: Independent Study 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.

Prerequisite: Consent of Instructor
2 credits

HP Pharmacological Intervention in the Cardiopulmonary Patient focuses on drug therapy in cardiopulmonary patients. Pharmacological interventions in the therapy of patients with cardiopulmonary problems are explored and emphasis is placed on the significant responsibilities involved.

Prerequisite: Consent of instructor
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 instructor
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.

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 considered 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 or 3 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: **Life Cycle Development: Psychological, Social and Physiologic Aspects** or consent of instructor
2 credits

HP Therapeutic Nutrition provides an introduction to the application of nutrition principles to select disease states. Students learn to integrate principles of anatomy, physiology, pharmacology and nutrition to assess their impact on nutrition care for hospitalized and ambulatory patients. Lectures, case studies, current research and practice, and discussions examine the role of dietary treatment.

Prerequisite: **Normal Nutrition**
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: Consent of instructor
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

HP Writing for Professional Publication and Presentation focuses primarily on the skills needed to produce an article for submission to a professional journal. In addition, the course covers oral presentations, abstract preparation, poster presentation, and visual aids. Students use their own papers, selected from those prepared for academic courses as the base for preparation of the course assignments.

Prerequisite: Consent of instructor
1 credit

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** or consent of instructor
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** or consent of instructor
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 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 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 Issues in Ambulatory Care Nutrition identifies and discusses the social and economic forces that are shaping the modes of practice for the dietetic practitioner in the ambulatory setting.

3 credits

D Management and Organization of Foodservice Systems offers a comprehensive survey of management functions and their related tasks and responsibilities in a foodservice system. Topics include facilities and organization planning; menu planning and merchandizing; food procurement, receiving, storage, delivery, preparation, transportation, and service; budgeting and cost accounting. Lectures, case studies, and problem solving exercises are applied to develop a knowledge and skill base for management practice.
3 credits

D Practicum in Nutrition and Chronic Diseases develops advanced skill in the prevention of chronic diseases and in the nutritional care of clients with chronic diseases.
Prerequisite: Prior or concurrent registration in **Advances in Nutrition and Chronic Diseases**
2-4 credits

D Practicum in Nutrition and Health Promotion develops advanced skill in the promotion of good health and in marketing nutrition services to the public or specified population groups.
2-4 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**
2-4 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**
2-4 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 practicum 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

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 ther-

apeutic 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 settings. Clinical practicums are provided.
5 credits
-

- 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 cycle and beginning problem identification, intervention and evaluation. Use and integration of specific psychomotor nursing skills are included. Clinical practicums are provided.
5 credits
-

- 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: Introduction to Role Specialization** uses topic-focused seminars to introduce the student to the role of clinical nurse specialist. It is designed to promote initial/beginning socialization of the students in the CNS (clinical nurse specialist) role. The concepts of specialization and clinical leadership are discussed.
1 credit
-

- N Nursing Profession: Literary Approaches to Values in Caring for Patients** examines the relationship between values and illness and between values and patient care. In seminar style stories, poems, and essays that consider illness, mortality, and care of the sick are studied and discussed. Values of society with regard to illness, values expressed by individuals who are ill and values of caregivers are identified and explored. An effort is made to see the intersections of these different sets of values as they influence care. The course considers the relationship of the caregiver to the client and to society as a whole. By using literature as an expression of the best thought and expression of being human, the course fosters the self-enlightenment that is essential for empathy and for professional self-assessment.
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

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 identify a clinical problem for thesis investigation

and draft a thesis prospectus. 2 credits

N Theory Evolution in Nursing examines the development of theory from Nightingale through the age of grand theory to current middle range theory. Methods for analyzing and critiquing theories are used in giving structure to the study of theory development. The use of nursing theory as a tool for research and for professional practice is emphasized. 3 credits



**COURSES OPEN ONLY TO SPECIALIST LEVEL NURSING
STUDENTS REQUIRED NON-PRACTICE COURSES**

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

NS Thesis Research provides registration for the student's work with assigned thesis readers on planning and implementation of thesis study and preparation of the written thesis report.
Prerequisites: Thesis readers' and program research consultation group's approval of the thesis prospectus.
Variable credits



CARDIOPULMONARY NURSING SPECIALTY

The cardiopulmonary clinical nurse specialist is prepared to provide nursing care to individuals, families and groups of patients experiencing cardiopulmonary 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 counselling and patient/family teaching; to consult with colleagues; and to recognize priorities in practice and research for the future.

NS Nursing Practice: Cardiopulmonary Anatomy, Physiology and Pathophysiology focuses on physiological concepts for understanding cardiopulmonary function and dysfunction in the adult. Emphasis is on expanding the student's clinical judgment skills in relation to the health status of selected patients. The clinical component focuses on assessment of the person with cardiopulmonary problems in the acute care setting.
5 credits

NS Nursing Practice: Cardiopulmonary Specialty II focuses on the assessment and nursing management of acute and chronic health problems of adults with cardiopulmonary illness. Clinical experiences will be in medical inpatient and outpatient settings. During this course students begin a long-term experience with a selected caseload of patients and have experiences in patient teaching and staff education.
Prerequisite: Concurrent enrollment in **Pharmacological Intervention and Arrhythmia Interpretation in the Cardiopulmonary Patient**
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. 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 multisetting 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 who live in the community. Emphasis is on the refinement of skills in assessing and diagnosing age-related biopsychosocial changes, in health teaching to the elderly, and in analyzing community resources for the elderly. The history of Gerontological Nursing and the role of the Gerontological Nurse Specialist in promoting positive aging in the community is explored. Clinical experiences are in the community.

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 physical and psychological health problems, and on planning, implementing and evaluating the care appropriate for them. The effects of losses on individuals and their families through institutionalization, relocation and disease processes are analyzed. Clinical experience is in rehabilitation and chronic disease hospitals. Staff education, group work, leadership and discharge planning are required. Long term caseload management with preceptors continues.

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

5 credits

NS Nursing Practice: Advanced Gerontological Nursing

immerses the student in the role of the clinical nurse specialist in gerontology. Seminars are designed to explore alternate nursing approaches, possible research questions and the pertinent nursing theories applicable to the high risk dilemmas faced by frail, elderly patients and their families. Controversial issues arising from the legal, political and ethical theory and practice related to aging in this society are examined. Students select a clinical setting appropriate to their learning and career goals.

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: Introduction to Specialization examines primarily the cancer experience of persons entering the health care system but also views them at various points in the course of the disease, including diagnosis and detection, treatment, control and immunology, epidemiology, prevention and risk factors, screening and detection, and in selected instances, recurrence. Emphasis is on carcinogenesis, tumor immunology, epidemiology, prevention and risk factors, screening and detection, and diagnosis, as the scientific basis of cancer nursing practice. The conceptual framework for cancer nursing practice includes self-concept, coping, family relationships, support systems, developmental processes, communication, client education, mediation of stress, ethical issues, and the use of theory and research in cancer nursing practice. Clinical practicums are in inpatient 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 charac-

teristics 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 of Cancer 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: Role Immersion. This final course in the oncology specialty gives the student an opportunity to practice the oncology clinical nurse specialist role in a health care setting. The student synthesizes knowledge, skills and attitudes

developed in the previous three specialty courses and in the professions courses to implement the clinical nurse specialist role with the guidance of a clinical nurse specialist preceptor. Emphasis is on role development in the oncology specialty. The student learns social, political and clinical issues that directly affect oncology clinical nurse specialist practice. The course is a bridge between graduate nursing student practice and oncology clinical nurse specialist practice. 5 credits



WOMEN'S HEALTH NURSING 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. Health assessment, health screening and developing counselling skills 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 have increased independence in clin-

ical judgment and begin a long-term therapeutic experience with a selected caseload of patients. Experience in both patient teaching and staff education are provided.

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 allows students to select an area of women's health in which they wish to obtain depth or further breadth. It is an integrative experience in which students have an intensive clinical experience at one site, experiencing all elements of the role of the advanced clinician. Seminar topics arise out of the practical

experiences, and clinical experiences are individually arranged. Students attend a series of integrative seminars and faculty tutorials including a module on the evaluation and advancement of the role of the clinical nurse specialist. The long term caseload continues.
5 credits



COURSES OPEN ONLY TO STUDENTS IN PHYSICAL THERAPY

PT Acute Care in Cardiopulmonary Physical Therapy introduces the student to evaluation and treatment techniques of the acutely ill patient with cardiac or pulmonary dysfunction. The course provides detailed study of emergency and coronary care unit follow-up of acute cardiac events including myocardial infarction, ventricular arrhythmias, and congestive heart failure; and postoperative cardiac care including coronary artery bypass graft, valve replacement, and heart transplantation. Acute pulmonary care management includes interventions for acute respiratory failure, acute episodes in chronic lung disease, and post-operative/post trauma pulmonary care. Treatment management incorporates principles related to cardiopulmonary monitoring and support systems including artificial airways, oxygen support, mechanical ventilation and intra-aortic balloon pumps and indwelling hemodynamic management lines.
3 credits

PT Anatomical Basis of Kinesiology provides advanced study of the structure and function of the musculoskeletal system. Both lecture material presented by physicians and physical therapists, and detailed dissection of cadaver specimens provide the basis for discussion of orthopedic dysfunction. Course consists of one lecture and two dissection laboratories weekly. Labs include surface anatomy, specific dissection of the extremities and spine, and demonstration of selected

surgical procedures.

Prerequisite: Course in Human Anatomy
3-4 credits

PT Basic Radiologic Assessment provides an introduction to the basis of radiological imaging principles and techniques as applied to orthopaedic physical therapy. Lectures are provided by radiologists and orthopaedic surgeons. Emphasis is on standard radiography techniques and radiologic anatomy, common normal variants and pathological and traumatic conditions. Other imaging techniques, such as CT scan, nuclear medicine, angiography, magnetic resonance imaging and arthrograms, will be addressed. The course is organized according to body regions, i.e., spine, pelvis, thorax and upper and lower extremities. Case studies will be used to illustrate the selection of imaging techniques and integration of radiographic information with patient management.
2 credits

PT Biomechanics and Bioinstrumentation focuses on the study and measurement of the internal and external forces acting on the body. Lectures focus on theory and clinical application of force systems such as muscle synergistic movement, joint reaction force, orthoses, and friction. Laboratory sessions clarify the principles and practical application of bioelectrical and mechanical measurement techniques such as electrogoniometry, videotape, force transducers, isokinetic dynamometry, and surface elec-

tromyography. Current research and clinical applicability in physical therapy are emphasized. Several bioanalytical projects are required.
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. Working in small groups, students compare alternatives for managing a specific clinical problem, design a strategy for making key decisions, and critique the evidence supporting their treatment logic.

Prerequisite: **Foundations of Clinical Assessment in Physical Therapy**, or consent of the instructor
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, case conferences, and special seminars expand the student's ability to plan and implement integrated treatment approaches, and to formulate critical questions and analyses related to physical therapy practice. Areas of concentration available to the clinician include: orthopaedics, sports medicine, neurologic, car-

diac, pulmonary, geriatric and pediatric physical therapy.

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

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

2 credits

PT Evaluation and Treatment of Sports Injuries provides a 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 the hospital and private settings. Lectures, patient demonstrations, and laboratory sections address such topics as: history taking, physical examination and assessment, performance evaluation techniques, mechanisms of injury,

treatment planning, conditioning programs, taping techniques, fabrication of protective padding and splints, and basic radiological interpretation.

3 credits

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

3 credits

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 Foundations in Clinical Assessment in Physical Therapy is the first of two clinical theory courses required of all students in the program. It includes:

analysis of the nature of evaluation and its relationship to clinical judgment and treatment planning;

- study of the basic principles of sound measurement and how new methods or measurement can be developed and tested;
- critical review of the variety of techniques commonly used by physical therapists to evaluate their patients;
- an introduction to assessment of general health problems and to methods for making patient referrals.

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

3 credits

PT Manual Therapy: Extremities introduces the student to examination and manual treatment techniques of joint mobilization as a component of orthopaedic physical therapy practice. The basic tenets of joint dysfunction and mobilization as discussed in Concepts in Orthopaedic Physical Therapy are integrated into the lecture and laboratory sessions. The relationship of regional arthrokinematics to osteokinematics for joints of the upper and lower extremities is discussed. Various methods and concepts of joint mobilization are reviewed to determine their common characteristics. Related topics are addressed such as: methods to document examination and treatment findings, clinical arthrokinematics of "parallel" bones, principles of extremity joint manipulation, and self-mobilization.

Laboratory sessions provide the

student with instruction and supervision in the practice of manual joint mobilization techniques.

Case studies and a student project are used to integrate joint mobilization with other aspects of orthopaedic physical therapy in the clinical sciences.

Prerequisite: **Concepts in Orthopaedic Physical Therapy** or consent of instructor
3 credits

PT Manual Therapy: Spine introduces the student to examination and treatment principles and techniques for the spine using joint mobilization. The soft tissue, joints, and peripheral neural components of the cervicoman-dibular, thoracic, and lumbo-pelvic regions are reviewed. The anatomy, kinesiology, and pathokinesiology of the regions pertinent to the clinical management of the patient are presented. Physical signs and symptoms of spinal dysfunction are discussed as a basis for formulating a strategy for the examination process. The student is introduced to the decision process for determining a biomechanical diagnosis of the patient's condition. Criteria for establishing specific treatment programs are presented. The implications of examination findings on the development of an independent therapeutic exercise program are addressed.

Laboratory sessions provide the student with instruction and supervision in the practice of spinal examination and joint mobilization treatment techniques.

Prerequisite: **Concepts of Ortho-**

paedic Physical Therapy or consent of instructor
3 credits

PT Multisystem Changes in the Aged: Physical Therapy Assessment and Management provides an introduction to normal and pathological changes that accompany human aging with an emphasis on an integrated approach to physical therapy assessment and intervention. Age related changes in the cardiopulmonary, neurological, orthopaedic, psycho-social systems are reviewed in depth. Case presentations reflecting physical therapy involvement across the continuum of care are used to teach an integrated framework for physical therapy assessment and treatment with the aged patient.
2 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 the neurophysiologic and kinesiology basis of treatment, approaches and techniques. Readings provide a knowledge base in 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 abstract

Variable credits



FACILITIES

Offices and Classrooms

Administrative and faculty offices of the Institute are located primarily at 15 River Street (near the Public Garden). The Student Services Offices (including Admissions and Financial Aid) are in Ruth Sleeper Hall, adjacent to the Hospital, 40 Parkman Street, where most of the Institute's classrooms and teaching laboratories are located.

Library Facilities

The Institute shares a major health sciences library with the Hospital, the Treadwell Library, which contains major holdings in nursing, allied health, medicine, and basic science. Holdings include 59,000 volumes and 1,000 active journals. Special arrangements are made for students to use other libraries in the Boston area as needed.

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 medical centers and community settings.

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 institutions are McLean Psychiatric Hospital in nearby Belmont and Spaulding Rehabilitation Hospital, also in downtown Boston.

In recent years, the Hospital has recorded approximately 30,000 admissions each year, more than 80,000 Emergency Ward visits and well over 300,000 clinic visits. 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 greater Boston area. Information to assist students in locating housing is available from the Admissions office.

Location

The Institute is located in the heart of Boston. Boston is a center for patient care and health care research, boasting over 140 hospitals within an hour's drive and numerous outpatient and ambulatory facilities. The Institute is linked to many of these resources.

Educational opportunities abound. Over 150 colleges and universities are located within a 50-mile radius of the city. Major library collections include the historic Boston Public Library, the John F. Kennedy Presidential Library and several major health care collections including the Countway Library of Medicine at Harvard Medical School. Museums include: the Science Museum; the Museum of Fine Arts and many smaller art museums and galleries; the Aquarium, the Computer Museum; and many more.

The Boston area is the cultural and sports arena of New England. It offers an internationally-acclaimed symphony orchestra and chorus, numerous professional and amateur choral and classical music groups, an opera company, a ballet company, several theaters that are the testing ground for Broadway plays and musicals, and a Shakespearean acting company. Sailing is available close to the campus on the Charles River. Skiing opportunities in western Massachusetts and New Hampshire's mountains are less than 2 hours' drive away, and the scenic beaches of Cape Cod are within easy reach via public and private transportation. Boston is proud of its hockey, baseball, basketball and football teams — collegiate as well as professional.



ADMISSION

Notice of Nondiscriminatory Policy as to Students

The MGH Institute of Health Professions, Inc. admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students. It does not discriminate on the basis of race, color, national or ethnic origin, in administration of educational policies, scholarship and loan programs, and other 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;
- 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 currently available in the Dietetics and Physical Therapy Programs. Part-time study is available in Nursing only at the specialty level. It is discouraged for non-nurse applicants. 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, (617)726-3140 and completed forms and inquiries regarding admissions procedures should be directed to that office.

FINANCIAL AID

The purpose of the Institute's financial aid program is to help students meet their educational expenses and thereby enable them to pursue an education at the MGH Institute of Health Professions. Approximately 50% of the Institute's students receive some form of financial aid. Information and forms for financial assistance can be obtained by completing the Request for Financial Aid information Form included with the application for admission or by contacting the Financial Aid Office directly. First time applicants should start their financial aid application at the same time as application for admission. The financial aid application includes a packet of forms which should be filled out and sent directly to the Institute, along with Financial Aid Transcripts and a copy of the prior year's federal income tax form. The application also includes a GAPS FAS needs analysis form which must be completed and sent to Princeton, N.J. with the required fee. Applications must be complete before aid is awarded. There is no final deadline for financial aid, but applicants are encouraged to apply as early as possible since aid is only awarded while funds last. Financial aid awards are made as soon as possible following acceptance to the Institute.

Financial aid awards are generally made on an annual basis; students must reapply each year. Grants and/or assistantships awarded to students by the Financial Aid Office are credited to the student's account in the amount specified for each term. On each registration day, the student will receive a copy of his/her bill which will indicate the monies awarded and credited. 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 materials. Students are urged to seek outside sources of financial assistance.

Institute grants and graduate assistantship funds include the following:

Multi-Program Funds

Graduate Assistantships provide partial remission of tuition to students assisting the Institute for up to approximately ten hours per week in research, teaching, or administrative duties. These opportunities are flexible to accommodate students' class schedules.

Clinical Assistantships: Several departments within the Massachusetts General Hospital offer a limited number of clinical assistantships, providing students with the opportunity to work

in a variety of areas. Further information on these assistantships can be obtained from the Institute's Financial Aid Officer.

Employment is also available at the Massachusetts General Hospital in various capacities. Interested students should contact the MGH Personnel Office.

The Herbert Farnsworth Trust Fund provides scholarships for Institute students.

The Financial Assistance Grant Fund provides grants to Institute students.

The John H. Knowles Memorial Fellowship is a significant source of assistance 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 planning for the MGH Institute of Health Professions while he was General Director of the Massachusetts General Hospital.

The Henry Francis Barrows Scholarship Program provides scholarships for protestant men enrolled in the Institute.

The Charles E. Ely Education Fund provides grants to men from the greater Boston area enrolled in the Institute.

The Amelia Peabody Scholarship Fund assists students in all programs.

Dietetics Program

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

Nursing Program

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 Martha McDowell Carpenter Scholarship assists promising students in the Nursing Program.

The William C. and Jessie B. Cox Scholarship Fund assists promising students in the Nursing Program.

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 students in the Nursing Program.

The Olive Lightell Hunter Scholarship assists students in the Nursing Program.

Kemper Scholarships, provided by the Kemper Insurance Foundation, assist Nursing Program students who have demonstrated academic excellence. These students are designated as Kemper scholars.

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

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

Physical Therapy Program

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

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

Guaranteed Student Loans

Under the Guaranteed Student Loan program, Institute students are eligible to borrow up to \$7,500 per year from their banks or credit unions to help meet education expenses. These loans are guaranteed by the Federal government and do not have to be repaid while the student is enrolled on at least a half-time basis. To apply, students must fill out a GAPS FAS form (available at the Financial Aid Office), and a GSL application form which is available from banks that are GSL lenders (most banks in Massachusetts are GSL lenders). To qualify for a GSL, students must demonstrate financial need. Need is determined by the Financial Aid Office in accordance with Federal guidelines. More specific information about eligibility and participation in the GSL program can be obtained from the Institute's Financial Aid Office.

ENROLLMENT

Instructions for registration are issued by the Student Services Office. Registration, completed by the specific 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.

To change registration a student must follow the procedures for adding or dropping courses or for withdrawal.

Students are expected to register for Thesis Research during each term in which assistance is needed from the Thesis Committee. The student should plan this with his or her advisor/first reader before registering each term.

Students must register, pay for, and complete the number of credits required for thesis by their programs. Students are advised not to register for thesis credit until their proposal/prospectus has been approved. While they are taking other courses, students may register for as many thesis credits per term as seems appropriate in consultation with their advisors. When they have completed other program requirements and have registered and paid for as many thesis credits as required by their program but have not finished their theses, to remain in good standing with the Institute, students must either register for three credits of continuing thesis work or seek program approval for the appropriate continuation status in writing by registration day of each new term.

Any exceptions to this policy must be reviewed and approved by the Program Committee. The Program Committee will recommend the appropriate status or exception to the Program Director, who will make the final decision and inform the Student Services Office.

Tuition

The tuition for full-time students enrolling for three terms in one year for 1987-88 is \$9,600. When a student is accepted, a non-refundable deposit of \$150 (applicable toward the first term's tuition) is required in order to reserve a space in the entering class.

For part-time students, the tuition is \$270 per credit for 1987-88. 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 registered for three credits may receive a refund of $\frac{2}{3}$ of the term's thesis payment if they complete and submit the thesis within five weeks of the beginning of the term, or $\frac{1}{3}$ of the thesis payment for submission within ten weeks of the beginning of the 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 \$100 continuation fee per term to maintain their status as degree candidates. Students who are substantively finished with the thesis, who will not need additional faculty advisement and who have only format or other minor details to complete will be charged a completion fee of \$100. They should finish within one month of the beginning of the term.

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.

Before registering for the first time, students are required to present the Institute's completed Physical Report Form and the Immunization Form which includes verification of immunization against certain diseases as specified in the Commonwealth of Massa-

chusetts College Immunization Law and/or required by the Institute. Students who do not comply with the Institute's immunization and physical examination requirements may be prohibited from clinical practice courses, or grade reports and transcripts may be withheld.

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 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 counseling 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.

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 health insurance and the deposit, which are 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

To obtain a refund, students should notify the Financial Aid Office at the same time that the Drop/Add or Notice of Student Withdrawal form is submitted to the Student Services Office.

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.

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. Students should also refer to the policies of their Programs.

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 or 3.0. A student must attain a cumulative average of 3.0 by the end of the course of study.

Academic Standing

All Institute students are required to maintain a minimum G.P.A. of 3.0 each term. A student is given an academic warning when his/her cumulative grade point average (G.P.A.) is less than 3.0. Students given an academic warning must regain a 3.0 G.P.A. within two terms or they will be subject to dismissal. Policies for continuing enrollment of students with a G.P.A. below 3.0 in sequential terms are determined by each program.

Grading

The Institute's grading system is

Grade	Points
A	4.0
A/B	3.5
B	3.0
B/C	2.5
C	2.0
F	0.0
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 or continuing fieldwork. Upon completion of the thesis, the “R” is converted to Pass/Fail for final credits-not to exceed a total of 6 credits.

Grading Policy

Each faculty member or teaching team will be responsible for developing criteria for A, B, C, and F level performance in each course he/she teaches. The criteria, including numerical grading scales used in computing course grades, shall be published, distributed to students at the beginning of the term, and made available for review.

Pass-Fail Option

A faculty member may give students the option of taking a course on a Pass/Fail basis. If this option is available, the instructor must inform the students at the first class session. A student must elect the Pass/Fail option using the form to be signed by his/her advisor and submit it to the instructor and Director of 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. Nursing students may only elect the Pass/Fail option in elective courses.

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 Institute Faculty.

Course Repeat

A student may elect to repeat any course once. 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.

Religious Holiday Observance

For students observing religious holidays not recognized on the IHP academic calendar, the following arrangements will apply:

- With proper notification, faculty will not schedule examinations on these days; in addition, they will provide the student with an opportunity to obtain the class content.
- At the beginning of the term, students are responsible to inform faculty of anticipated absences. The student is also responsible to make arrangements with the faculty or a peer to obtain material from the class. If audiotaping is desired, the student will provide the tape.

Transfer Credit

Each program committee determines the number of credits which may be transferred from other schools and be counted towards degree completion by incoming transfer students. 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 is allowed from institutions or programs that lack appropriate accreditation or for courses in which the student received a grade of less than B.

Credit by Examination

Students with life/work experience related to specific courses in their field of study at the Institute who wish to receive credit for

courses by taking a special examination may do so by submitting a request in writing to his/her advisor, the course instructor and the Program Director no later than two weeks into the term. The special examination must be taken no later than two weeks after the request is approved.

Course Exemptions

Students may be exempted from a specific course in the curriculum on the basis of previous study, examination or in rare instances, experience. Such an exemption is granted by the course instructor teaching the course after receipt of requested supporting materials. If an exemption is granted, no credit is given. If the student enrolls in a course and then decides to exempt the course, a request to do so must be made to the students academic advisor and the course instructor no later than two weeks into the term. The maximum number of credits students may exempt from will be decided by each Program. An administrative fee for course exemptions may be levied.

Special Student Credit Limit

A special student enrolled at the IHP may apply only 12 credits toward a degree at the Institute without prior approval of his/her advisor and program committee.

Leave of Absence

On the approval of the program committee and Program Director, 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 and Program Director. 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. Students requesting extensions beyond the deadline established by each program should submit a petition for extension to the Academic Policies Committee.

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

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. Please refer to the *Student Handbook*.



FACULTY AND ADMINISTRATION*

George L. Adler, *Assistant Professor*

B.M.E., Rensselaer Polytechnic Institute

M.S., New York University

Ph.D., New York University

Ellen J. Anderson, R.D., *Instructor and Clinical Research Dietitian,*

Diabetes Research Unit, Massachusetts General Hospital

B.S., University of California at Davis

Dietetic Internship, Harper Hospital, Detroit

M.S., Boston University

Linda Andrist, *Assistant Professor*

Diploma, The Johns Hopkins Hospital School of Nursing

B.S.N., University of Maryland

M.S., Russell Sage College

Donna B. Bernhardt, P.T., *Assistant Professor*

B.S., Boston University

M.S., University of North Carolina

Barbara Berkman, *Professor and Director of Research, Massachusetts*

General Hospital Social Service Department

B.A., University of Michigan

M.A., University of Chicago School of Social Service

Administration

D.S.W., Columbia University School of Social Work

Jennifer M. Bottomley, P.T., *Lecturer in Physical Therapy*

B.S., University of Wisconsin

M.S., MGH Institute of Health Professions

Esperanza Briones, R.D., *Assistant Professor and Consulting Dietitian,*

MGH General Clinical Research Center

B.A., St. Paul College, The Philippines

Dietetic Internship, University of Oklahoma Medical Center

M.S., Kansas State University

Ph.D., Michigan State University

Eileen Buckley, R.D., *Instructor and Manager, Nutrition Services, MGH*

Community Health Centers

B.S., Framingham State College

Dietetic Internship, University of California School of

Public Health at Berkeley

M.P.H., University of California at Berkeley

Frances Kathleen Lopez Bushnell, *Adjunct Assistant Professor*

B.S.N., University of New Mexico

M.S.N., Yale University School of Nursing

M.P.H., Yale University School of Medicine

Ed.D., Boston University

* As of April 1, 1987.

John Caiazza, Admissions and Financial Aid Officer

A.B., Boston College

A.M., Boston University

Ph.D., Boston University

Mary Carey, R.D., Professor and Director, Graduate Program in Dietetics

B.A., College of St. Catherine

Dietetic Internship, Massachusetts General Hospital

M.S., University of Minnesota, Mayo Graduate School of
Medicine

Ph.D., University of Minnesota, Mayo Graduate School of
Medicine

Meredith Censullo, Assistant Professor

Diploma, Johns Hopkins Nursing School

B.S., Boston University

M.S., Boston University

Ph.D., Boston College

**Pauline Cerasoli, P.T., Associate Professor and Director of Physical
Therapy, Massachusetts General Hospital**

B.S., University of Connecticut

M.S., Sargent College of Allied Health Professions, Boston
University

C.A.G.S., Northeastern University

Dianne Jean Christopherson, Assistant Professor

Diploma, Swedish Hospital School of Nursing

B.S.N., University of Wisconsin

M.N., University of Washington

Ellen B. Clarke, Assistant Professor

B.S., Georgetown University School of Nursing

M.S., University of California at San Francisco

**Stephen N. Collier, President and John Hilton Knowles Professor of Health
Policy**

B.A., Emory University

M.A., Georgia State University

Ph.D., Georgia State University

**Kathleen E. Creedon, R.D., Adjunct Instructor and Dietetic Internship
Director/Education Coordinator, Department of Dietetics, Massachusetts
General Hospital**

B.S., Hunter College of the City University of New York

Dietetic Internship, Massachusetts General Hospital

M.H.P.E., University of Illinois at the Medical Center

Patricia Geary Dean, *Associate Professor and Chair of the Faculty*
A.A.S., State University of New York, Upstate Medical
Center
B.S., Boston University School of Nursing
M.S., Boston University School of Nursing
C.A.G.S., Northeastern University
Ed.D., Harvard University

Harold J. DeMonaco, *Assistant Professor and Director of Pharmacy,*
Massachusetts General Hospital
B.S., Massachusetts College of Pharmacy
M.S., Massachusetts College of Pharmacy

Daniel A. Dyrek, P.T., *Instructor*
B.A., Canisius College
B.S., Downstate Medical Center, State University of New
York
M.S., Sargent College of Allied Health Professions, Boston
University

Joan Fitzmaurice, *Associate Professor*
B.S., Boston College School of Nursing
M.S.N., Catholic University
Ph.D., Boston College

Teresa T. Fulmer, *Adjunct Assistant Professor*
B.S., Skidmore College
M.S., Boston College
Ph.D., Boston College

Paul Grace, A.T.C., *Lecturer and Coordinator of Sports Medicine,*
Massachusetts Institute of Technology
B.S., West Virginia University
M.S., West Virginia University

Elizabeth M. Grady, *Professor and Director, Graduate Program in Nursing*
B.S., Boston College School of Nursing
M.S., Boston College Graduate School of Arts and Sciences
Ph.D., Case Western Reserve University

Anne C. Harper, *Public Relations and Educational Services Coordinator*
B.A., Boston University

Bette Ann Harris, P.T., *Assistant Professor and Clinical Research*
Associate, Department of Rehabilitation Medicine, Massachusetts General
Hospital
B.S., Simmons College
M.S., MGH Institute of Health Professions

William Andrew Hodge, M.D., *Adjunct Associate Professor and Clinical*
Director, Biomotion Laboratory, Massachusetts General Hospital
B.S., University of Illinois
M.D., Rush Medical College

- Maureen K. Holden, P.T.**, *Assistant Professor (on leave of absence)*
 B.S., Boston-Bouve College, Northeastern University
 M.M.Sc., Emory University
- Nancy Hildebrandt**, *Research Scientist, Neurolinguistics Laboratory*
 B.S., Indiana University
 M.S., Indiana University
 Ph.D., McGill University
- Alan M. Jette, P.T.**, *Associate Professor and Director, Graduate Program in Physical Therapy*
 B.S., State University of New York
 M.P.H., School of Public Health, University of Michigan
 Ph.D., University of Michigan
- Dorothy R. Kelliher**, *Assistant Professor*
 B.S., Boston College School of Nursing
 M.S., Boston College Graduate School of Arts and Sciences
- Colleen M. Kigin, P.T.**, *Assistant Professor and Director of Chest Physical Therapy, Massachusetts General Hospital*
 B.S. in Physical Therapy, University of Colorado
 M.S., Sargent College of Allied Health Professions, Boston University
- Phillip M. King**, *Adjunct Assistant Professor, Director of Clinical Pastoral Education, Massachusetts General Hospital*
 B.A., Duke University
 M.Div., Union Theological Seminary
 S.T.M., Union Theological Seminary
 Ph.D., Boston University
- Susan E. Kohn**, *Research Scientist, Neurolinguistics Laboratory*
 B.A., Swathmore College
 M.A., Johns Hopkins University
 Ph.D., Tufts University
- Susan Heston Laramee, R.D.**, *Assistant Professor and Manager of Food and Nutrition Services, Bigelow-Vincent Complexes, Department of Dietetics, Massachusetts General Hospital*
 B.S., Syracuse University
 Dietetic Internship, Massachusetts General Hospital
 M.S., Boston University
- Leroy S. Lavine**, *Professor*
 A.B., Washington Square College, New York University
 M.D., New York University College of Medicine
- Jean D'Meza Leuner**, *Instructor*
 Diploma, St. Luke's Hospital School of Nursing, New York
 B.S.N., Seton Hall University
 M.S., Boston College Graduate School of Arts and Sciences

Carole Bernstein Lewis, P.T., *Adjunct Assistant Professor*

B.S., Ohio State University

M.P.A., University of Southern California

M.S.G., University of Southern California, Leonard Davis
School

Ph.D., University of Maryland

John L. Locke, *Professor and Director, Graduate Program in Speech-
Language Pathology and Director, Neurolinguistics Laboratory*

B.A., Ripon College

M.A., Ohio University

Ph.D., Ohio University

Raymond Maciewicz, *Assistant Professor and Assistant in Neurology,
Massachusetts General Hospital*

A.B., Harvard College

M.D., Albert Einstein College of Medicine, Yeshiva
University

Ph.D., Albert Einstein College of Medicine, Yeshiva
University

Kathleen Malsch, *Instructor*

B.S., Cornell University

Dietetic Internship, Frances Stern Nutrition Center

M.S., Tufts University

Judith Manola, R.D., *Adjunct Instructor and Manager, Dietetic Computer
System, Department of Dietetics, Massachusetts General Hospital*

B.A., Miami University, Ohio

M.S., Iowa State University

Anne P. Manton, *Assistant Professor*

Diploma, Massachusetts General Hospital School of Nursing

B.S.N., Boston State College

M.S., Boston College Graduate School of Arts & Sciences

Deborah K. Mayer, *Assistant Professor*

Diploma, Pennsylvania Hospital School of Nursing

B.S.N., University of the State of New York

M.S.N., Yale University School of Nursing

Claire F. McCarthy, P.T., *Associate Professor and Director, Department of
Physical Therapy, Children's Hospital Medical Center*

B.S., Sargent College of Allied Health Professions, Boston
University

M.S., Sargent College of Allied Health Professions, Boston
University

Melvin Meister, *Lecturer and Bioengineer, Department of Rehabilitation
Medicine, Massachusetts General Hospital*

A.S.Eng., Franklin Technical Institute

- Theresa Hoskins Michel, P.T.**, *Assistant Professor and Consultant in Cardiopulmonary Physical Therapy, Massachusetts General Hospital*
 B.A., Earlham College
 Physical Therapy Certificate, University of Pennsylvania
 M.A., Sargent College of Allied Health Professions, Boston University
- Yvonne L. Munn**, *Professor and Director, Department of Nursing and Associate General Director, Massachusetts General Hospital*
 B.S.N., University of Alberta
 M.S.N., University of California at San Francisco
- Sylvia Drake Paige**, *Associate Professor*
 B.A., Marietta College
 M.N., Yale University School of Nursing
 D.N.Sc., Boston University School of Nursing
- Deanna R. Pearlmutter**, *Adjunct Professor and Director, Psychiatric and Surgical Nursing Services, Massachusetts General Hospital*
 B.S., Syracuse University School of Nursing
 M.Ed., Teachers' College, Columbia University
 Ed.D., Teachers' College, Columbia University
- Dawn M. Pearson**, *Research Associate, Neurolinguistics Laboratory*
 B.A., Wellesley College
 M.S., University of Pennsylvania
- Natalie Petzold**, *Director of Student Services*
 S.B., Simmons College
 M.S., Boston University
- M. Kathleen Philbin**, *Adjunct Assistant Professor*
 B.S.N., The University of Michigan School of Nursing
 M.A., New York University
 Ph.D., Boston University
- Ruth Purtilo, P.T.**, *Henry Knox Sherrill Professor of Ethics and Ethicist in Residence at Massachusetts General Hospital*
 B.S., University of Minnesota
 M.T.S., Harvard University Divinity School
 Ph.D., Harvard University Graduate School of Arts & Sciences
- Catherine Quinlan**, *Administrative Assistant, President's Office*
 B.S., University of Massachusetts
- Patricia Ann Regan**, *Adjunct Professor and Director, Neuromedical-Neurosurgical and Orthopaedic Nursing Services, Massachusetts General Hospital*
 Diploma, Boston City Hospital School of Nursing
 B.S., Boston College School of Nursing
 M.S., Boston College Graduate School of Arts & Sciences
 Ed.D., Boston University Graduate School of Education

- Nancy Roberge, P.T., Adjunct Faculty**
 B.S., Northeastern University
 M.Ed., Northeastern University
- Margaret Schenkman, P.T., Assistant Professor**
 B.S., Purdue University
 M.S., Boston University
 Ph.D., Yale University
- Judith M. Sitzman, Adjunct Professor**
 Diploma, St. Cloud Hospital School of Nursing
 B.S., University of San Francisco School of Nursing
 M.S., University of California School of Nursing, San Francisco
 D.N.Sc., University of California School of Nursing, San Francisco
- Patricia Slattery, Administrative Assistant, President's Office**
 B.A., Colby College
- Suzanne T. Smith, Research Scientist, Neurolinguistics Laboratory**
 B.A., University of Connecticut
 Ph.D., University of Connecticut
- J. Elaine Souder, Instructor**
 Diploma, The Reading Hospital School of Nursing
 B.S.N., University of Pennsylvania
 M.S.N., University of Pennsylvania
- Arlene M. Sperhac, Adjunct Associate Professor**
 Diploma, Shadyside Hospital School of Nursing
 B.S.N., Florida State University
 M.N., University of Pittsburgh
 Ph.D., University of Denver
- Judith A. Spross, Assistant Professor**
 B.S.N., Villanova University
 M.S., Medical College of Virginia
- Ruth Stern, Adjunct Assistant Professor**
 B.S.N., University of Miami
 M.S., Boston University
 Ph.D., Emory University
- Virginia Tay, Adjunct Assistant Professor**
 B.S.N., Duquesne University
 M.S.N., Yale University School of Nursing
- Nancy M. Terres, Assistant Professor**
 B.S.N., University of North Dakota
 M.S., Boston University
- Barbara Waldstein, Recruitment Coordinator**
 B.A., Brandeis University
 M.B.A., Boston University

Nancy T. Watts, P.T., Professor

B.A., Grinnell College

Physical Therapy Certificate, Simmons College

M.A., University of Chicago

Ph.D., University of Chicago

**Julie Wheelden, Professor and Directory of Speech-Language Pathology,
Massachusetts General Hospital**

B.A., University of Massachusetts

M.Ed., Boston University

Barbara K. Willson, Assistant Professor

Diploma, College of St. Catherine, St. Mary's Hospital
Division

B.S., University of Minnesota

M.A., University of Minnesota

M.S.N., University of Lowell

Cathy Wrotny, Assistant Professor

Diploma, Sewickley Valley Hospital School of Nursing

B.S.N., Ohio State University

M.S., The University of Michigan

Certificate in Aging, The University of Michigan

**Cynthia Coffin Zadai, P.T., Assistant Professor and Director of Chest
Physical Therapy, Beth Israel Hospital**

B.S., Boston University

M.S., Northeastern University

EMERITUS FACULTY

**Marjorie K. Ionta, P.T., Professor Emeritus and Former Supervisor of
Physical Therapy, Massachusetts General Hospital**

EDUCATION AT MASSACHUSETTS GENERAL HOSPITAL

Although the MGH Institute of Health Professions has initiated 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 1960's 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, a number of other educational programs are offered at the Massachusetts General Hospital as noted below. These programs are not components of the MGH Institute of Health Professions; they are listed here for information purposes.

The Dietetic Internship

The Dietetic Internship at the Massachusetts General Hospital is a 50 week course of study demanding application of academic knowledge to the various areas of professional practice in dietetics. Fully accredited by the American Dietetic Association, we are strongly committed to generalist preparation. We provide a sound base in management and clinical skills, components necessary to any dietetic position.

The Dietetic Internship is for individuals who have completed or are completing a baccalaureate degree which meets 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
(617) 726-2589

Clinical Pastoral Education Program

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. For application information, contact:

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

Other Hospital Programs

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

