

**MGH Institute
of Health
Professions**

**1989-1990
Catalog**

at
Massachusetts
General Hospital



Cover:

Members of the Institute's administration, faculty, students, and alumni gather on the steps of the historic Bulfinch Building of Massachusetts General Hospital. The Bulfinch Building was opened in 1821 as the original hospital and houses the famous Ether Dome where the first successful demonstration of anesthesia was performed in 1846. The Ether Dome was named a Registered National Historic Landmark in 1965, and along with the entire Bulfinch Building, is still an active part of the MGH medical complex.



Institute Programs

MGH Institute of Health Professions

Pauline Vashon, R.N., a third-year nursing student specializing in gerontology, leads a staff conference at MGH on the Alterations of Sensory Perception in the Elderly Person.

Graduate Program in Dietetics

Program Philosophy

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 clinical dietetics in the acute care or 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 in-depth knowledge and skills to function in specialized 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. Areas of specialization include: Nutrition and Health Promotion, Nutrition and Life Cycle, Nutrition and Chronic Diseases, and Metabolic Support. Within these, students may emphasize the role of nutrition in relationship to cardiovascular health, sports nutrition, worksite health, women's health, pediatrics, geriatrics, eating disorders, renal disease, and diabetes mellitus. Opportunities are available to elect additional study in management and education.

Degree Requirements

A minimum of 48 credit hours is required, including specialized practicums and a thesis. The program incorporates two broad areas: the 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:

Dietetics (33 credit hours)

Specialization related courses	17-20 credits
Specialized practicums	6-9 credits
Thesis	6 credits
Dietetics seminar course	1 credit

Health Profession Courses (15 credit hours)

Clinical Research	3 credits
Statistics for Clinical Research	3 credits
Other health profession 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.



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*Patrick E. McCarthy,
President*

Dear Applicant:

If you seek the knowledge, skills, and competence for leadership in the field of health, the MGH Institute of Health Professions should be among those institutions at the top of your list. Here you will find a unique educational experience.

The Institute offers a special mixture of academic and clinical involvement. Our programs are rigorous, faculty excellent, and clinical experience relevant. You will benefit from the Institute's proximity and affiliation with the world renowned Massachusetts General Hospital located in Boston which is easily recognized as a leading health and education center. Here you will explore and learn in an environment where serious research takes place. Our graduates are leaders in their fields. Because of these and other strengths, the Institute attracts some of the brightest and most talented students from across the country and from around the world.

Due to our small size, students experience a true personalized education. We make ourselves readily available to discuss your plans and our resources. Because we are a part of the Massachusetts General Hospital family, we can provide career models and access to health profession careers.

Look through this catalog carefully. It's a presentation of both the variety and comprehensive nature of our programs. Make special note of the possibilities for specialization and know that you will have personal contact with some of the best professionals in teaching, research, and clinical care.

Should you decide to choose the Institute of Health Professions, I look forward to personally welcoming you to the MGH family and our community of scholars at the Institute.

Sincerely,

Patrick E. McCarthy
President



Ciro Studios

E. Lorraine Baugh, M.S., R.N., Chair, Board of Trustees, MGH Institute of Health Professions, has a vast background in health care delivery, education, and policy development. Her varied experiences have made her a valuable contributor to the various boards she serves on including Blue Cross/Blue Shield of Massachusetts, The Medical Foundation, and Massachusetts General Hospital. She was a founder and past President of the National Black Nurses Association and is involved in many civic, social and philanthropic foundations. "I believe the caliber of faculty and quality of learning experience which serves as a base of the educational effort at the Institute produces graduates who rank among the best I've encountered in my various professional roles."

o 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.

o 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 as well as ethical aspects of the larger societal issues determining health care practices.

o 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.

You will benefit from an interdisciplinary approach to health care education. Advances in research and technology, evolving social values, a changing demographic picture, and economic concerns are causing extraordinary changes in the health care world. The interdisciplinary approach will equip you to deal effectively with the humanistic concerns and ethical challenges of contemporary care.



Educational Philosophy

E. Lorraine Baugh, Chair, Board of Trustees, MGH Institute of Health Professions, J. Robert Buchanan, General Director, Massachusetts General Hospital, and Patrick E. McCarthy, President, MGH Institute of Health Professions.

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

- o 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.
- o 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.
- o 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 with their disciplines, (b) to evaluate critically the research of others, and (c) to add to health care knowledge through their research.

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The MGH Institute of Health Professions

Founded in 1977 by the world renowned Massachusetts General Hospital, the MGH Institute of Health Professions 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 which lead to the Master of Science Degree in Dietetics, Nursing, and Physical Therapy.

The Institute offers an exciting opportunity in graduate education for health care professionals. Here you will find students from diverse backgrounds. Some enter the graduate programs immediately following graduation from college. Others enroll following inspiring national and international service through such organizations as the Peace Corps. Growing numbers enroll as mid-life career changers, while still others prepare to return to the work force after raising a family. Some are practicing professionals who wish to continue their education in a chosen area of specialization. They are all highly motivated individuals seeking either to begin careers as health providers or to become more expert in their existing professions.

At the Institute you will benefit from a personalized education. Small class size, individual attention from faculty and staff, and frequent small group interaction will allow you to develop meaningful relationships while having access to the support and guidance you deserve.

You will interact with a talented faculty who combine teaching, clinical practice, and research in a single professional position. Along with you, they test the theories of the classroom through clinical application and enliven classroom discussion through clinical examples. As model practitioners, their clinical expertise and scholarly pursuits offer you outstanding guidance to integrate the theories learned in the classroom and library with the care of patients, to evaluate that care critically, as well as to design and implement research to improve health care.

You will experience learning unmatched in relevancy and quality. The academic programs integrate extraordinary opportunities for clinical practice and research. The close association between the Institute and the internationally recognized 1000-bed Massachusetts General Hospital, as well as its affiliates, offers the most comprehensive health care environment anywhere. You will find yourself on the leading edge of new knowledge and care innovation in a health care community which oversees the largest research budget of any hospital in the United States. You will study the foundations of health care with major basic science, medical, and nursing collections, periodicals, and on-line computer databases at the MGH Health Sciences Library and the Countway Library of Medicine at Harvard Medical School.



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.

Program Advantages

Faculty: The Dietetics 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. Expertise in the areas of nutrition and disease, the critically ill, and management is most prominent and specifically relates to such interests as the role of nutrition in diabetes mellitus, cardiovascular health, bone health, enteral and parenteral nutrition, cost-benefit of nutrition services and clinical management. Most of the faculty hold joint appointments with Massachusetts General Hospital and are involved in research activities such as the Diabetes Control and Complications Trial and the Framingham Offspring Study.

Individually Designed Practicums: Practicums allow students to develop and strengthen their practice skills in a selected area of clinical dietetics and integrate classroom instruction within the clinical setting. Practicums are arranged with the Massachusetts General Hospital, area health programs, and other affiliated institutions. A practicum at Massachusetts General might involve nutrition management of the critically ill burn patient, while one at Sports Medicine Boston might emphasize nutritional counseling of athletes.

Clinically Relevant Research: Students develop and conduct research with a primary focus on methods which they can apply to their practice as clinical specialists. The research which culminates in a final thesis offers direct relevance to the improvement of the provision of nutrition care.

Interdisciplinary Activities and Emphasis on the Humanistic Aspects of Health Care: The interdisciplinary and humanistic nature of the program prepares graduates to assume a leadership role in coordinating health care while preventing a technically narrow focus. The interdisciplinary structure and philosophy of the Institute and its affiliation 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.

Elaine L. Stewart ('89) of Phoenix, AZ is a student in the Graduate Program in Dietetics. She is primarily interested in inpatient eating disorders and credits the Institute with assisting her to broaden her clinical and research skills. Elaine finds that the Institute's course schedule permits her to maintain a full-time work schedule while pursuing her graduate degree. She notes that the opportunities for practicum experiences of almost any type in numerous facilities in and around Boston are extremely valuable. This, coupled with access to top researchers in many fields, has contributed much to her career advancement.

Enette Larson, a graduate student in the Dietetics Program, weighs juice for a subject on a specially controlled diet in the MGH General Clinical Research Center.



Program Flexibility: The program allows 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.

Educational Outcomes

At the completion of the program, graduates possess specialized knowledge and skills in dietetics and an understanding of the relationship of professional practice to humanistic and social concerns and the health care system. Graduates will be prepared to assume a specialist position in dietetics, serve as a leader in the pro-



fession, and play an active role in dietetic research. At the conclusion of the program, graduates will be able to:

- o apply principles of nutrition science of a specialty area of clinical dietetics and utilize the scientific method in the evaluation of daily clinical practice
- o define, accomplish, and evaluate the goals and objectives of clinical dietetics services within a health care organization
- o apply the processes of planning, organizing, directing and evaluating to the management of the functions and technical operations of clinical dietetics services to assure delivery of nutrition care in a cost effective manner
- o apply the principles and practices of management of personnel in the procurement, development, maintenance, and utilization of an effective and satisfied working force in clinical dietetics
- o apply principles of financial management in planning, controlling and evaluating clinical dietetics services
- o demonstrate empathy and understanding with respect to socioeconomic, ethnic and educational differences in clients, employees and peers
- o function as a leader within the health care system in the provision of nutritional care
- o advocate for nutrition care by identifying competent, qualified practitioners and identifying and prioritizing recipients of that care
- o plan, advocate for and manage change recognizing social policy and legislative implications for dietetic practice
- o conduct applied research
- o demonstrate enhanced ethical and professional behavior
- o develop, maintain and evaluate standards of practice

The Dietetic Internship

The Massachusetts General Hospital offers an accredited Dietetic Internship. Dietetic interns take nine graduate credit hours in the Institute. Following successful completion of the Internship, graduates may enroll in the Program of Dietetics for a Master of Science degree.

The Dietetic Internship is available to 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 regency of education requirements. Information specific to the Dietetic Internship is updated annually in the fall. Current information regarding the internship program should be obtained by writing to: Director, Dietetic Internship, Department of Dietetics, Massachusetts General Hospital, Boston, MA 02114, (617) 726-2589.

Lillian M. Sonnenberg, M.S., R.D. is an Assistant Professor and Clinical Nutritionist with the MGH Ambulatory Nutrition Service. She specializes in the area of cardiovascular disease and is currently conducting research with the Framingham Heart Study. Lillian finds the Institute's atmosphere conducive to interaction with students and faculty from all disciplines and enables her to effectively share her strong clinical skills. "The vast array of practicum experiences and prospective research areas through the Institute has proven to be extremely valuable to our students."

Graduate Program in Nursing

Program Philosophy

The Graduate 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: The faculty 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 ongoing 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. Students are viewed 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.

Professional Accreditation

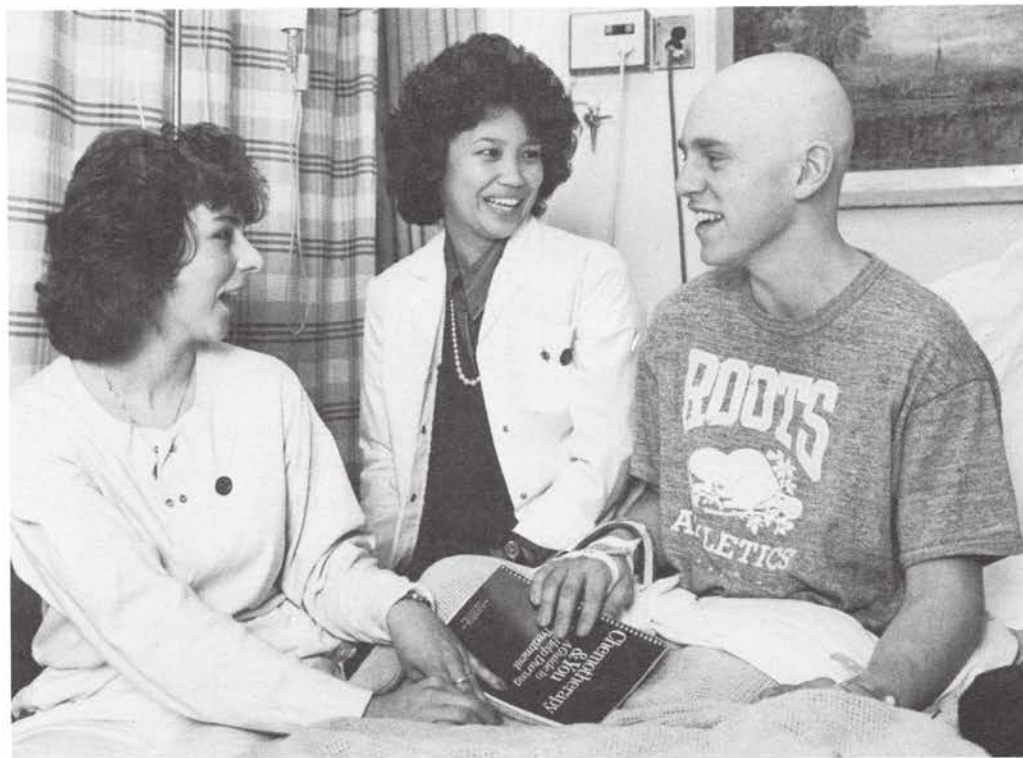
The Massachusetts Board of Registration in Nursing has granted full approval to the Graduate Program in Nursing. The National League for Nursing granted initial accreditation to the Program in October, 1986 (effective for eight years).

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

John Dobija ('91) of Boston, MA is a student in the Graduate Program in Nursing and is interested in an oncology specialization. With a background in microbiology, John enrolled in the Institute with previous work experience in hospital clinical laboratories. He plans to work in the home care/hospice area after completion of his graduate degree and intends to start his own home care organization. "The Institute is located on the grounds of one of the most progressive health care institutions in the world. The opportunity to obtain a quality education and get a jump on a professional nursing career exists for every student enrolled."

Assistant Professor Karen Hassey and Karen Swenson R.N., a third-year student in oncology nursing, review discharge plans with a chemotherapy patient preparing to return home.



licensure as registered nurses by the Massachusetts Board of Registration in Nursing. Registered nurse students are required to take some generalist level courses in the areas of research, theory and health policy, content in terms four and five.

Specialist Level: The last four terms include instruction and experience in a selected area of clinical nursing specialization. Students may elect to specialize in:

- o Cardiopulmonary Nursing
- o Gerontological Nursing
- o Oncology Nursing
- o Women's Health Nursing

Specialization options include experience in acute, ambulatory, and long-term care settings. Specialization preferences are not guaranteed to non-nurse college graduates. Registered nurses are admitted to specialties.

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 conferred upon successful completion of the prescribed curriculum which includes 115 credits of course work and clinical thesis, supervised clinical experience, and an oral presentation of the thesis. For students who enter as non-nurses it is necessary to have passed the National Council Licensure Examination (NCLEX-RN). For RN students, the required number of credits of coursework will be determined on a case by case basis after admission.

Curriculum Outline

Generalist Level

Year 1	Nursing Practice: Process and Skills	5
Term 1 (15 weeks)	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
	Term 2 (15 weeks)	Nursing Practice: Common Problems in Adult Health
	Pathophysiology	4
	Pharmacology	3
	Small Group Behavior and Development	3
	Therapeutic Nutrition	1
Term 3 (7 weeks)	Nursing Practice: Mental Health and Psychiatric Nursing	5
	Nursing Profession: History and Contemporary Status	2
	Nursing Profession: Introduction to Role Specialization	1
Year 2	Nursing Practice: Maternal/Newborn Health (7 weeks) and Child Health (7 weeks)	5
Term 1 (15 weeks)	Clinical Research	3
	Ethnicity and Health Care	2
	Elective/Statistics for Clinical Research	3

Ann Tibbitts Schulz ('90) of Newton, MA is a student in the Graduate Program in Nursing focusing on a specialty in women's health. She holds a Ph.D. in international relations from Yale, was a writer for the Washington Post, a consultant for the United Nations, and held faculty positions at Clark University and the University of New Hampshire. She has authored several publications on international and comparative politics. Ann is particularly interested in working with adolescent women who are abused and hopes to contribute an international perspective to women's health studies. She finds the diversity and cohesiveness of her fellow students one of the most rewarding aspects of her experience here at the Institute.

Assistant Professor Jean D'Meza Leuner and first-year nursing student Mary Chalfen ventilate a patient who is being weaned from mechanically assisted breathing.



Term 2 (15 weeks)	Nursing Practice: Multi-System Problems in Adult Health (7 weeks) and Community Health (7 weeks)	5
	Theory Evolution in Nursing	3
	Nursing Research Seminar	2
	Nursing Profession: Policy and Politics	2
Specialist Level		
Term 3 (7 weeks)	Nursing Practice: Introduction to Clinical Specialization	4/5
	Ethics/Elective*	2/3
Year 3		
Term 1 (15 weeks)	Nursing Practice: Clinical Specialization	4/5
	Clinical Specialists in Health Care: Roles, Skills and Strategies	2
	Cognate/Elective*	2/3
	Clinical Thesis	3
Term 2 (15 weeks)	Nursing Practice: Clinical Specialization	4/5
	Organizational Perspectives: Theory and Action	3
	Cognate/Elective*	2/3
	Clinical Thesis	3



Term 3	Nursing Practice: Clinical Specialist Role Immersion (7 weeks)	4/5
	Ethics/Elective* (whichever not taken in Year 2)	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.

Program Advantages

- o The curriculum is designed for a heterogeneous adult population
- o There are no course prerequisites to the program of study
- o RN applicants may have earned degrees from disciplines other than nursing
- o The Program is clinically rigorous
- o Small student-faculty ratios are the norm in clinical practicums
- o The faculty are nationally known in their specialties
- o The size of the Program encourages and supports an informal organizational culture

Educational Outcomes

Graduates of the Institute's Program in Nursing are located throughout the Northeast, in the South and on the West Coast of the United States. Graduates hold both traditional and newly conceptualized positions in beginning and advanced clinical practice in all health care environments. They engage in direct care of and advocacy for patients, consultation, patient education, and clinical research.

Elizabeth Ryder, M.S.N. ('87) of Mansfield, MA is an alumna of the Graduate Program in Nursing with an oncology specialization. She is currently a clinical nurse specialist with the Postoperative Pain Service within the Anesthesia Department of Massachusetts General Hospital. Her major focus has been to implement patient controlled analgesia for the management of postoperative pain. While at the Institute, Liz was active in the Student Government Association and remains active with the MGH Nurses Alumnae Association. "My three-year commitment to pursue a graduate degree in nursing was difficult but well worth the investment. The program prepared me extremely well for the role of a clinical nurse specialist."

Graduate Program in Physical Therapy

Program Philosophy

The purpose of the program is to help prepare clinical specialists and 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. Areas of specialization include:

- o Cardiopulmonary Physical Therapy
- o Geriatric Physical Therapy
- o Neurologic Physical Therapy
- o Orthopaedic-Sports Physical Therapy

Program Content

The curriculum of the advanced masters program in physical therapy consists of 42 credits including the completion of a thesis. The content of the curriculum is divided into five components:

Core/Analytical Skills (12 credits): Students complete a core curriculum consisting of course work in clinical measurement, clinical decision analysis, research, and statistical methods for clinical research.

Clinical Specialization (10 credits): Students select course work from within their specialty area.

Interdisciplinary/Humanistic Content (4 credits): Students select from courses which focus on ethical issues and humanistic concerns related to clinical practice.

Advanced Clinical Skills (6 credits): This essential component of the curriculum focuses on the integration of theory into clinical practice. Students complete a clinical preceptorship which is individualized in relation to the student's specific objectives. In addition to direct patient care under a preceptor's guidance, students attend rounds, specialty clinics, and present weekly case conferences. Preceptors come from within and outside the MGH family of institutions.

Clinical Thesis (6 credits): Students complete a research thesis which is clinically relevant to the practice of physical therapy. Individual students or small groups work with faculty advisors through the development, implementation, analysis, and writing of their research.

The remaining credits may be freely elected from among any of the Institute's courses which are a logical part of the individual student's overall program of study.

Degree Requirements

Each clinical specialization requires a minimum of 10 credits from a bank of courses relevant to the student's chosen physical therapy specialty.



Cardiopulmonary Specialization The specialization requirement may be fulfilled by choosing from the following courses:

- Acute Care in the Cardiopulmonary Patient (2 credits)**
- Arrhythmia Interpretation in the Cardiopulmonary Patient (1 credit)
- Bioanalysis of Human Movement (3 credits)
- Cardiopulmonary Anatomy, Physiology and Pathophysiology (3 credits)*
- Cardiopulmonary Rehabilitation (3 credits)**
- Clinical Applications of Exercise Physiology (3 credits)*
- Pharmacological Intervention in the Cardiopulmonary Patient (2 credits)

*required specialization core course

**select one as a required core course

Geriatric Specialization The specialization requirement may be fulfilled by choosing from the following courses:

- Anatomical Basis of Kinesiology (3 credits)
- Basic Orthopaedic Radiological Assessment (2 credits)
- Bioanalysis of Human Movement (3 credits)
- Cardiopulmonary Rehabilitation (3 credits)
- Clinical Applications in Exercise Physiology (3 credits)
- Clinical Care of the Aged Person: An Interdisciplinary Perspective (2 credits)
- Concepts of Orthopaedic Physical Therapy (2 credits)
- Evaluation of the Neurologically Impaired Adult (3 credits)
- Manual Therapy: Extremities (3 credits)
- Neurobiology of Disease (3 credits)
- The Aging Process: Recognition, Response, and Rehabilitation (2 credits)*

*required specialization core course

Neurology Specialization The specialization requirement may be fulfilled by choosing from the following courses:

- Anatomical Basis of Kinesiology (3 credits)
- Bioanalysis of Human Movement (3 credits)
- Clinical Applications in Exercise Physiology (3 credits)
- Evaluation of the Neurologically Impaired Adult (3 credits)
- Neuroanatomy (3 credits)
- Neurobiology of Disease (3 credits)
- Seminar on Treatment Approaches to the Neurologically Impaired (2 credits)

Beth Ikeda ('90) of Missoula, MT is a student in the Graduate Program in Physical Therapy with a geriatric specialization. Beth is a graduate of the Mayo School of Health Related Sciences and practiced in the areas of orthopaedics and geriatrics in the northwest U.S. She plans to return to continue her teaching at the University of Montana and her clinical practice as well as initiate several clinical research projects. "I've found the faculty to be excellent clinicians and teachers. The integration of didactic and clinical work at the Institute is great!"

*Graduate students
Jacqueline Cannan and
Kathleen Fynan, cardio-
pulmonary specialists in
the physical therapy
program, review x-rays
in the respiratory
intensive care unit with
a physician at MGH.*



Orthopaedic-Sports Specialization The specialization requirement may be fulfilled by choosing from the following courses:

Anatomical Basis of Kinesiology (3 credits)

Basic Orthopaedic Radiological Assessment (2 credits)

Bioanalysis of Human Movement (3 credits)

Clinical Applications in Exercise Physiology (3 credits)

Concepts of Orthopaedic Physical Therapy (2 credits)*

Manual Therapy: Extremities (3 credits)

Spinal Manual Therapy: Lumbopelvic Region (3 credits)

Spinal Manual Therapy: Cervicothoracic Region (2 credits)



Modifying the Athlete's Behavior (3 credits)**
Sports Injuries I: Prevention and Triage (2 credits)**
Sports Injuries II: Examination and Management (3 credits)**

*required specialization core course

**required for an emphasis of study in sports

Program Advantages

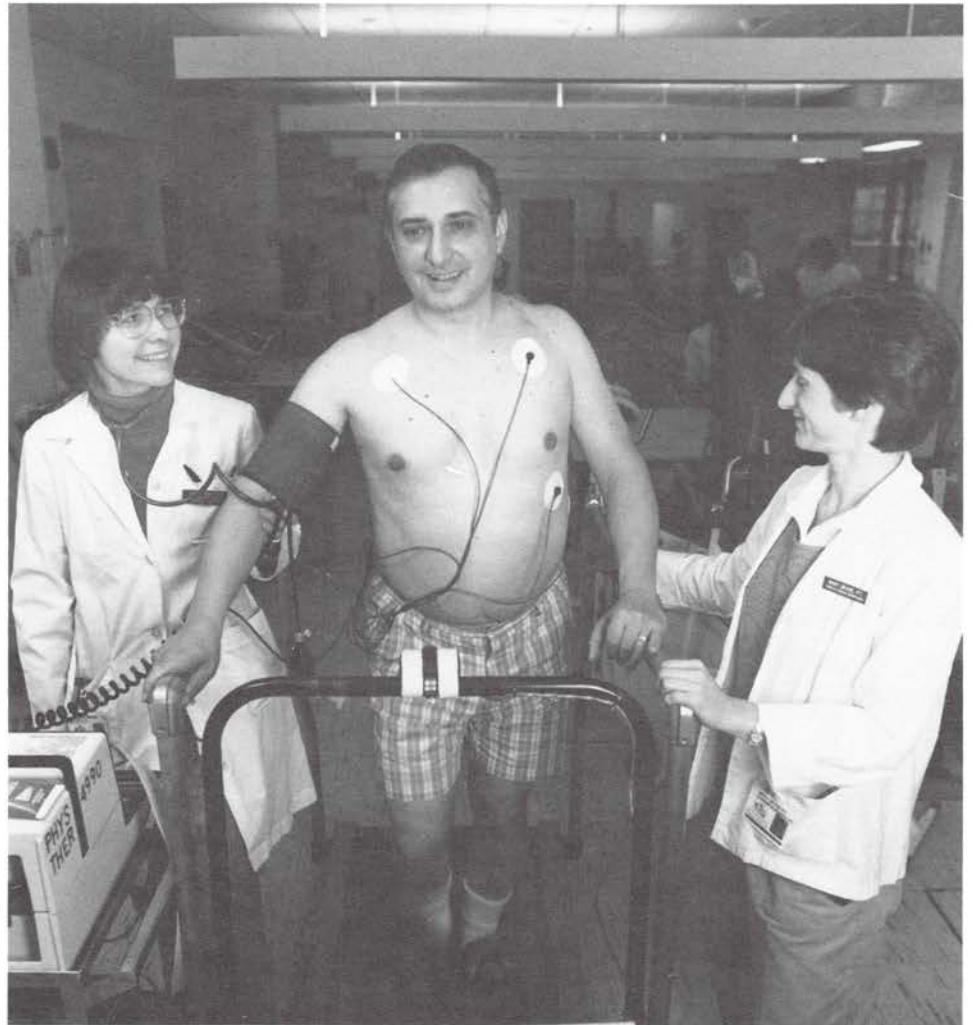
Institutional Affiliations: The Institute's affiliation with the Massachusetts General Hospital (a 1,000-bed major teaching hospital for Harvard Medical School), as well as the 284-bed Spaulding Rehabilitation Hospital, provides students and faculty with ready access to an exceptional variety of patient care facilities for preceptorship experience and clinical teaching programs. Clinical and research laboratories include the MGH Biomotion Lab, the Allograft Research Project, and the Sports Medicine Clinic. The MGH has an active physical therapy department as well as a cardiopulmonary physical therapy department. Physical therapy services are also available in two community health centers, numerous ambulatory clinics, and most recently from MGH's Physical Therapy Associates, a fee-for-service physical therapy practice. Additional clinical sites include Children's Hospital Medical Center and the Chest Physical Therapy Department of the Beth Israel Hospital. The program also enjoys a close affiliation with Harvard's Division on Aging and MIT's Newman Laboratory for Biomechanics and Human Rehabilitation.

Faculty: The physical therapy program enjoys 13 nationally recognized faculty. Faculty are jointly appointed with the Hospital or other area medical facilities which allows them to remain active in clinical practice, research, scholarship, and/or clinical administration. Faculty are involved in a wide range of research and scholarship including:

- o cardiopulmonary issues in geriatric practice
- o chest physical therapy following acute respiratory failure
- o epidemiology of disability
- o biomechanical components of gait in normal and obese males
- o evaluation of the cardiopulmonary system
- o treatment of pain
- o posture and balance in Parkinson's disease patients
- o gait assessment in the neurologically impaired
- o effects of exercise on in vivo hip contact pressures
- o clinical education methods

Daniel A. Dyrek, M.S., P.T. is an Assistant Professor and Director of MGH Physical Therapy Associates. He serves as a clinical consultant for the Boston Celtics as well as collegiate, world class, and Olympic athletes. Dan is the Coordinator of the Orthopaedic-Sports Physical Therapy curriculum at the Institute and is particularly interested in the clinical implications of tissue deformation and the analysis of neuromusculoskeletal examination and treatment strategies. "Our program offers a strong core of analytical study in measurement theory, research design, and clinical theory and practice methods. This is complemented by the flexibility in content of our clinical preceptorship which is based on the individual interests of the students."

Assistant Professor Theresa Hoskins Michel and Mary Devoe, a physical therapy student with a cardiopulmonary specialization, perform a cardiac exercise session.



Faculty serve as clinical or education consultants across the country and abroad including the Boston Celtics Corporation, the Bay State Games, the MGH Cancer Pain Center, and Harvard's Geriatric Education Center. Recently, some faculty members have served as visiting professors at the University of Southern California, Washington University, and the University of Gothenburg, Sweden. Many serve in leadership roles in the state and national American Physical Therapy Association.

Part-time or Full-time Study: Program requirements may be completed through either full or part-time study. The program is active 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. 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. 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. Credit courses can be applied towards the student's degree at the Institute for a period of up to seven years before the completion of all degree requirements.

Adult Learning Environment: 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 achieve graduate credit by examination in required areas of competence.

Educational Outcomes

The Graduate Program in Physical Therapy is meeting the increasing demand for physical therapists with the advanced clinical and analytic skills needed for a variety of leadership positions. Graduates of the program have assumed positions of advanced clinical practice in hospitals, private practices as well as other health care settings. Graduates possess advanced skills in patient evaluation and treatment and broad knowledge of related scientific content in their area of specialization. They have demonstrated ability to test physical therapy theory and clinical methods, communicate research findings, and apply them to clinical practice. Many have assumed academic faculty and clinical administrative positions across the country and abroad.

Missy Wolff ('88) of Mamaroneck, NY is a student in the Graduate Program in Physical Therapy and is interested in chronic pain management of benign and malignant conditions. She graduated from the University of Vermont with a degree in Physical Therapy and Athletic Training and worked as a therapist at an out-patient orthopaedic clinic in Seattle for several years. Missy plans to integrate clinical care, teaching, and leadership in a professional position after the completion of her graduate studies. "I found that the Institute offered an excellent opportunity for me to integrate my own professional interests with other health professionals in a clinical, academic, and research environment."

Advanced Professional Study for International Physical Therapists

First-year physical therapy student Anne Huffman measures with an electrogoniometer the amount of motion at the elbow and records the amount of electrical activity in the biceps of fellow physical therapy student Tina Nebhnani.



The Graduate Program in Physical Therapy offers two plans for experienced physical therapists who received their basic professional training in education programs outside the United States.

Master of Science Degree Candidate

Admission to this program is competitive. International therapists are usually admitted directly to the degree program only if:

- o English is their first language
- o They hold a university baccalaureate degree and their university studies have included a broad range of both social and natural sciences in addition to the professional courses needed for preparation as a therapist



- o Their professional training and clinical work experience have been in a country in which the pattern of education and of clinical practice in physical therapy is very similar to that in the United States (Australia, Great Britain, and Canada are examples)
- o They have at least three years of work experience as a therapist
- o They will be full-time students in the program and can plan to be at the Institute for at least four full terms (15 months).

International Scholar in Physical Therapy

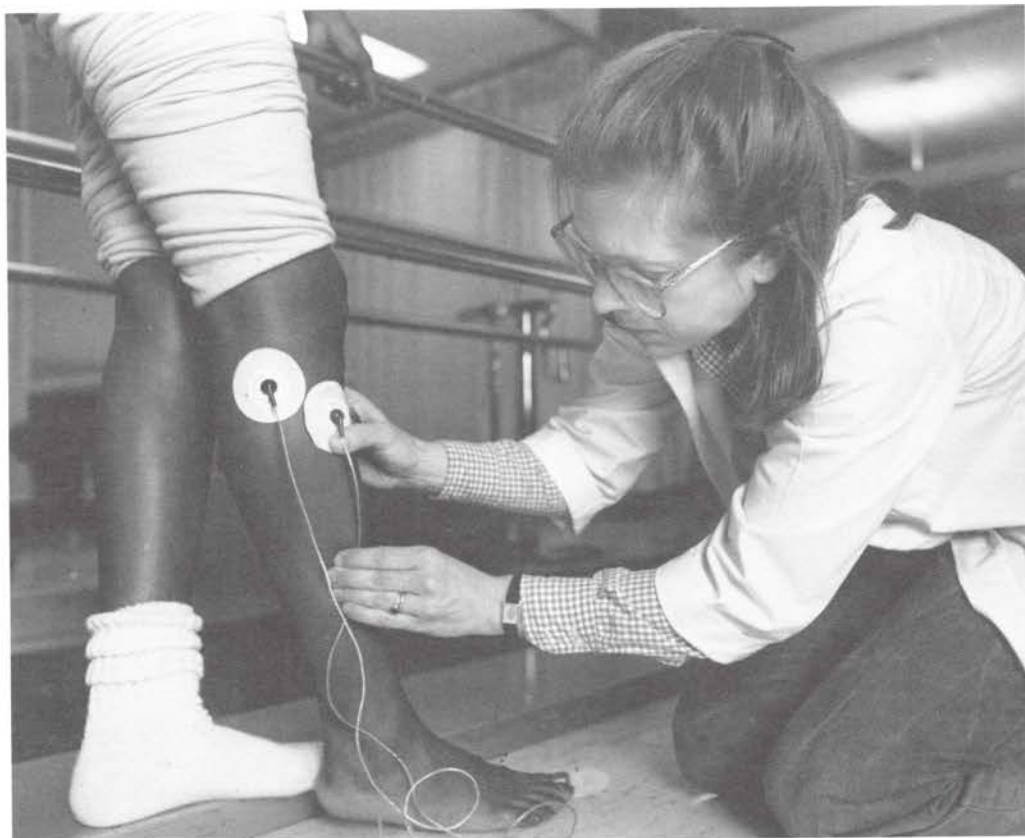
International Scholars may take the same advanced professional courses as degree candidates but are not expected to complete a thesis or a formal preceptorship. Because of visa and licensure restrictions, International Scholars may not be employed while at the Institute, however, their advisor can arrange for visits to physical therapy departments at Boston area hospitals. To qualify for admission as an International Scholar, therapists from abroad should:

- o Be graduates of a professional education program in physical therapy that is at least two years in length and is recognized within their own country.
- o Have sufficient skill in written and oral English to take an active part in class discussions and complete assigned readings and written papers without assistance. International therapists are required to take the TOEFL exams as part of the admissions process. Scholars experiencing difficulty with English will be required to seek outside instruction and editorial assistance at their own cost.
- o Have clearly defined clinical interests based upon at least three years of professional experience as a physical therapist.
- o Be full-time students in the program and plan to be at the Institute for at least two terms (8 months). Shorter programs will be arranged only in unusual circumstances.

International Scholars who complete two or more terms of study at the Institute will receive a formal certificate recognizing this advanced professional study.

Kenneth Simons ('89) of Lynnfield, MA is a student in the Graduate Program in Physical Therapy. His primary interests are in orthopaedics with an emphasis on manual therapy and sports rehabilitation. Having several years of experience with sports injuries in the clinic and on the field prior to his graduate work at the Institute, Ken plans to continue his career with clinical research, teaching and patient care after graduation. He finds the Institute's strong emphasis on clinical skills and research techniques extremely valuable to his professional pursuits.

MGH physical therapist prepares biofeedback demonstration.



Conversion from International Scholar to Master of Science Degree Candidate

Physical Therapists trained outside the United States who do not have the qualifications described under the admissions plan for degree candidacy are strongly advised to begin their advanced study at the Institute as International Scholars and delay application to the degree program until they have had at least one term of experience as full-time Institute students. At any point after that time, the student may formally request the Physical Therapy Admissions Committee to change their status to that of degree candidate. If the request is approved, the student will then be expected to complete all of the usual requirements for the degree. Any courses in which the student has received a grade of B or better while enrolled as an International Scholar may be counted towards degree requirements.



Program in Ethics

Advances in research and technology, evolving social values, a changing demographic picture, and economic concerns are some of the factors causing extraordinary changes in the health care world. These changes have created pressing ethical issues for health care professionals and institutions. Health care leaders must be equipped to address these concerns and future ethical challenges.

The MGH Institute of Health Professions has responded by creating the Program in Ethics. Two major gifts to the Institute inaugurated the Program in Ethics and established an endowed professorship in memory of Henry Knox Sherrill, former Presiding Bishop of the Protestant Episcopal Church and former Chairman of the MGH Board of Trustees.

The Program's activities include education, research and consultation. The purposes of the Program are:

- o to provide education to students, health care leaders, and other key decision makers who guide health care practice and policy development;
- o to conduct research on ethical issues in the clinical environment;
- o to provide ethics consultation to hospital staff who face specific ethical dilemmas and to participate on institutional committees designed to develop and refine policy;
- o to influence, through publications and special presentations, the development of institutional and public policy; and
- o to provide a forum for leaders from a variety of sectors in society to analyze and discuss major ethical issues facing the health care system.

Planning is underway for an Ethics Fellows Project which will invite a multidisciplinary group of outstanding individuals to the Institute annually to conduct research, take coursework and participate in seminars and an annual conference on leading ethical problems in health care. Substantial collaboration with and involvement of key MGH personnel are hallmarks of the Project.

Ruth Purtilo, Ph.D. is Henry Knox Sherrill Professor of Medical Ethics and Director of the Program in Ethics. She has authored six books and more than fifty articles on psychosocial and ethical issues in health care. Ruth believes the Institute's ethics program offers students a valuable opportunity to understand the ethical themes and problems encountered within and across their selected disciplines. She enjoys sharing her expertise in teaching ethical theory and methods within the Institute's multidisciplinary environment and considers the Institute's affiliation with MGH an outstanding opportunity for students to gain the expertise needed for leadership in the health professions.



John L. Locke, Ph.D. is Director of the Program in Speech-Language Pathology at the Institute. He is recognized for his work on phonological development and the biological bases of human language and is presently investigating genetic and neurological factors in the child's acquisition of spoken and written language. "I came to the Institute because it is a good place to think, to study, and to implement new ideas. In my view, the Institute is the ideal place for those who seek to be challenged by a highly charged intellectual environment. Here, we talk about health care as it is today, but more importantly, we ask — with our research — how might we improve it in the years ahead?"

Program in Speech-Language Pathology

The Program in Speech-Language Pathology has three closely related programs: the Neurolinguistics Laboratory, The Center for Research on Reading and Writing Disorders, and an evolving postgraduate program in neurolinguistics.

Neurolinguistics Laboratory

Inaugurated in 1984, the Neurolinguistics Laboratory has an interdisciplinary staff of investigators supported by a major grant from the James S. McDonnell Foundation. 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, and greater knowledge of linguistic and cognitive disorders. Investigations currently underway involve the biological basics of language, developmental language disorder, and the linguistic and cognitive deficits of aphasia and Alzheimer's disease.

Center for Research on Reading and Writing Disorders

In 1987 the Institute joined with the Landmark School in Prides's Crossing, Massachusetts, to create the Center for Research on Reading and Writing Disorders. In its own building on the Landmark campus, the Center conducts and sponsors research on the genetic, neurological, cognitive, and educational aspects of developmental dyslexia.

Postgraduate Program in Neurolinguistics

The Postgraduate Program is evolving basic and clinical research training programs in neurolinguistics at the master's and postdoctoral level.

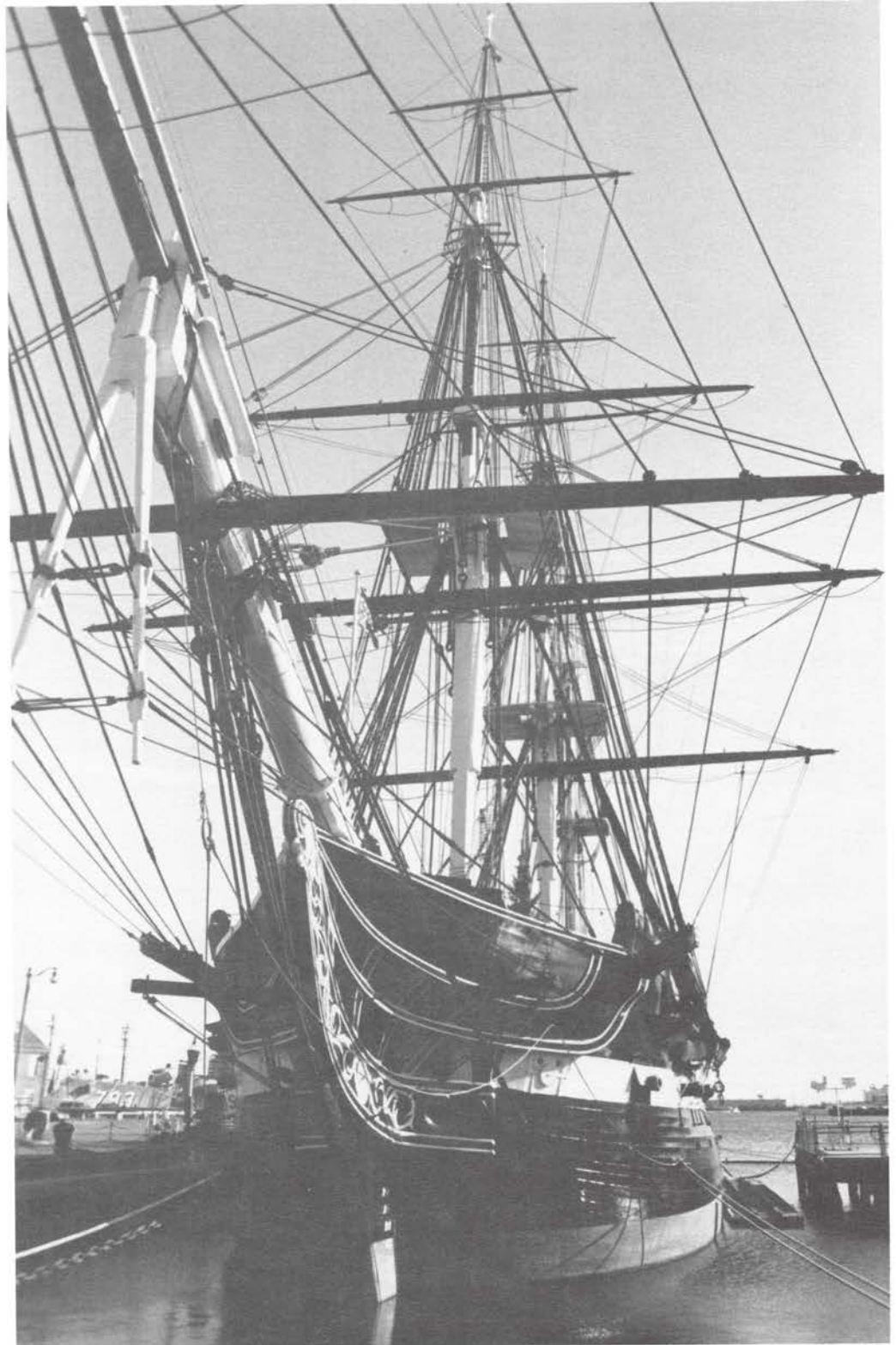


**The Institute,
The MGH
and Boston**

MGH Institute
of Health
Professions

*Boston's historic
Old North Church*

Boston and Beyond



*The U.S.S. Constitution,
one of the frequently
visited historical sites
in Boston.*

The MGH Institute of Health Professions is located on the campus of the Massachusetts General Hospital situated in the West End of Boston steps from historic Beacon Hill. While the West End and Beacon Hill form the Institute's base, Boston is its broader campus. This historic city is home to sixty colleges and universities with a combined student population of more than 200,000 within its metropolitan area. As well, Boston is recognized around the world as a center for medical research and quality health care. Public transportation, subway or commuter rail, is available one block from the MGH campus.



*The Red Line stop at
Charles Street and MGH*

Rich in the lore of its more than three centuries of history, Boston offers the red-bricked Freedom Trail to guide visitors to landmarks dating from colonial times, the USS Constitution moored in Boston Harbor, Bunker Hill and other sites linked to our nation's struggle for independence. Close to the MGH campus, the culturally rich Back Bay section of Boston offers Symphony Hall, the Museum of Fine Arts, the Gardner Museum and the Boston Public Library. The Charles River Esplanade, the Music Shell, and Community Boating are adjacent to MGH.

Boston reveres its past, yet blends this heritage with the exciting sights and sounds of modern-day cosmopolitan life. Theaters, concerts and the arts flourish, clubs and restaurants cater to every taste and the Red Sox, Celtics, Patriots and Bruins provide year-round excitement for sports enthusiasts.

In Boston, Institute students quickly discover an exhilarating blend of the old and new, an exciting city in which to learn and practice, explore, and enjoy. And when one wants some private time, Boston is within a short drive of the lakes and mountains of New Hampshire and Vermont, the rugged beauty of the Maine coast, the Cape Cod National Seashore, and the small towns which comprise the classic landscape which is New England.

Institute Facilities

Offices and Classrooms

The Institute shares many facilities with the Massachusetts General Hospital. Classrooms, several laboratories, and the Student Affairs Office are located in historic Ruth Sleeper Hall - one of just a few original West End buildings still in use on the MGH campus. Administrative and faculty offices are located on Beacon Hill several blocks from the main campus.



Boston's Public Garden

Library Facilities

The Institute shares a major health sciences library with the Hospital, the MGH Health Sciences 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, including the Countway Medical Library of the Harvard Medical School.

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.



Eileen Murphy ('91) of Northborough, MA is a student in the Graduate Program in Nursing and plans to pursue a cardiopulmonary specialization. She holds a degree in international relations and worked a number of years in international marketing support and as program manager in an engineering/development group. "I had set certain goals and objectives for a business and management career in a high tech company. I attained those goals and chose to move on to a more direct human experience...one where I still have to process large amounts of information quickly and use that information to manage change, but with more immediate knowledge of the results of my efforts."



Historic Faneuil Hall

Massachusetts General Hospital provides facilities for inpatient and ambulatory care, as well as 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.

Biomotion and Human Performance Laboratories

The facilities of the Biomotion Lab, a conjoint effort of the Institute and the Department of Orthopaedics, is available for technologically sophisticated research utilizing the Selspot system with real time anatomical analysis. The Human Performance Lab is a collaborative lab between the Institute's Program in Physical Therapy and the Sports Medicine Unit of the Massachusetts General Hospital. The lab houses equipment for biomechanical analysis including electrogoniometers, electromyography, force transducers, videography, and a Genucom. The focus of both labs is on student/fellow and faculty research and education.

Computer Lab

A microcomputer laboratory is available for student use and offers a number of software packages which support student research activities, statistical analysis and word processing.

Housing

Since the Institute does not provide housing, students are encouraged to begin early to seek housing in the greater Boston area. Information to assist students in locating housing is available through the Institute's Admissions Office.



Enrollment Information

MGH Institute
of Health
Professions

Physical therapy students Adrienne Trombley and Kathleen Fynan, both in the cardio-pulmonary specialty, establish an exercise program for patient with cystic fibrosis.

Admissions

Admissions Requirements

Dietetics: 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.

Nursing: Entering students may be non-nurse graduates of baccalaureate programs with baccalaureate degrees or 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.

Physical Therapy: 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 of domestic applicants. A minimum of three years of clinical experience as a professional physical therapist is required of international applicants. 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.

Application Procedures

An admissions application and reference forms are included in the back of this catalog. All completed admissions materials should be sent to:

Admissions Office
MGH Institute of Health Professions
Ruth Sleeper Hall
Massachusetts General Hospital
Boston, MA 02114-2696

Applications for the Program in Dietetics, the Program in Physical Therapy, and the Program in Nursing 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. Completed applications and materials from non-nurse graduates of baccalaureate programs for September admission to the Program in Nursing must be received no later than the June 1 deadline. Materials to be submitted include:

1. A completed application form.
2. A \$35 non-refundable application fee (checks should be made payable to MGH Institute of Health Professions, Inc.).
3. A letter of application which includes a biographical statement describing your career/educational goals, personal philosophy related to health care, and how you believe the Institute will assist you in realizing your objectives. Registered Dietitians, Nurses, and Physical Therapists should include a description of their specialized clinical interest.
4. A current resume (Registered Dietitians should include their R.D. number and route to registration).
5. Official transcripts from all colleges and universities attended.
6. Three letters of reference on the forms provided, including one from a former college or university faculty member. Registered Dietitians, Nurses, or Physical Therapists should include one reference from a discipline colleague who is clinically based.
7. Scores from the Verbal and Quantitative Aptitude Tests of the Graduate Record Examination (GRE). The GREs must have been taken within the last five years. For a GRE application booklet which includes information and sample questions contact:

Third-year nursing student Nina Wilson, R.N. assesses heart and lung sounds of a patient after left pneumonectomy with complication of atrial fibrillation.



Graduate Record Examination, Educational Testing Service, CN-6000, Princeton, NJ 08541-6000

The MGH Institute's GRE institutional identification code is 3513.

8. International students whose native language is other than English, are required to take the Test of English as a Foreign Language (TOEFL). For a TOEFL application booklet contact: TOEFL Application Office, Educational Testing Service, Box 899-R, Princeton, NJ 08541

Admission Deposit

When a student is accepted to the Institute, 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.

Enrollment Status

Full-time enrollment is defined at the Institute as a minimum load of 12 credits per full-length term (15 weeks).

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:

- o take individual courses in topics relevant to your clinical practice
- o develop specialized clinical education and research skills
- o begin to accrue graduate academic credits
- o sample the Institute's courses 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 academic term. The brochure and application is available by contacting the Office of Student Affairs at (617) 726-3140.

Requirements

Applicants for special student status must be practicing health professionals and must hold a bachelor's degree. Students will be notified of acceptance as soon as possible after receipt of the special student application. All students taking credit courses are expected to participate fully in class activities and to complete all reading and outside assignments. Students may anticipate approximately three hours per week of outside work for each credit in which they are enrolled.

Tuition and Fees

Special student tuition is \$311 per credit; \$156 per credit for audit; or \$104 per credit for senior citizens (60 and over). A \$2 per credit student fee is assessed for the total credit value of each course in which the student enrolls. A non-refundable deposit of \$50 per course (which is applied toward tuition) must accompany all applications. The full deposit will be refunded if the student is not accepted for a course. If the student is accepted and decides not to enroll in the course, the deposit will be forfeited. Policies governing special student enrollment are available during the application process.

Credit

Special students are expected to meet the same requirements for credit as all other students. Transcripts of credit will be maintained by the Institute and forwarded to other institutions at the written request of the student. Since the transfer of credit at the graduate level is separately governed by each school, college, or university,

Linda Steiner, a physical therapy student with an orthopaedic specialty, and special student Marie Rocheteau apply manual therapy of the lumbar spine.



the Institute cannot guarantee that credits earned will automatically transfer to other institutions. Successful completion of a course by a special student does not guarantee admission to one of the degree programs of the Institute or award of credit towards a degree. Special students interested in admission to a program as a degree candidate must complete the appropriate application process. Special students may apply up to 12 credits (nine in nursing) earned as a special student toward a graduate degree at the Institute.

International Students

The Institute of Health Professions welcomes study by international students and is authorized under Federal law 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. International 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 she or he has sufficient funds to maintain her or himself for one year in the United States. At least one-third of the year's funds must be on deposit in the United States.

International students are eligible for financial assistance from the Institute, and can apply by completing 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 pursue additional sources of financial assistance for international study. Interested students can, among other possibilities, contact the Institute for International Education Office in their home country.

Tuition and Fees

The 1989-90 tuition for full-time students enrolling for three terms in one year is \$11,025. Part-time and special students are charged \$311 per credit. A student fee of \$2 per credit is assessed for all degree and special students.

The following fees are invoked under special circumstances and are not ordinarily incurred by all students:

Thesis Continuation Fee	\$311
Lab, Library and Facilities Fee	\$311
Course Audit Fee (per credit)	\$156
Late Preregistration Fee	\$ 50
Orientation Fee	\$ 35
Late Payment Fee	\$ 25
Graduation Fee	\$ 25
Transcript Fee	\$ 3

Credit by Exam Fee: 10% of current tuition for each course for which credit by examination is attempted

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; however, the policy remains in effect for the duration of the academic term.

The MGH Institute of Health Professions does not provide health care services to students. Students are expected to make their own arrangements for health care and to pay for all services themselves or through their insurance policies as appropriate.

Commonwealth of Massachusetts College Immunization Law

Before registering for the first time, students are required to complete the Institute's Physical Report Form and the Immunization Form which includes verification of immunization against certain diseases as specified in the Commonwealth of Massachusetts College Immunization Law and/or required by the Institute. Students who do not comply with the Institute's immunization and physical examination requirements will be prohibited from clinical practice, and grade reports and transcripts will be withheld.

Financial Aid

Planning how to finance your professional education is as important as planning your career. You should estimate how much your education will cost over its entire span, and determine what financial resources you can bring to support graduate study. You may discover that you have a need for financial assistance. The Institute offers a number of different programs designed to help you meet the cost of your graduate education.

Purpose

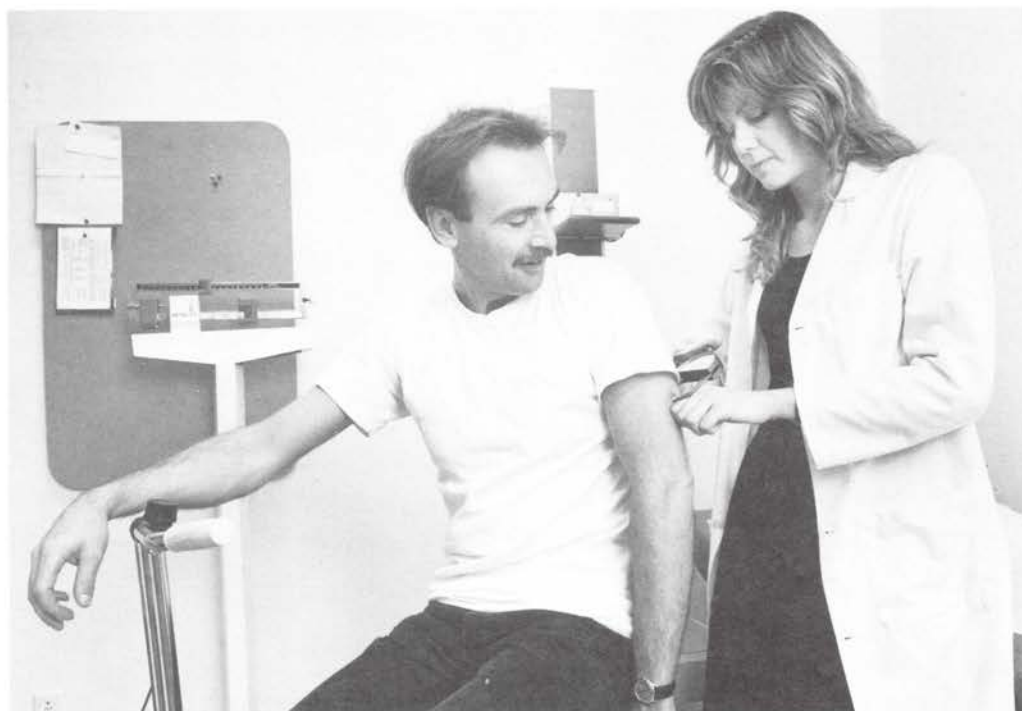
The purpose of the Institute's financial aid program is to help students meet their educational expenses, thereby enabling them to pursue an education at the MGH Institute of Health Professions. Approximately 50% of the Institute's program students receive some form of financial assistance. The Office of Financial Aid is available to advise an applicant about his or her prospects for aid and to help in developing an appropriate financial strategy for their upcoming educational program.

Application Process

Information and forms for financial assistance may be obtained by contacting the Financial Aid Office at (617) 726-3140. First time applicants should initiate their financial aid application at the same time as application for admission. The financial aid application includes a packet of forms which should be completed and sent directly to the Institute, along with a copy of your prior year's federal income tax form. The application also includes a GAPSFAS needs analysis form which must be completed and sent to Princeton, N.J. with the required fee. Applications must be complete in order to receive any aid. 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. Awards are generally made annually on the basis of financial need. Students must apply for aid 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 registration day. To have financial aid continued throughout the academic year, a student must maintain satisfactory academic progress. Because graduate students are not eligible for most federal and state grants (including Pell Grants), applicants are urged to seek additional external sources of financial assistance.

Dietetics student Carroll Reider measures skinfold thickness as part of the measurement to determine body fat.



How Awards Are Made

Financial aid is awarded to eligible applicants based on financial need and the availability of funds. In accordance with federal guidelines, a uniform financial needs analysis, approved by the U.S. Secretary of Education, is used to determine need. The Institute's Financial Aid Office currently utilizes the Graduate and Professional School Financial Aid Service (GAPSFAS). This analysis considers the ability of the student as well as the parents and, if applicable, the spouse to contribute to educational costs. The family of a student is expected to make a maximum effort to assist the student with educational expenses, and assistance from the Institute should be viewed only as supplemental to the efforts of the family.

Need is calculated as the difference between a standard budget which is assigned to all students and the contribution which the student can bring to support his or her education. In determining individual awards, the Financial Aid Office establishes an estimated student expense budget based on the student's particular circumstances (e.g., single, married, number of dependents, etc.). The amount of support expected from the student and the family is subtracted from the expense budget figure in order to determine the need amount. If eligible, students are also expected to help meet their educational expenses by borrowing through the Stafford Loan Program.



Should any of the elements used to determine student eligibility change during the award period, a change in the financial award may result. It is the responsibility of all applicants to notify the Financial Aid Office in writing of any such change during the academic year. Failure to do so may result in student liability for repayment of funds which exceeds the student's eligibility limit.

Types of Financial Assistance

There are three types of financial assistance available to students - grants, loans, and graduate assistantships.

Grants are gift awards which do not have to be earned or repaid. The Institute awarded over \$300,000 in grants to its program students during the 1988-89 academic year. The total volume of grant awards may vary from year to year depending on the performance of the Institute's endowment funds.

Institute students with financial need may need to borrow from one of three long-term educational loan programs that are available to graduate students. The primary loan program is the federally supported Stafford Loan Program (formerly the Guaranteed Student Loan Program). Students who do not qualify for the need-based Stafford Loan can often borrow from two other loan programs - Student Supplemental Loans (SLS) and the Massachusetts Educational Loan Authority (MELA).

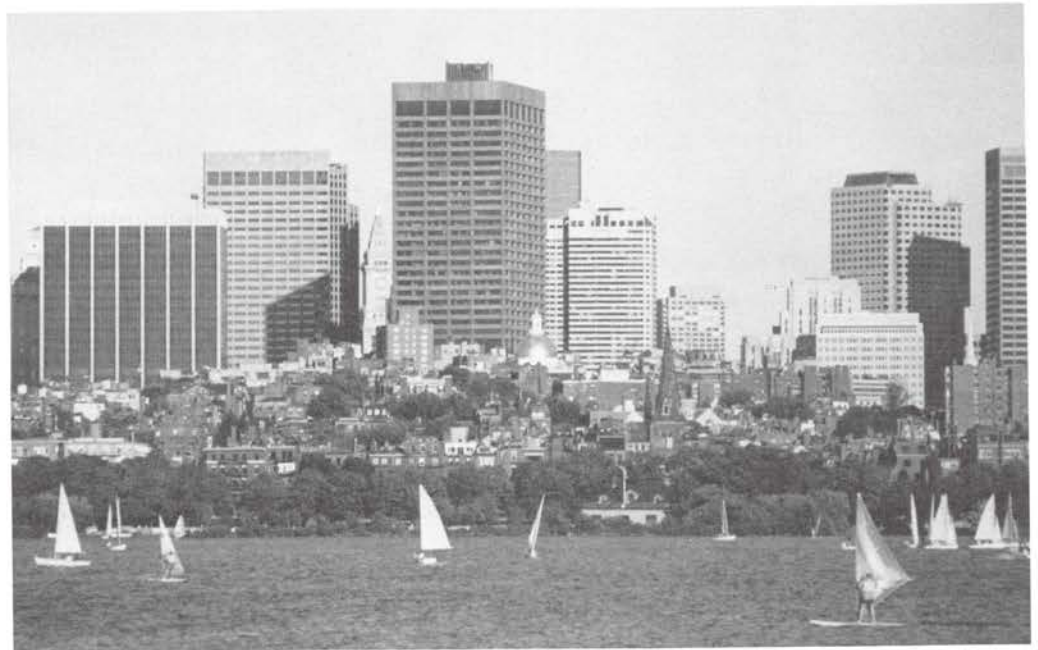
Graduate assistantships are available at the Institute as well. These assistantships permit eligible students to work in one of a number of positions which may involve research, teaching, or administrative support. These opportunities are flexible to accommodate student's class schedules, professional interests, and skills. The positions currently offer a \$10 per hour salary. The amount earned from assistantships is subtracted from the student's tuition. The Institute awarded approximately \$20,000 in assistantship funds in 1988-89. Employment opportunities are also available at the Massachusetts General Hospital, and include clinical, clerical, and general positions, both full-time and part-time, as well as weekend and evenings. To learn more about these opportunities within the Hospital, students should contact the MGH Personnel Office at 726-2210.

Typical Budgets and Award Packages

Applicants for financial aid, including Institute grants and Stafford Loans, are assigned a standard budget. The standard budget for 1988-89 was approximately \$21,000, and included both direct educational and living expenses. A sample budget might look like this:

Daniel A. Buzard ('90) of Rimersburg, PA is a student in the Graduate Program in Nursing with a gerontology specialty. Dan came to the Institute with a diverse background in psychology and sociology and has experience as a mental health worker, chaplain, and minister. He plans to pursue a combined career in nursing and the ministry upon completion of his graduate program. Dan has found his association with the top quality health professionals at the MGH community extremely valuable to his learning and career pursuits.

Beacon Hill overlooks the Charles River



Tuition and fees	\$10,545
Room and board	8,700
Books and supplies	500
Personal expenses	500
Transportation	<u>1,000</u>
Total cost of attendance	\$21,245

The family contribution is the estimated amount that a student and his or her family can reasonably pay to support one year of education. The contribution is calculated from student assets, including bank accounts, savings, stocks, property, and a portion of student earnings. A parental contribution is also included if the student is considered “dependent” for financial aid purposes. A sample total family contribution may look like this:

Contribution from student’s assets	\$2,000
Contribution from student’s earnings	<u>2,500</u>
Total family contribution	\$4,500

Need is calculated by subtracting the family contribution from the cost of attendance.

Cost of attendance	\$21,245
Family contribution	<u>4,500</u>
Need	\$16,745



The typical award package for a student with a need of \$16,745 may consist then of an Institute grant of \$5,000 plus a Stafford Loan of \$7,000, for a total award package of \$12,000. This leaves an unmet need of \$4,545.

Institute Grant Funds

The Herbert Farnsworth Trust Fund is an endowed fund established in memory of the late Herbert Farnsworth by his family to provide scholarship assistance to students of the Institute.

The Financial Assistance Grant Fund is a general scholarship fund generated and maintained by a number of donors in support of graduate education at the Institute.

The John H. Knowles Memorial Fellowship is a significant source of assistance to students in all of the Institute's 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 was responsible for the initial planning of the MGH Institute of Health Professions while he served as General Director of the Massachusetts General Hospital.

The Charles E. Ely Education Fund was established in memory of the late Charles E. Ely to provide scholarship assistance to men from the Boston area who are pursuing graduate study in the health professions and who are able to demonstrate a high level of financial need.

The Sybilla Orth Young Memorial Scholarship Fund was established in memory of the late Sybilla Orth Young to provide scholarship assistance to Institute students with demonstrated financial need.

The Amelia Peabody Scholarship Fund was established by a gift in the memory of the late Amelia Peabody of Boston to provide scholarship assistance to needy students enrolled in the graduate programs of the Institute.

The Louise Hatch Award is a grant awarded annually to one or more graduates of the Graduate Program in Dietetics who are chosen by the Program Director and faculty of the Dietetics Program for recognized achievement.

The Lucretia Brigham Scholarship Fund was established in memory of Mrs. Elizabeth Copeland Newton and Mrs. Emerline Newton Brewer to provide scholarship assistance for students enrolled in the Institute's Graduate Program in Nursing.

Lucy Hart Graves ('90) of Lexington, KY is a student in the Graduate Program in Nursing with a women's health specialization. She holds a degree in comparative literature from Brown University and plans to work as a nurse practitioner in a rural area of the country after completing her graduate studies. Lucy was recently awarded the Ruth Sleeper Scholarship for outstanding academic and clinical achievement. She notes a growth in self-confidence and the acquisition of skills and knowledge which she will carry throughout her personal and professional life.

A rehabilitation program for an elderly patient is implemented by Associate Professor Mary Ann Rosswurm and Alicia Curtin R.N., a third-year nursing student specializing in gerontology.



The Martha McDowell Carpenter Scholarship was established to provide scholarship assistance to promising students in the Institute's Graduate Program in Nursing.

The William C. and Jessie B. Cox Scholarship Fund was established to support promising nursing students enrolled in the Institute.

The Nancy M. Fraser Fund was established to assist nursing students who experience emergency health problems while enrolled. Nancy M. Fraser was a member of the MGH School of Nursing Class of 1914.

The Elizabeth Fundus Scholarship provides scholarship assistance for students enrolled in the Graduate Program in Nursing.

The Olive Lightell Hunter Scholarship assists students in the Institute's nursing program.



Kemper Scholarships, provided by the Kemper Insurance Foundation, assist nursing students who have demonstrated academic excellence. Recipients are designated as Kemper Scholars.

The Mary Hammond Taylor Nursing Scholarship assists qualified students enrolled in the Graduate Program in Nursing 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).

The Adams Fellowship in Physical Therapy was established by Ms. Barbara Adams in order to support therapists pursuing graduate education in physical therapy at the Institute.

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

Student Loans

Educational loans have become an important component in graduate education financing. Three major loan programs are available to students at the Institute.

Stafford Loans were previously named Guaranteed Student Loans. Under the Stafford Loan Program, Institute students are eligible to borrow up to \$7,500 per year from their banks or credit unions to help meet educational expenses. These loans are guaranteed by the Federal government and do not require repayment while the student is enrolled at least on a half-time basis. To apply, students must complete the GAPS FAS form (available at the Office of Financial Aid), and a Stafford

Judith A. Spross, M.S., R.N. is an Assistant Professor and Clinical Specialist in the Graduate Program in Nursing. She was the first recipient of the Schering lectureship for excellence in clinical practice for oncology nursing and co-authored the acclaimed 1st and 2nd editions of The Clinical Nurse Specialist in Theory and Practice. Judy shares extensive experience in advanced clinical practice in oncology nursing with her students along with continuing practice in the MGH Cancer Pain Center. She enjoys the diversity of the Institute's students as well as the challenge of making connections between their backgrounds and current experience. Judy considers the interdisciplinary environment of the Institute and the opportunity to work with nationally and internationally known leaders in all the disciplines as an exceptional opportunity for students.

Loan application form which is available from banks or other private lending institutions which participate in the program (most lending institutions within Massachusetts offer Stafford Loans). In order to qualify for a Stafford Loan, students must demonstrate financial need which is determined by the Office of Financial Aid in accordance with Federal regulations. More specific information about eligibility and participation in the Stafford Loan Program can be obtained from the Institute's Financial Aid Office. Students who are ineligible for Stafford Loans may be eligible to borrow under two other loan programs, MELA and SLS.

MELA Loans are available through the Massachusetts Educational Loan Authority. These loans are not based on need in most circumstances, which enables students who do not qualify for Stafford Loans to apply for MELA funds. Interest on MELA loans is below market rates and repayment schedules extend over a long period. Applications and additional information concerning MELA loans is available upon request from the Office of Financial Aid.

Supplemental Loans for Students (SLS) are federally supported loans for graduate and professional students who are ineligible for Stafford Loans or who need to borrow more than the \$7,500 Stafford limit. Students may borrow up to \$4,000 per year. Interest is paid at a variable rate not exceeding 14% and repayment begins sixty days after the loan is disbursed. Additional information concerning Supplemental Loans for Students is available upon request from the Office of Financial Aid.



Course Offerings

MGH Institute
of Health
Professions

*Assistant Professor
Donna Bernhardt
demonstrates pro-
phylactic ankle
taping to first-year
physical therapy
student Deborah
Givens.*

Course Offerings

Interdisciplinary Courses

HP 620 BIOPHYSICAL SCIENCE

The course is an introduction to the function and regulation of mammalian organ systems. All major organ systems are 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 621 PATHOPHYSIOLOGY

This course examines the pathophysiology related to body systems. Consideration is given to theoretical concepts and principles related to major illness states. 4 credits

HP 622 PHARMACOLOGY

The course 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 623 NORMAL NUTRITION

The course 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 624 THERAPEUTIC NUTRITION

The course 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. 1 credit

HP 625 LIFE CYCLE DEVELOPMENT: PSYCHOLOGICAL, SOCIAL AND PHYSIOLOGICAL ASPECTS

This course 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 ethnicity, 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 626 SMALL GROUP BEHAVIOR AND DEVELOPMENT

The course 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 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 630 LITERARY APPROACHES TO VALUES IN CARING FOR PATIENTS

This course will examine 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 633 ETHNICITY AND HEALTH CARE

This course will apply 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 701 CRITICAL AND CREATIVE THINKING IN BIOLOGY AND THE HEALTH PROFESSIONS

This course 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 knowledge 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. 2 credits

HP 702 MICROTEACHING

This course offers practice sessions which provide guided experience in using and evaluating a specific teaching technique selected by the student. 1 credit

HP 703 INTEGRATED APPROACHES TO PAIN MANAGEMENT

In this course, the basis of understanding the clinical symptom of pain is discussed from physiological, anatomic, pathologic and psychologic perspectives. Syndromes of acute and chronic pain are described. Evaluation and management strategies are presented. Examples of how health professionals from many disciplines can work together to assess and treat pain



are examined through the use of case studies. 3 credits

HP 704 SOCIAL SUPPORT IN SICKNESS AND HEALTH: COPING WITH STRESS AND TRANSITIONS

This course uses case material from student's clinical practice to learn about the stress and disruption caused by illness and/or disability. The course assumes that these disruptions are often a consequence of the changes these conditions require in the way people live their lives. The concept of stress is defined, and the concept of change is examined to understand how an accommodation is achieved so that people can manage their new situation. The course takes a life cycle and holistic approach emphasizing the place of social support in how people cope. Factors in the individual, in the family, in the community, and in the health care system that impact on the nature and the way the change is negotiated are examined. Practice implications of these ideas are discussed. 2 credits

HP 705 HUMAN SEXUALITY

This interdisciplinary course addresses human sexual expression across the life span and will also explore the impact of illness on sexuality. Students will engage in exercises for practical application of course content in learning to take a sexual history, and counseling clients regarding sexual adaptation to illness. Students are encouraged to concentrate on their area of clinical specialization in designing and implementing a clinical project. 3 credits

HP 710 TEACHING SKILLS FOR HEALTH PROFESSIONALS

This course emphasizes practical skills needed to teach in any four situations: patient education, staff training, clinical supervision of students or classroom teaching. Major topics include: setting objectives, planning student activities, selecting a teaching method, evaluating performance and giving feedback, improving motivation and adapting instruction to match individual needs and style. Course assignments allow students to develop lesson plans they can use in future teaching. 2 credits

HP 720 CLINICAL RESEARCH

This course examines the use of scientific methods to improve clinical practice. At the end of the course, students are able to analyze research articles, formulate research 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 721 STATISTICS FOR CLINICAL RESEARCH

This is a basic course in statistics for graduate students in the health professions. Topics include descriptive and inferential statistics, focusing on the major statistical procedures involved in clinical research data presentation and decision making. Computer-assisted data processing is emphasized. 3 credits

HP 722 CLINICAL CARE OF THE AGED PERSON: AN INTERDISCIPLINARY PERSPECTIVE

The course 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 inter-institutional core faculty integrates topics through case studies and guided discussion. 2 credits

HP 730 HEALTH CARE POLICY AND POLITICS

This course provides a forum for the discussion of public policy related to health care by students aspiring to leadership roles in health care settings. The focus is on the interrelationships among the process of policy development and implementation, the role of health care professionals in this process, and the delivery of health care. Students analyze health care policy from socioeconomic, legal, ethical, political, and historical perspectives. Students develop skills in policy analysis and strategic planning for the improvement of health care and the advancement of health care professions. 2 credits

HP 740 CARDIOPULMONARY ANATOMY, PHYSIOLOGY AND PATHOPHYSIOLOGY

This course focuses on physiological concepts as the basis for understanding cardiopulmonary function and dysfunction in the adult. Emphasis will be placed on expanding clinical judgement skills in relation to the health status of selected patients. 3 credits

HP 741 CARDIOPULMONARY REHABILITATION

This course 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. 3 credits

HP 742 CLINICAL APPLICATIONS IN EXERCISE PHYSIOLOGY

This course 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

Kathleen M. Gill, M.S., P.T. (85) of Malden, MA is an alumna of the Graduate Program in Physical Therapy with a specialization in neurology. She is currently Assistant Head, Clinical Director of Physical Therapy at Massachusetts General Hospital and previously served as Physical Therapy Supervisor of the Stroke Unit at Spaulding Rehabilitation Hospital. Kathleen has special interest in adult treatment with an emphasis on gait assessment, integrated therapeutic exercise techniques, and orthotic management. She considered her advanced clinical preceptorship, advanced coursework within and outside of her specialty area, as well as the MGH environment as valuable aspects of her graduate education at the Institute.

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. 3 credits

HP 760 NEUROANATOMY

This course 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. 3 credits

HP 761 NEUROBIOLOGY OF DISEASE

This course discusses the pathophysiology of selected diseases of the nervous system. The normal organization and physiology of muscle, peripheral nerve, and central motor sensory pathways are emphasized as a basis for a better understanding of the nervous system's response to specific forms of injury. The potential basis for pharmacologic management of specific diseases such as Parkinson's and Alzheimer's are discussed and newer approaches to our understanding and treatment of refractory problems, including brain transplantation and genetic manipulation, are presented. 3 credits

HP 772 SPORTS INJURIES I: PREVENTION AND TRIAGE

The course introduces the student to the issues of prevention, triage and immediate management of sports injuries. Lectures, given by both physical therapists and athletic trainers, emphasize the principles underlying the issues. The laboratory practice sessions expose the student to actual methodology and sports situations. Content includes the principles and practice of conditioning; pre-, in-, and off-season training; pre-season screening; weight evaluation and management; equipment and environmental assessment and control; on-site triage; and immediate management for various sporting activities. 2 credits

HP 773 MODIFYING THE ATHLETE'S BEHAVIOR

This is a modular course which focuses on application of tenets of sports psychology to nutritional, performance and rehabilitative behaviors. Interdisciplinary personnel use lecture and experiential learning to demonstrate methods of altering behavior and compliance in these areas. Students enroll in a central module and can choose others as interest dictates. 3 credits

HP 801 WRITING FOR PROFESSIONAL PUBLICATION AND PRESENTATION

This course 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. 1 credit

HP 820 ETHICAL ISSUES IN HEALTH CARE

This course introduces basic ethical theory combined with a problem-solving approach to ethical issues commonly confronting health professionals. To be examined are selected issues related to information-sharing (confidentiality, truth-telling, record keeping and retrieval systems), experimentation (ethical aspects of clinical research, informed consent), peer relationships (team work, peer review, blowing the whistle on unethical colleagues), and the relationship of the health professional to institutions (health policy, quality assurance, distributive justice in everyday decisions). Lectures and discussions are supported by readings from health professions and lay literature. 2-3 credits

HP 821 WOMEN ACROSS THE LIFE CYCLE

This interdisciplinary course 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. 3 credits

HP 822 LIVING WITH DEATH, LIVING WITH GRIEF: PERSPECTIVES FOR THE CLINICIAN

The course provides the student with an understanding of dying, death, and bereavement from historical, cultural, societal, interpersonal, and personal perspectives. Implications for practice are explored and strategies for appropriate interventions are developed utilizing empirical findings and conceptual frameworks developed in the course. In addition to lectures, small group seminars explore philosophical, theoretical, and pragmatic issues underlying choices and decisions in clinical practice. 3 credits

HP 830 CLINICAL SPECIALISTS IN HEALTH CARE: ROLES, SKILLS AND STRATEGIES

This interdisciplinary course examines components of the clinical specialist's (CS) role. Roles of the clinical specialist include practitioner, consultant, educator and researcher. Leadership aspects of the clinical specialist's role such as collaborator, change agent and manager are discussed. Emphasis is on applying the clinical specialist's role in practice. 2 credits

HP 831 ORGANIZATIONAL PERSPECTIVES: THEORY AND ACTION

This interdisciplinary course surveys theoretical approaches to the study of organizations. Macro and micro views of human systems are compared and contrasted. Students learn how to analyze and intervene in organizations. 3 credits

HP 832 MANAGING HEALTH CARE RESOURCES FOR THE 1990's

This course focuses on current theory and practical methods for resource management in today's changing health care environment. The target audience includes: senior clinical staff and mid-level managers who have not had significant formal course work in this area. Topics include: cost finding and control, reimbursement, quality assessment and assurance, marketing health services, personnel management and developing data management systems. 2 credits

HP 840 PHARMACOLOGICAL INTERVENTION IN THE CARDIOPULMONARY PATIENT

This course 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. 2 credits

HP 841 ARRHYTHMIA INTERPRETATION IN THE CARDIOPULMONARY PATIENT

This course 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. 1 credit

HP 896-899 INDEPENDENT STUDY

This course provides students with the opportunity to develop with a faculty member an area of study which focuses on a particular interest within the health professions. Variable credits

Dietetics Courses

DP 620 CLINICAL NUTRITION

This course 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

DP 621 MANAGEMENT AND ORGANIZATION OF FOODSERVICE SYSTEMS

The course 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

DP 730 BIOCHEMICAL AND PHYSIOLOGICAL ASPECTS OF NUTRITION

The course 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

DP 731 ADVANCED SEMINAR IN DIETETICS

This course follows a seminar format with the introductory sessions focusing on how to make presentations in various settings. This is followed by classes which focus around a theme of current interest. Each participant conducts one session on a topic of his/her choice related to the theme. 1 credit

DP 840 ADVANCES IN NUTRITION AND CHRONIC DISEASES

This course 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. 3 credits

DP 841 ADVANCES IN NUTRITION AND METABOLIC DISORDERS

This course 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. 3 credits

DP 842 ADVANCES IN NUTRITION AND THE CRITICALLY ILL

This course 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. 3 credits

DP 843 ISSUES IN AMBULATORY CARE NUTRITION

This course 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

DP 850 PRACTICUM IN NUTRITION AND CHRONIC DISEASES

This practicum develops advanced skill in the prevention of chronic diseases and in the nutritional care of clients with chronic diseases. 2-4 credits

DP 851 PRACTICUM IN NUTRITION AND METABOLIC DISORDERS

This practicum develops skill in the nutritional care of individuals with metabolic disorders. The primary setting is the clinical research center. 2-4 credits

DP 852 PRACTICUM IN NUTRITION AND THE CRITICALLY ILL

This practicum provides advanced skill development in providing nutritional care to the critically ill. Primary emphasis is on the modalities of nutritional support. 2-4 credits

DP 853 PRACTICUM IN NUTRITION AND HEALTH PROMOTION

This practicum develops advanced skill in the promotion of good health and in the marketing of nutrition

services to the public or specified population groups. 2-4 credits

DP 880 THESIS RESEARCH

This course provides registration for a student's work with assigned thesis readers on planning and implementation of the research study and preparation of the written thesis. 3 credits

DP 896-899 DP 796-799 INDEPENDENT STUDY IN DIETETICS

This course allows study of special problems in clinical dietetics and enables the student to acquire information and skills through directed readings, investigations and projects not covered in organized courses. Variable credits

Nursing Courses

NS 620 NURSING PRACTICE: PROCESS AND SKILLS

This course introduces the student 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

NS 621 NURSING PRACTICE: COMMON PROBLEMS IN ADULT HEALTH

This course 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

NS 622 NURSING PRACTICE: MENTAL HEALTH AND PSYCHIATRIC NURSING

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

NS 630 NURSING PROFESSION: LITERARY APPROACHES TO VALUES IN CARING FOR PATIENTS

The course 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

NS 631 NURSING PROFESSION: HISTORY AND CONTEMPORARY STATUS

This course 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 a historical context. Contemporary issues are examined in relation to societal trends, national policies and expanding technology. 2 credits

NS 632 NURSING PROFESSION: INTRODUCTION TO ROLE SPECIALIZATION

These topic-focused seminars introduce the student to the role of clinical nurse specialist. The course is designed to promote initial/beginning socialization of the students in the CNS role. The concepts of specialization and clinical leadership are discussed. 1 credit

NS 720 NURSING PRACTICE: MATERNAL AND NEWBORN HEALTH

The course uses a family-centered framework to offer the knowledge and skills necessary for nursing care of the childbearing woman and the neonate throughout the maternity cycle, including the three months post-delivery. Physiological, psychological and social theory, research and trends influencing birthing are examined in relation to nursing interventions. Clinical practicums with women and infants at various stages in the childbearing cycle are offered. (A two-semester nursing care experience with a childbearing family begins in this course.) 5 credits

NS 721 NURSING PROFESSION: CHILD HEALTH

The course 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. 5 credits

NS 722 NURSING PRACTICE: MULTI-SYSTEM PROBLEMS IN ADULT HEALTH

The course 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



NS 723 NURSING PRACTICE: COMMUNITY HEALTH

The course 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

NS 730 NURSING PROFESSION: POLICY AND POLITICS

This course provides a forum for the discussion of public policy related to health care by students aspiring to leadership roles in health care settings. The focus is on the interrelationships among the process of policy development and implementation, the role of health care professionals in this process, and the delivery of health care. Students analyze health care policy from socioeconomic, legal, ethical, political, and historical perspectives. Students develop skills in policy analysis and strategic planning for the improvement of health care and the advancement of health care professions. 2 credits

NS 735 THEORY EVOLUTION IN NURSING

This course 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

NS 736 NURSING RESEARCH SEMINAR

This course 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

NS 829 NURSING PRACTICE: CLINICAL SPECIALIST ROLE IMMERSION

This course provides the graduate nursing student with an opportunity to enact the clinical specialist role in a setting with faculty and/or preceptor supervision. The student enacts selected role components and leadership skills consistent with sources and student objectives as well as opportunities within the clinical setting. Emphasis is on synthesizing and applying advanced clinical skills learned in previous clinical practice and content learned in clinical specialist role. 5 credits

NS 830 NURSING PROFESSION: CLINICAL SPECIALISTS IN HEALTH CARE: ROLES, SKILLS AND STRATEGIES

This interdisciplinary course examines components of the clinical specialist's (CS) role. Roles of the clinical specialist include practitioner, consultant,

educator and researcher. Leadership aspects of the clinical specialist's role such as collaborator, change agent and manager are discussed. Emphasis is on applying the clinical specialist's role in practice. 2 credits

NS 840 NURSING PRACTICE: CARDIOPULMONARY ANATOMY, PHYSIOLOGY AND PATHOPHYSIOLOGY

This course focuses on physiological concepts for understanding cardiopulmonary function and dysfunction in the adult. Emphasis is on expanding the student's clinical judgement 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. 4-5 credits

NS 841 NURSING PRACTICE: CARDIOPULMONARY SPECIALTY II

The course 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. 4-5 credits

NS 842 NURSING PRACTICE: CARDIOPULMONARY SPECIALTY III

The course 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. 4-5 credits

NS 850 NURSING PRACTICE: HEALTH PROMOTION FOR THE ELDERLY

This course 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 bio-psychosocial 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. 4-5 credits

NS 851 NURSING PRACTICE: CARE OF THE ACUTELY ILL ELDERLY

This course 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. 4-5 credits

Linda C. Andrist, M.S., RNC is an Assistant Professor in the Graduate Program in Nursing. She is a women's health nurse practitioner/specialist with expertise in the sociology of health and illness, qualitative research and feminist theory. Linda finds the critical spirit which students bring to the Institute one of the most stimulating aspects of her work. "The fact that the Institute continues to mature creates an exciting and challenging teaching and learning environment."

NS 852 NURSING PRACTICE: CARE OF THE CHRONICALLY ILL ELDERLY

This course focuses on application of the nursing process with older adults who demonstrate chronic physical and psychological health problems. The effects of loss on individuals and their families through institutionalization, relocations and disease processes are analyzed. Clinical experience is planned within a variety of long term care settings. Additional skill development is planned through co-leadership of a group, consultation and ongoing clinical work with preceptors. 4-5 credits

NS 860 NURSING PRACTICE: INTRODUCTION TO SPECIALIZATION (ONCOLOGY):

This course 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, 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. 4-5 credits

NS 861 NURSING PRACTICE: NURSING ROLES IN THE CARE OF PERSONS RECEIVING TREATMENT FOR CANCER

This course examines complex problems of adults with cancer. Emphasis is on characteristics of major cancers, acute problems related to cancer or its treatment, and nursing management of effects of the disease and its treatment. Within the above framework, clinical judgment for the clinical nurse specialist and collaboration with other health professionals are stressed. Clinical practicums are in inpatient and ambulatory care settings. Students also begin a three-semester experience working with a caseload of ambulatory patients in collaboration with physicians. 4-5 credits

NS 862 NURSING PRACTICE: NURSING MANAGEMENT OF THE PERSON EXPERIENCING RECURRENCE/RELAPSE OF CANCER

The course examines complex problems of adults with cancer. Emphasis is on characteristics of major cancers, acute problems related to cancer or its treatment, and nursing management of effects of the disease and its treatment. Within the above framework, clinical judgment for the clinical nurse specialist and collaboration with other health professionals is 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. 4-5 credits

NS 870 NURSING PRACTICE: INTRODUCTION TO WOMEN'S HEALTH

This course 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 counseling skills are among the clinical experiences. 4-5 credits

NS 871 NURSING PRACTICE: NURSING MANAGEMENT OF ACUTE AND SEVERE HEALTH PROBLEMS OF WOMEN

The course 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 clinical judgment and begin a long-term therapeutic experience with a selected caseload of patients. Experience in both patient teaching and staff education are provided. 4-5 credits

NS 872 NURSING PRACTICE: NURSING MANAGEMENT OF COMMON CONCERNS AND CHILDBEARING PROBLEMS OF WOMEN

This 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 counseling of the childbearing woman. The experience with a long term caseload continues. 4-5 credits

NS 880 THESIS RESEARCH

This course 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. 3 credits

Physical Therapy Courses

PT 720 FOUNDATIONS OF CLINICAL ASSESSMENT IN PHYSICAL THERAPY

This 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 of 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 740 ACUTE CARE IN THE CARDIOPULMONARY PATIENT

This course 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 postoperative/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. 2 credits

PT 750 THE AGING PROCESS: RECOGNITION, RESPONSE, AND REHABILITATION

This course examines the aging process from the cellular through the systemic level and progresses to discussion of the functional consequences of age-related change. Physical exam and assessment techniques will focus on separating normal changes from pathology. Cases will be employed to summarize and integrate didactic material into clinical practice. 2 credits

PT 760 EVALUATION OF THE NEUROLOGICALLY IMPAIRED ADULT

This course provides a practical basis for a systematic evaluation of any patient with neurological disabilities. Tone, the sensory system, reflexive and volitional muscle recruitment mechanism, 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 in to consideration. 3 credits

PT 761 SEMINAR ON TREATMENT APPROACHES TO THE NEUROLOGICALLY IMPAIRED

This course 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? The focus is on the neurophysiologic and kinesiologic 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 770 CONCEPTS OF ORTHOPAEDIC PHYSICAL THERAPY

This course 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 771 ANATOMICAL BASIS OF KINESIOLOGY

This course 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 orthopaedic dysfunction. The 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. 3 credits

PT 773 BIOANALYSIS OF HUMAN MOVEMENT

The course 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 electromyography. Current research and clinical applicability in physical therapy are emphasized. Several bioanalytical projects are required. 3 credits

PT 774 BASIC ORTHOPAEDIC RADIOLOGICAL ASSESSMENT

This course 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, 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 775 SPORTS INJURIES II: EXAMINATION AND MANAGEMENT

This course addresses all phases of injury evaluation and intervention for the recreational and elite athlete across the lifespan. Lectures discuss the biomechanical issues underlying injury frequency in various sports, as well as the specific biomechanics of se-

lected injuries. Decision-making in evaluation and intervention planning are presented through lecture and case-design methods. Rationale and planning for progression of intervention and return to sport are discussed. 3 credits

PT 821 CLINICAL DECISION ANALYSIS

This 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. 3 credits

PT 839 CLINICAL PRECEPTORSHIP IN PHYSICAL THERAPY

This course 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, cardiac, pulmonary, geriatric and pediatric physical therapy. 3 or 6 credits

PT 870 MANUAL THERAPY: EXTREMITIES

The course 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 PT770 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 sequence. 3 credits

PT 871 SPINAL MANUAL THERAPY: LUMBOPELVIC REGION

This course introduces the student to examination and treatment principles and techniques with primary emphasis on joint mobilization. The soft tissue, joint, and peripheral neural components of the lumbopelvic region 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 instruction and supervision in the practice of spinal examination and joint mobilization treatment techniques. 3 credits

PT 872 SPINAL MANUAL THERAPY: CERVICOTHORACIC REGION

This course 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 cervicomandibular, thoracic, and lumbopelvic 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. Lab sessions provide the student with instruction and supervision in the practice of spinal examination and joint mobilization treatment techniques. 3 credits

PT 880 THESIS RESEARCH

This course 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. 3 credits

PT 896-899 INDEPENDENT STUDY IN PHYSICAL THERAPY

This course 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



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Date you wish to begin study: _____ Sept. _____ Jan. _____ April 19____

Please print or type

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Name _____

Current Address: Until _____ Permanent Address:

Street _____ Street _____

City _____ City _____

State _____ State _____

Country _____ Country _____

Zip Code _____ Zip Code _____

Home Phone _____ Home Phone _____

Business Phone _____ Business Phone _____

Are you a United States citizen? _____ Yes _____ No

If No: Of what country are you a citizen? _____

Do you hold permanent resident status in the U.S.? _____ Yes _____ No

What is your expected visa status during your studies in the U.S.? _____

Please indicate your intended status during your first term of study:

_____ Full-time degree candidate _____ Part-time degree candidate

_____ International Scholar

Please check your program and area of specialization (RNs must declare a specialty):

_____ Clinical Dietetics	_____ Physical Therapy	_____ Nursing
_____ Acute Care	_____ Cardiopulmonary	_____ Cardiopulmonary
_____ Ambulatory Care	_____ Geriatrics	_____ Gerontological
	_____ Neurology	_____ Oncology
	_____ Orthopaedics-Sports	_____ Women's Health
		_____ Undecided

Are you a registered professional nurse? _____ Yes _____ No

Are you a registered dietitian or registration eligible? _____ Yes _____ No

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Standard Tests

Applicants for admission are required to take the Verbal and Quantitative Aptitude Tests of the Graduate Record Examination.

On what date did you/will you take the GRE? _____

Report of official scores must be sent to the Admissions Office.

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

On what date did you/will you take the TOEFL? _____

Report of official scores must be sent to the Admissions Office.

Education

Please list all schools attended since the completion of high school. Request that the registrar of each school send an official transcript to the Admissions Office, MGH Institute of Health Professions.

Name of college, university & RN diploma school	Dates attended		Degree or Certificate	Major
	From	To		
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Please list below any Continuing Education courses or certificate programs attended. (This would include CPR certification, etc.)

Institution Attended	Course or Program
_____	_____
_____	_____
_____	_____
_____	_____

What is your overall Grade Point Average? Please indicate your GPA separately for each degree/diploma.

Institution	GPA
_____	_____
_____	_____
_____	_____
_____	_____



Do you believe that your academic record accurately reflects your ability?

____ Yes ____ No

If not, please explain: _____

Work Experience

Please list employment (including paid and volunteer positions held):*

Employer	Position	From	To
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Professional Organizations

List all professional organizations in which you hold membership.*

Publications/Research

If you have participated in any research projects, please describe them briefly.

Emphasize the work you did. If necessary, attach a separate sheet.*

If you are the author of any publications, please list complete references.*

*For your convenience, you may complete these sections by submitting a current resume.

Statement of Philosophy, Qualifications and Career Objectives

In order to understand the diverse professional and pre-professional backgrounds of our applicants, and their motivations for pursuing graduate education, the Institute requests a statement of career interests. We urge you to give particular attention to this aspect of the application. Your statement will help us evaluate whether the Institute can offer you the type of program you want and need. Please submit a statement describing your academic interest and your present career aspirations. Your desire to secure an advanced degree in the profession and your reasons for selecting a particular area of specialization should be articulated. The statement should include a discussion of how your professional aspirations relate to your personal motivation. Significant personal work and educational experiences which have influenced your decision to choose or advance a career should be addressed. Also please describe how you learned about the Institute's program and your reasons for selecting it.

References

List the names and addresses of three people from whom you have requested references. You are urged to choose individuals who can evaluate your potential for graduate study. Please submit at least one academic reference. (The attached forms should be given to the persons you have listed below.)

Name and Address

Nondiscrimination Policy

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.

I certify that the information on this application is true, and I understand that any misrepresentation may be cause for rejection of this application or subsequent dismissal from the MGH Institute of Health Professions.

Signature of Applicant

Date

Return this application with a non-refundable fee of \$35 (payable to MGH Institute of Health Professions):

Admissions Office MGH Institute of Health Professions Ruth Sleeper Hall
Massachusetts General Hospital Boston, Massachusetts 02114-2696



MGH Institute of Health Professions

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Degree requirements may be completed through either full or part-time study and include 42 credits (including six credits of thesis). Study includes 12 credits of advanced clinical skills and clinical sciences courses, as well as a clinical preceptorship in the student's area of specialization.

The program offers specialty options in cardiopulmonary, geriatric, neurologic, and orthopaedic-sports physical therapy. The scope and focus of each student's specialization is individually planned. Students may choose from a variety of courses to meet most degree requirements and may plan clinical preceptorships to work with faculty in areas of special interest. The course of study, in combination with practice, will help prepare students for The American Board of Physical Therapy Specialties Certification in their specialty area.

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Recommendation Form

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1	2	3	4	5	0
goals vague		adequate	goals very clear		unable to judge

MGH Institute
of Health
Professions

3. Scholarly ability and previous academic and professional preparation: Do these factors seem strong enough to let the applicant complete both advanced courses in clinical theory and the interdisciplinary science and humanities studies required for the IHP degree?

1	2	3	4	5	0
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 weak _____ adequate _____ very strong _____ unable to judge _____

6. Ability to work independently: Does the applicant have enough initiative and ability to organize her/his own work to be able to complete independent projects such as the thesis without excessive prodding or support?

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 0 _____
 likely to need lots of extra help _____ adequate _____ excellent ability to work alone _____ unable to judge _____

7. Written communication skills: Is the applicant's ability to summarize information and express ideas in writing adequate to let her/him do acceptable work on graduate term papers and the master's thesis?

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 0 _____
 weak _____ adequate _____ very strong _____ unable to judge _____

8. Potential for contributing to the graduate program: Will the applicant's past experience and personal abilities make her/him a valuable contributor during seminars, group projects, and other activities in which students share ideas and expertise?

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 0 _____
 has little to offer _____ adequate _____ has lots to offer _____ unable to judge _____

9. Potential for professional leadership: Do the applicant's professional goals and past performance seem to show that she/he has promise as someone who will contribute to the development of her/his field through work as a clinical specialist or in other leadership roles?

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 0 _____
 little evidence of leadership potential _____ adequate _____ already shows strong leadership _____ unable to judge _____

10. Attach a separate page to provide specific examples of the applicant's performance that have led you to make these assessments. Please provide any additional information which would be helpful to the admissions committee.

Signature _____ Position _____ Date _____

Name and Address _____



Return to:
 Admissions Office
 MGH Institute of Health
 Professions
 Ruth Sleeper Hall
 Massachusetts General
 Hospital
 Boston, Massachusetts
 02114-2696

Academic Calendar

Term I

Labor Day-Institute Holiday	Monday	Sept 4, 1989
Registration	Tuesday & Wednesday	Sept 5-6, 1989
Orientation	Wednesday	Sept 6, 1989
Classes Begin	Thursday	Sept 7, 1989
Columbus Day-no classes	Monday	Oct 9, 1989
Term II Preregistration Period	Monday-Friday	Oct 16-27, 1989
Veteran's Day-no classes	Friday	Nov 10, 1989
Thanksgiving Break-no classes	Thursday-Sunday	Nov 23-26, 1989
Exam Week	Monday-Friday	Dec 11-15, 1989
Term Ends	Friday	Dec 15, 1989

Term II

New Years Day-Institute Holiday	Monday	Jan 1, 1990
Registration	Tuesday	Jan 2, 1990
Classes Begin	Wednesday	Jan 3, 1990
Martin Luther King Day-no classes	Monday	Jan. 15, 1990
Term III Preregistration Period	Monday-Friday	Feb. 5-16, 1990
Washington's Birthday Break	Monday-Friday	Feb. 19-23, 1990
Patriot's Day-no classes	Monday	April 16, 1990
Exam Week	Tuesday-Friday	April 17-20, 1990
Term Ends	Friday	April 20, 1990

Term III

Registration	Friday	April 27, 1990
Classes Begin	Monday	April 30, 1990
Term I Preregistration Period	Monday-Friday	May 14-25, 1990
Memorial Day-no classes	Monday	May 28, 1990
Classes End (Term III.I)	Friday	June 15, 1990
Exams (Term III.I)	Monday-Wednesday	June 18-20, 1990
Commencement	Friday	June 22, 1990

Term III.II

Classes Begin	Thursday	June 21, 1990
Independence Day-no classes	Wednesday	July 4, 1990
Classes End (Term III and III.II)	Wednesday	August 8, 1990
Exams (Term III and III.II)	Thursday-Friday	August 9-10, 1990

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