



**"The Institute offers unique clinical and research opportunities on the cutting edge of health care practice"**

***Ellen Anderson,  
M.S., R.D., Instructor***

**"The advanced skills I developed at the Institute continue to enhance my practice and career"**

***Kathleen Fynan,  
M.S., P.T., Alumna***



**"Students have an opportunity to work with nationally and internationally known leaders in all the Institute's disciplines"**

***Judy Spross, M.S.,  
R.N., Assistant  
Professor***



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*Cover: The Bulfinch Building at Massachusetts General Hospital was opened in 1821. It 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.*



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**Dear Applicant:**

I would like to be among the first to respond to your interest in the MGH Institute of Health Professions. If you seek the knowledge, skills, and competence to become a leader in the field of health, the MGH Institute of Health Professions should be among those institutions that head your list of choices. Here you will find a unique educational experience.

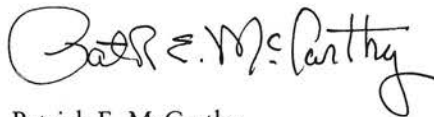
The Institute offers a special mixture of academic and clinical involvement. Our programs are rigorous, our faculty excellent, and the clinical experience we offer is relevant to today's health care needs. You will benefit from the Institute's proximity to and affiliation with the Massachusetts General Hospital, a leading health and education center. You will explore and learn in an environment where serious research takes place. 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. Our graduates become leaders in their fields.

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

Look through this catalog carefully. It presents the variety and comprehensive nature of our programs. Consider the possibilities for specialization and know that you will have personal contact with some of the world's leading professionals in teaching, research, and clinical care.

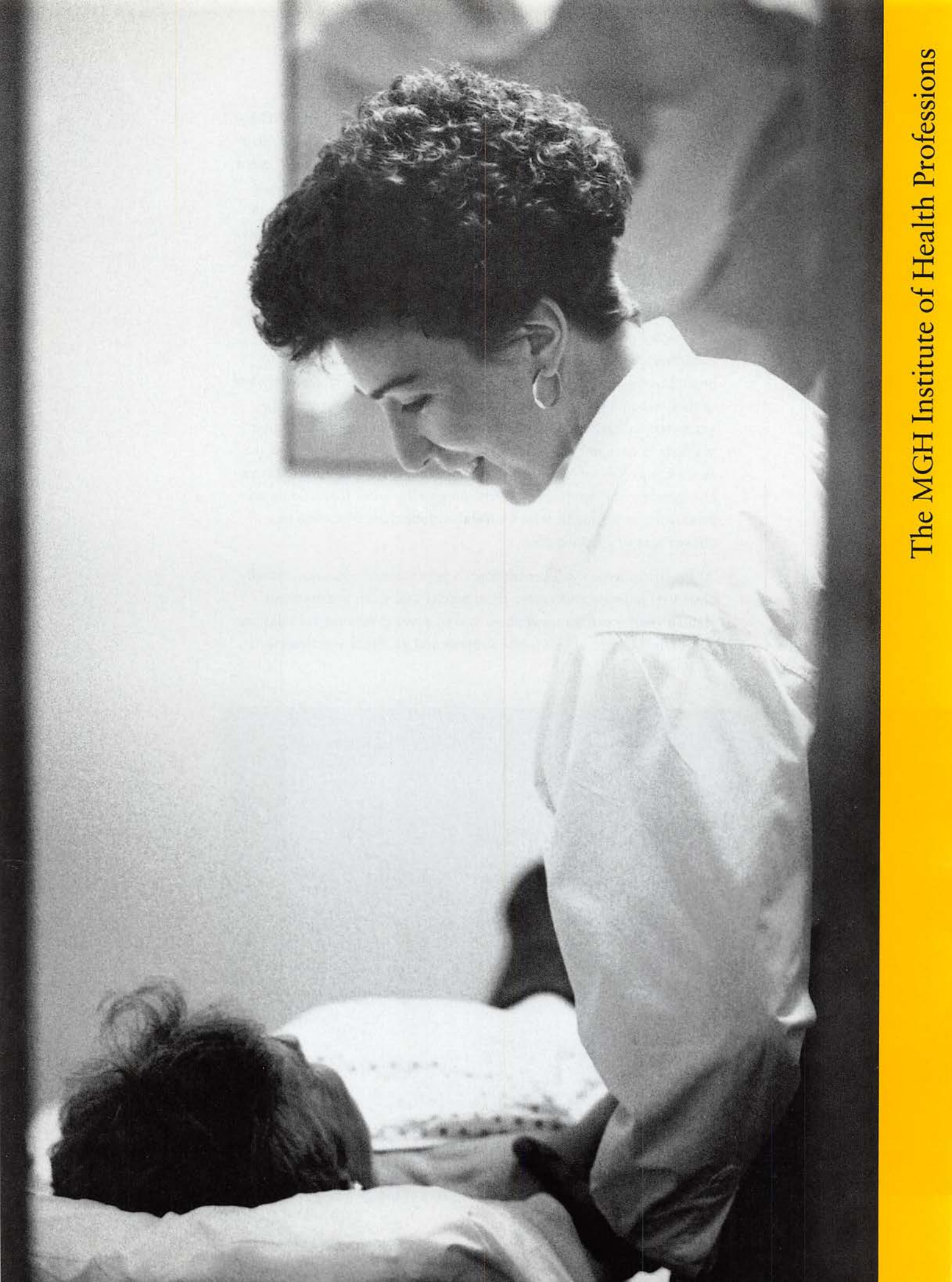
Should you choose the Institute of Health Professions, I look forward to welcoming you personally to the MGH family and to our community of scholars at the Institute.

Sincerely,



Patrick E. McCarthy  
*President*





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 leading to the Master of Science Degree in Dietetics, Nursing, Physical Therapy, and Speech-Language Pathology. The Institute is accredited by the New England Association of Schools and Colleges.

The Institute offers an exciting opportunity in graduate education for health-care professionals. Here you will find students from diverse backgrounds. All are highly motivated individuals seeking either to begin careers as health-care providers or to become more accomplished in their existing professions. Some students enter the Institute's programs immediately after graduating from college. Others enroll after working in national or international service organizations such as the Peace Corps. Growing numbers come to the Institute as midlife career changers, or in preparation for returning to the work force. Some are practicing professionals who wish to continue their education in a chosen area of specialization.

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.



*E. Lorraine Baugh, M.S.,  
R.N., Chair, Board of  
Trustees, MGH Institute of  
Health Professions*

You will work with a talented faculty who are engaged in teaching, clinical practice, and research. Along with you, they will test the theories of the classroom through clinical application and enliven classroom discussion with clinical examples. As model practitioners, their clinical expertise and scholarly pursuits will guide you as you integrate theory with the care of patients, evaluate that care, and design and implement research to improve health care.

Because of its close association with the 1000-bed Massachusetts General Hospital and its affiliates, the Institute offers a comprehensive health-care environment. The Hospital is on the leading edge of new knowledge and care innovation and oversees the largest research budget of any hospital in the United States. The MGH Health Sciences Library and the Countway Library of Medicine at Harvard Medical School provide major basic science, medical, and nursing collections, periodicals, and on-line computer databases.

You will benefit from the Institute's 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.

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### Educational Philosophy

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

- *Education for the health professions requires a thorough foundation in both theory and practice. It is of primary importance that the theory and practice components of the curriculum be integrated so that the student can clearly perceive their interrelation.*
- *Faculty in applied disciplines are best prepared to teach if they are experienced practicing clinicians. The clinical setting is the best environment in which to teach and learn the skills necessary to become a competent health practitioner. A faculty that is responsible for teaching the curriculum as well as supervising the practicum is best equipped to integrate theory and practice and to provide appropriate role models for professional practice.*
- *Health professionals will be most effective if they possess a foundation in scientific methodology. This will enable them to evaluate the relative effectiveness of clinical practices within their disciplines, to evaluate critically the research of others, and to add to health-care knowledge through their research.*

- *Health professionals need to provide care within their respective disciplines. They also need to contribute to the continuous process of evaluation and improvement of health-delivery methods by working cooperatively with professionals from other disciplines. Students who are trained 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 health-care teams.*
- *The integration of theoretical and practical knowledge and interdisciplinary cooperation will be best supported by involving active practitioners from all fields in program planning and in student supervision and teaching.*
- *All health education curricula should be designed to develop students' awareness of and commitment to the ethical and humanistic aspects of professional practice. Education for health professionals should not only equip graduates with the scientific knowledge and technical skills necessary to provide quality care but also prepare them to be sensitive to the rights, dignity, and individuality of each patient.*
- *To maintain their proficiency, health professionals must stay abreast of the advances and changes in their disciplines throughout their careers. Students should learn early to assess their own educational needs and to identify a variety of means for meeting those needs.*

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## Mission

The MGH Institute of Health Professions, an autonomous, educational institution on the campus of the Massachusetts General Hospital (MGH), is an interdisciplinary academic center for learning, research, and clinical scholarship with the power to grant degrees in selected health professions. The mission includes:

- *preparing skilled health care specialists, capable of becoming leaders in their clinical disciplines;*
- *developing innovative instructional models and methods for preparing skilled clinicians;*
- *strengthening the scientific foundations of health care practices;*
- *developing new methods of practice and patterns of service to foster provision of effective, affordable, accessible, ethical, and humane health care;*
- *providing opportunities to explore innovative approaches to health care practice and education.*

*Instructor Ellen Anderson, M.S., R.D., discusses the Diabetes Control and Complications Trial with student Isabel Vasquez-Rivera, R.D.*





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## Program Description

The Graduate Program in Dietetics offers a Master of Science degree. The increasing complexity of professional practice in dietetics has created a need for dietitians who have in-depth knowledge and skills and can fill specialized leadership positions in the health-care setting. The program is designed to address this need by training registered dietitians to become specialized practitioners in clinical dietetics in acute care or ambulatory care settings.

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## Program Content

The program provides a foundation in both theory and practice. It prepares students for the demands of complex health-care systems by offering a combination of didactic study, guided clinical practicums, and research experience. Students can choose from the following areas of specialization:

- *Nutrition and Health Promotion*
- *Nutrition and Chronic Disease*
- *Nutrition and the Life Cycle*
- *Metabolic Support*

Within these, subspecializations may emphasize the role of nutrition in relationship to: cardiovascular health, sports, worksite health, women's health, pediatrics, geriatrics, eating disorders, renal disease, and diabetes mellitus.

Opportunities to explore other specialties are planned on an individual basis. The Health Professions courses in research, humanistic concerns, management, and education are integrated into the program according to professional and personal goals and objectives.

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## 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 areas, emphasis is placed upon research, humanistic concerns, and interdisciplinary approaches to health care. The minimum requirements are:

Dietetics (33 credit hours)	
<i>Specialization related courses</i>	<i>17-20 credits</i>
<i>Specialized practicums</i>	<i>6-9 credits</i>
<i>Thesis</i>	<i>6 credits</i>
<i>Dietetics seminar course</i>	<i>1 credit</i>

Health Profession Courses (15 credit hours)

<i>Clinical Research</i>	<i>3 credits</i>
<i>Statistics for Clinical Research</i>	<i>4 credits</i>
<i>Other Health Profession courses</i>	<i>8 credits</i>

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



Faculty member Lillian Sonnenberg, D.Sc., R.D., explains the role of fats and oils in the diet.

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## Program Advantages

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### 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 faculty members hold appointments with Massachusetts General Hospital and are involved in research activities such as the Diabetes Control and Complications Trial and the Framingham Heart Study.

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### Individually Designed Practicums

Practicums allow students to develop and strengthen their practice skills in a selected area of clinical dietetics, and to 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 Hospital might involve nutrition management of the critically ill burn patient, while one at Sports Medicine Boston might emphasize nutritional counseling of athletes.

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### Clinically Relevant Research

Students develop and conduct research with a primary focus on methods that they can apply to their practice as clinical specialists. The research that culminates in a final thesis is directly relevant to improving the provision of nutrition care.

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### Interdisciplinary Activities and Emphasis on the Humanistic Aspects of Health Care

The interdisciplinary and humanistic nature of the program prepares graduates to assume leadership roles 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 that address 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.

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### Program Flexibility

Students are given 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 their work to focus on topics of individual interest.

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### Educational Outcomes

When they complete the program graduates will possess specialized knowledge and skills in dietetics and an understanding of the relationship of professional practice to humanistic and social concerns and to the health care system. They will be ready to assume specialist positions in dietetics, serve as leaders in the profession, and play active roles in dietetic research. Graduates will be able to:

- *apply principles of nutrition science to a specialty area of clinical dietetics and utilize the scientific method in the evaluation of daily clinical practice;*
- *define, accomplish, and evaluate the goals and objectives of clinical dietetics services within a health-care organization;*
- *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;*
- *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;*
- *apply principles of financial management in planning, controlling, and evaluating clinical dietetics services;*
- *demonstrate empathy and understanding with respect to socioeconomic, ethnic, and educational differences in clients, employees, and peers;*
- *function as leaders within the health-care system in the provision of nutritional care;*
- *advocate for nutrition care by identifying competent, qualified practitioners and identifying and prioritizing recipients of that care;*
- *plan, advocate for, and manage change that recognizes social policy and legislative implications for dietetic practice;*
- *conduct applied research;*
- *demonstrate enhanced ethical and professional behavior;*

- *develop, maintain, and evaluate standards of practice;*
- *present and publish articles related to professional practice and research findings.*

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### The Dietetic Internship

The Massachusetts General Hospital offers an accredited Dietetic Internship. Dietetic interns take nine graduate credit hours in the Institute. After completing the Internship successfully, 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 that meets the current academic requirements specified by The American Dietetic Association as well as requirements concerning how recently the baccalaureate degree was received. Information about the Dietetic Internship is updated annually in the fall and can be obtained by writing to:

*Director, Dietetic Internship  
Department of Dietetics  
Massachusetts General Hospital  
Boston, MA 02114  
(617) 726-2589*



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## Program Description

The Graduate Program in Nursing offers the Master of Science in Nursing degree and is designed to prepare both non-nurse and registered nurse college graduates to become clinical nurse specialists. During the first five terms, non-nurse college graduates receive instruction and experience in general nursing practice. Upon completing these requirements successfully, students receive certificates in generalist professional nursing and become eligible for licensure as registered nurses by the Massachusetts Board of Registration in Nursing. Registered nurse students enter the program with advanced standing. They are required to take the generalist level courses in research, nursing theory, and health policy before entering the specialist level.

The last four terms provide instruction and experience in one of the following specialty areas of clinical nursing practice:

- *Critical Care Nursing*
- *Gerontological Nursing*
- *Oncology Nursing*
- *Women's Health Nursing*

Specialization options offer experience in acute, ambulatory, and long-term care settings. Registered nurses declare specialties upon application to the Institute. Specialization preferences are not guaranteed to non-nurse college graduates.

Academic and clinical experiences are designed to give students individual attention. Nursing students have opportunities to join members of other graduate programs at the Institute in courses that address common issues in health care. Interdisciplinary clinical practicums are available in areas of specialization.

Facilities for clinical instruction include inpatient and outpatient services of the Massachusetts General Hospital and its affiliates, and a variety of other major medical centers and community settings within a ninety-mile radius of Boston.

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## 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*).





Associate Professor Kay Branum, Ph.D., R.N., works with graduate student Barbara Veno, R.N., to regulate a critically ill patient's blood pressure.

## Degree Requirements

The Master of Science in Nursing degree is conferred upon successful completion of the prescribed curriculum. This includes 114 credits of course work and clinical thesis, supervised clinical experience, and an oral presentation of the thesis. Non-nurse students are required to pass the National Council Licensure Examination (NCLEX-RN). Registered Nurse students are required to take a minimum of 49 credits.

## Curriculum Outline

### Generalist Level

#### Year 1

Term 1	Nursing Practice: Process and Skills	5
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	Nursing Practice: Common Problems in Adult Health	5
15 weeks	Pathophysiology	4
	Pharmacology	3
	Small Group Behavior and Development	3
	Therapeutic Nutrition	1

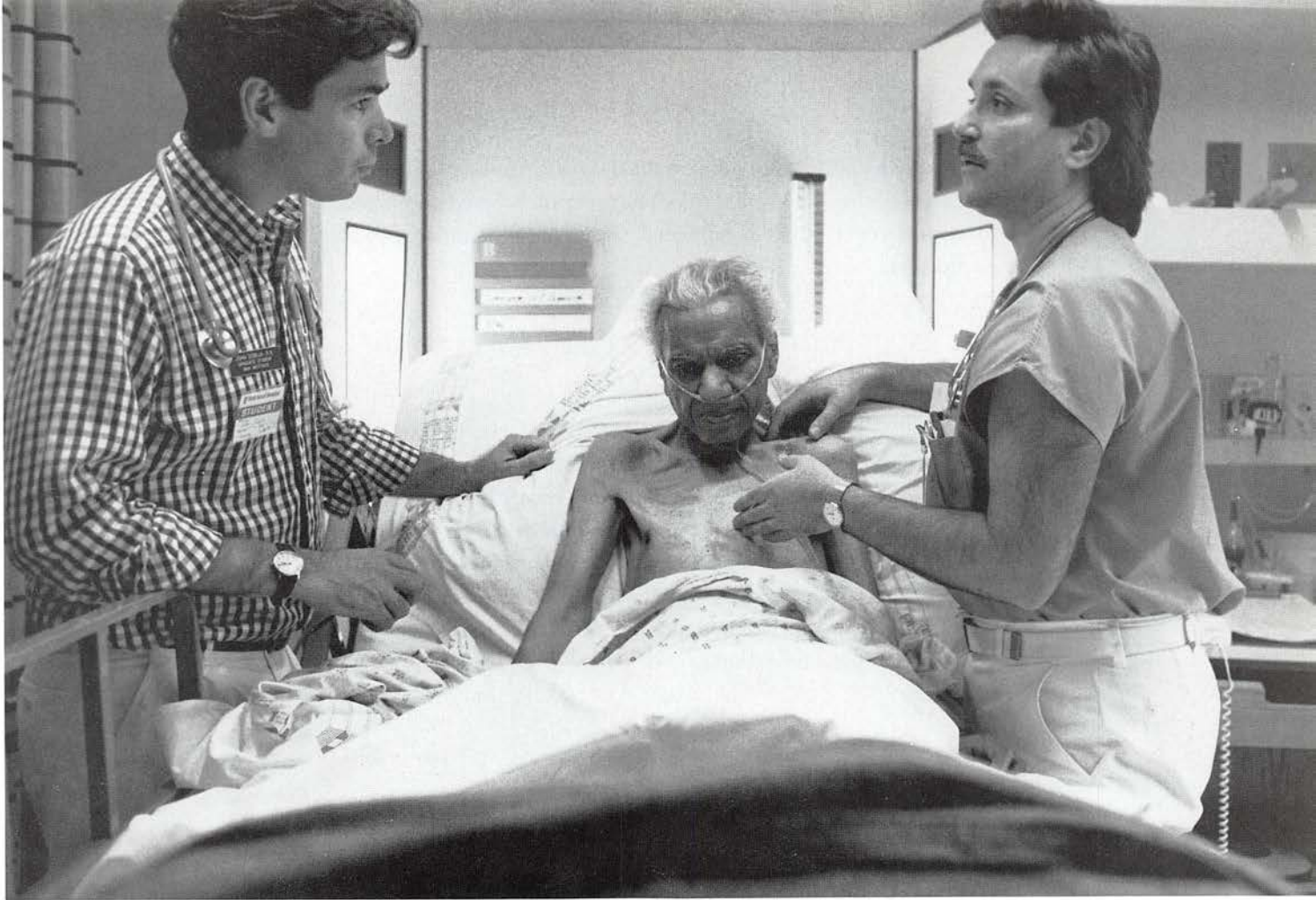
Term 3 7 weeks	Nursing Practice: Mental Health and Psychiatric Nursing	5
	Nursing Profession: History and Contemporary Status	2
	Nursing Profession: Introduction to Role Specialization	1
<b>Year 2</b>		
Term 1 15 weeks	Nursing Practice: Maternal/Newborn Health (7 weeks) and Child Health (7 weeks)	5
	Designing Clinical Research	3
	Statistics for Clinical Research/Elective	3
	Statistics for Clinical Research Computer Laboratory	1
Term 2 15 weeks	Nursing Practice: Multi-system Problems in Adult Health (7 weeks) and Community Health (7 weeks)	5
	Nursing Profession: Policy and Politics	2
	Theory Evolution in Nursing	3
	Nursing Research Seminar	2

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**Specialist Level**

Term 3 7 weeks	Nursing Practice: Introduction to Clinical Specialization	5
	Ethical Issues in Health Care/Elective*	2/3
<b>Year 3</b>		
Term 1 15 weeks	Nursing Practice: Clinical Specialization II	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 III	5
	Organizational Perspectives: Theory and Action	3
	Cognate/Elective*	2/3
	Clinical Thesis	3
Term 3 7 weeks	Nursing Practice: Clinical Specialist Role Immersion	5
	Ethical Issues in Health Care/Elective* (whichever not taken in second year)	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.



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### Program Advantages

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

*Graduate student John Dobija, R.N., is assisted by Paul Chamberland, M.S.N., R.N., R.R.T., alumnus and clinical preceptor, in assessing the ventilation status of an elderly patient.*

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### 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.

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### Individuals

The faculty view individuals as whole beings with intrinsic worth and personal dignity. Individuals have biophysical, psychosocial, cultural, and spiritual needs. Each person is both complex and interactive, different from and similar to others, subject to stress from within and without. Constant interaction with the environment results in change and affords the potential for personal development. Attitudes, values, and behaviors, including those that affect health, vary within families, communities, and cultures.

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### Society

Individuals are 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 for illness. We believe that increased attention should be given to the social influences underlying the mediators of stress, as well as to coping skills and availability of emotional support.

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### Health

We believe individual health status is a dynamic, complex state that 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 concern shared by nurses, 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.

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## 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 judgment, and the therapeutic use of self. Clinical judgment 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 within an evolving new domain that will benefit patients and families. Specialized practice is predicated upon a generalist preparation that includes competency in nursing practice with varied populations in multiple settings and the concomitant formation of a professional identity.

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## Learner

The nursing faculty believes that undergraduate education provides a sound theoretical foundation for specialized nursing practice. Students are viewed as adult learners who have diverse experience and academic backgrounds. Attributes such as self-directedness, decision-making ability, and social responsibility 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 that respects individual differences and enhances creative potential.

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## Educational Outcomes

Graduates of the Institute's Program in Nursing are located throughout the United States and in several third world countries. They 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.





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## Program Description

The Graduate Program in Physical Therapy offers a Master of Science degree. It is designed to prepare experienced physical therapists to become advanced clinicians. Recent advances in medical science and technology have created a need for clinical specialists who can function in diverse practice settings and who have the analytic and clinical skills to assume leadership roles in clinical practice and education. Students develop a high level of skill in patient evaluation and treatment and gain the theoretical and practical competence needed to participate in the testing, refining, and expansion of the profession's body of knowledge.

*Associate Professor Dan Dyrek, Director of PT Associates, discusses mechanics of the spine in a lumbopelvic course.*

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## Program Content

The Institute's graduate program provides opportunities to broaden theoretical knowledge, to become informed consumers of scientific research, and to learn advanced clinical skills. Students complete a core curriculum of essential analytical and methodological courses and select an area of clinical specialization from the following areas:

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

The curricular requirements are completed by courses that emphasize advanced clinical skills (an individualized clinical preceptorship), a clinical thesis, and electives chosen from the many interdisciplinary courses offered by the Institute.

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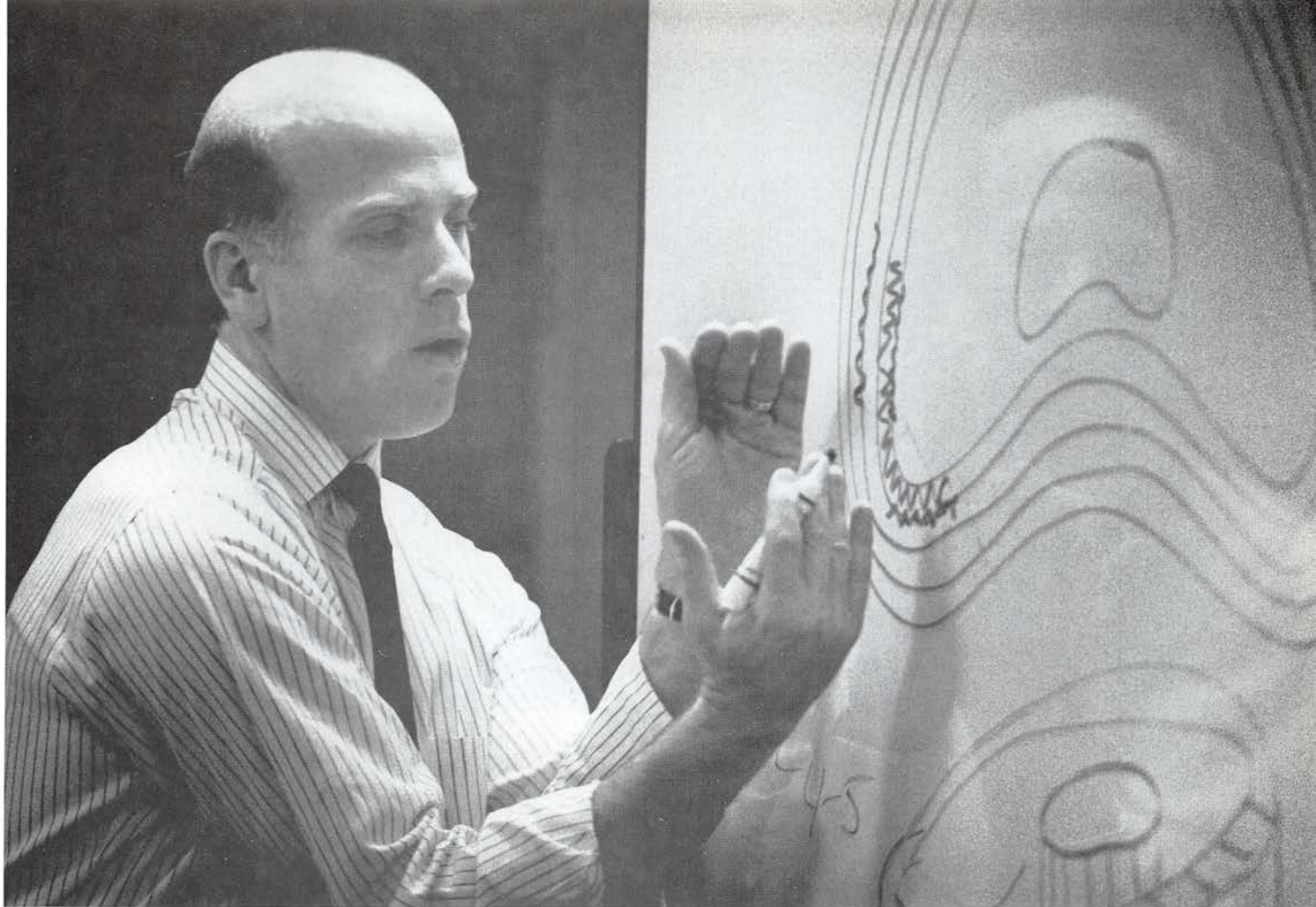
## Degree Requirements

A minimum of 42 credit hours is required. These include the clinical preceptorship and a thesis. The two major components of the curriculum are the core courses, some of which are taken on an interdisciplinary basis, and the specialization courses.

To be eligible for graduation, students must complete the following outline of course work:

<i>Core Courses</i>	<i>13 credits</i>
<i>Clinical Specialization Courses</i>	<i>10 credits</i>
<i>Clinical Preceptorship in Specialization</i>	<i>6 credits</i>
<i>Thesis</i>	<i>6 credits</i>
<i>Electives selected from Health Profession courses</i>	<i>3 credits</i>
<i>Humanities Courses</i>	<i>4 credits</i>





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## Program Advantages

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### Institutional Affiliations

The Institute's affiliation with the 1,000-bed Massachusetts General Hospital as well as the 284-bed Spaulding Rehabilitation Hospital provides 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 MGH's Physical Therapy Associates, a fee-for-service physical therapy practice. Additional clinical sites include Children's Hospital Medical Center and the 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.



Graduate student Linda Steiner teaching the anatomy of a hand to a patient undergoing manual therapy.

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## Faculty

The physical therapy program offers nationally recognized faculty. Faculty are jointly appointed with the Hospital or other area medical facilities. This 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:

- *cardiopulmonary issues in geriatric practice*
- *chest physical therapy following acute respiratory failure*
- *epidemiology of disability*
- *biomechanical components of gait*
- *evaluation of the cardiopulmonary system*
- *treatment of pain*
- *reliability and validity of muscle performance measures*
- *evaluation of manual therapy techniques*
- *stress incontinence in the elderly female*
- *posture and balance in Parkinson's disease patients*
- *gait assessment in the neurologically impaired*
- *effects of exercise on in vivo hip contact pressures*
- *clinical education methods*

Faculty serve as clinical, research or educational consultants across the country and abroad. Clients include the Boston Celtics Corporation, the Bay State Games, the MGH Cancer Pain Center, Harvard's Geriatric Education Center, and the Rehabilitation Medicine Department of the New York Hospital Cornell Medical 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.

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### Part-time or Full-time Study

Program requirements may be completed through either full-time 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 they can participate in the overall academic and social life of the Institute. Full-time students can complete their degree requirements in four terms (approximately 15 months). Students may extend their study if they wish to take courses beyond the minimum requirements or allow more time for completing the thesis. Part-time students usually require two to three years to complete the program. Credit courses can be applied toward the student's degree at the Institute for a period of up to seven years before the completion of all degree requirements.

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### Adult Learning Environment

The program allows students to match the focus of study with personal interests and experience. Course projects and other assignments allow much of the student's work to focus on topics of individual interest. Because entering students are experienced therapists who have developed many advanced skills through practice and independent study, students who pass examinations in required areas of competence may achieve graduate credit without taking some courses.

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### Educational Outcomes

Graduates of the program 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. They have assumed positions of advanced clinical practice in hospitals, private practices, and other health-care settings. Many hold academic faculty and clinical administrative positions across the country and abroad.

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## Advanced Professional Study for International Physical Therapists

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.

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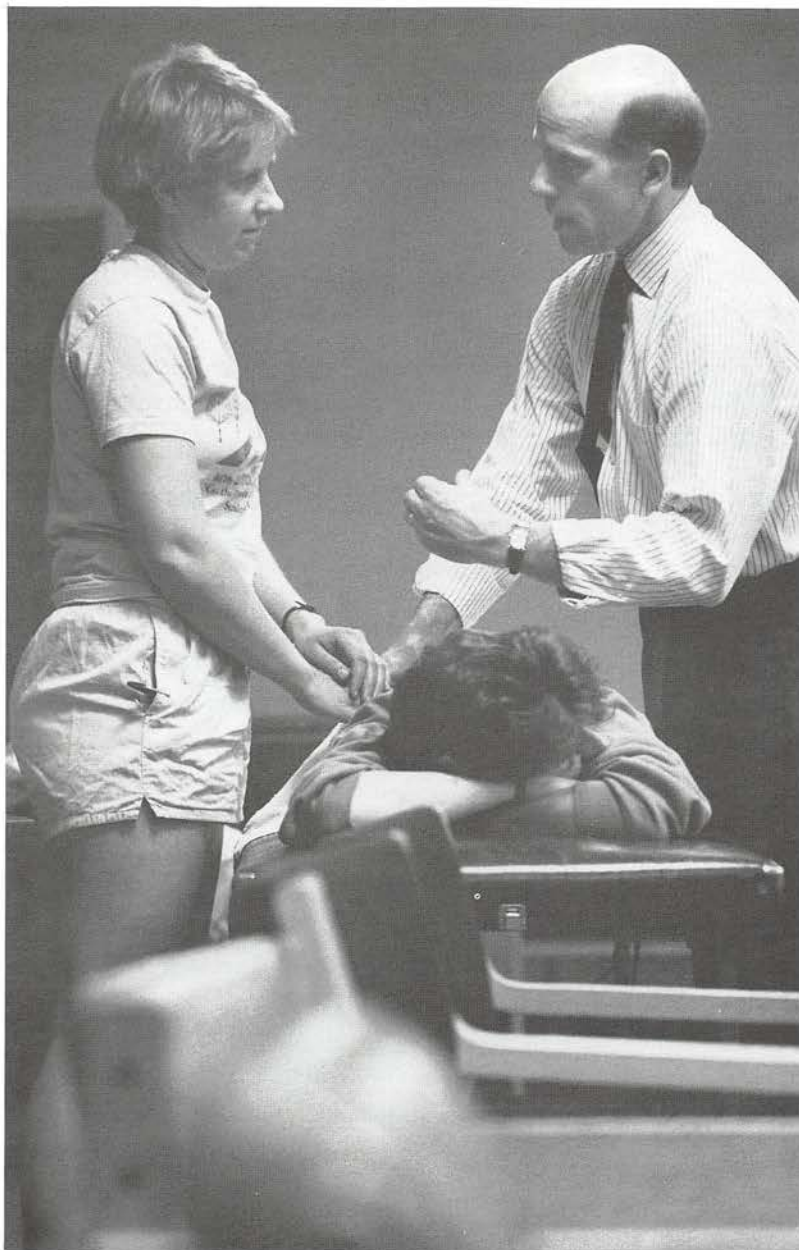
### Master of Science Degree Candidate

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

- *English is their first language;*
- *they hold a university baccalaureate degree and their university studies have included both social and natural sciences in addition to the professional courses needed for preparation as a therapist;*
- *their professional training and clinical work experience have been acquired in a country in which the pattern of education and clinical practice in physical therapy resembles that of the United States (Australia, Great Britain, and Canada are examples);*
- *they have at least three years of work experience as a therapist;*
- *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).*

*Faculty member and alumna Kathleen Gill, M.S., P.T. during treatment of a patient with a balance disorder.*





Assistant Professor Dan Dyrek, M.S., P.T. discusses a specific technique during a manual therapy class.

### International Scholar in Physical Therapy

International Scholars may take the same advanced professional courses as degree candidates, but they 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 them to visit physical therapy departments at other Boston area hospitals.

To qualify for admission as an International Scholar, therapists from abroad should:

- *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;*

- *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;*
- *have clearly defined clinical interests based upon at least three years of professional experience as a physical therapist;*
- *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.*

Applicants are required to take the TOEFL exams as part of the admissions process. Scholars experiencing difficulty with English will be required to seek outside language instruction and editorial assistance at their own cost.

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

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#### **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 two terms of experience as full-time Institute students. At any point after that time, students may formally request the Physical Therapy Program Committee to change their status to that of degree candidate. Prior to this request, International Scholars should contact their appropriate specialty track preceptor to arrange for an evaluation of their clinical experience. If the request for degree candidacy is approved by the Program Committee, students are then expected to complete all degree requirements. Any courses in which the student has received a grade of B or better while enrolled as an International Scholar may be counted toward degree requirements.



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 Program in Ethics addresses these changes. 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:

- *to provide ethics education to students, health-care leaders, and other key decision makers who guide health-care practice and policy development;*
- *to conduct research on ethical issues in the clinical environment;*
- *to provide ethics consultation to hospital staff who face specific ethical dilemmas and to participate on institutional committees designed to develop and refine policy;*



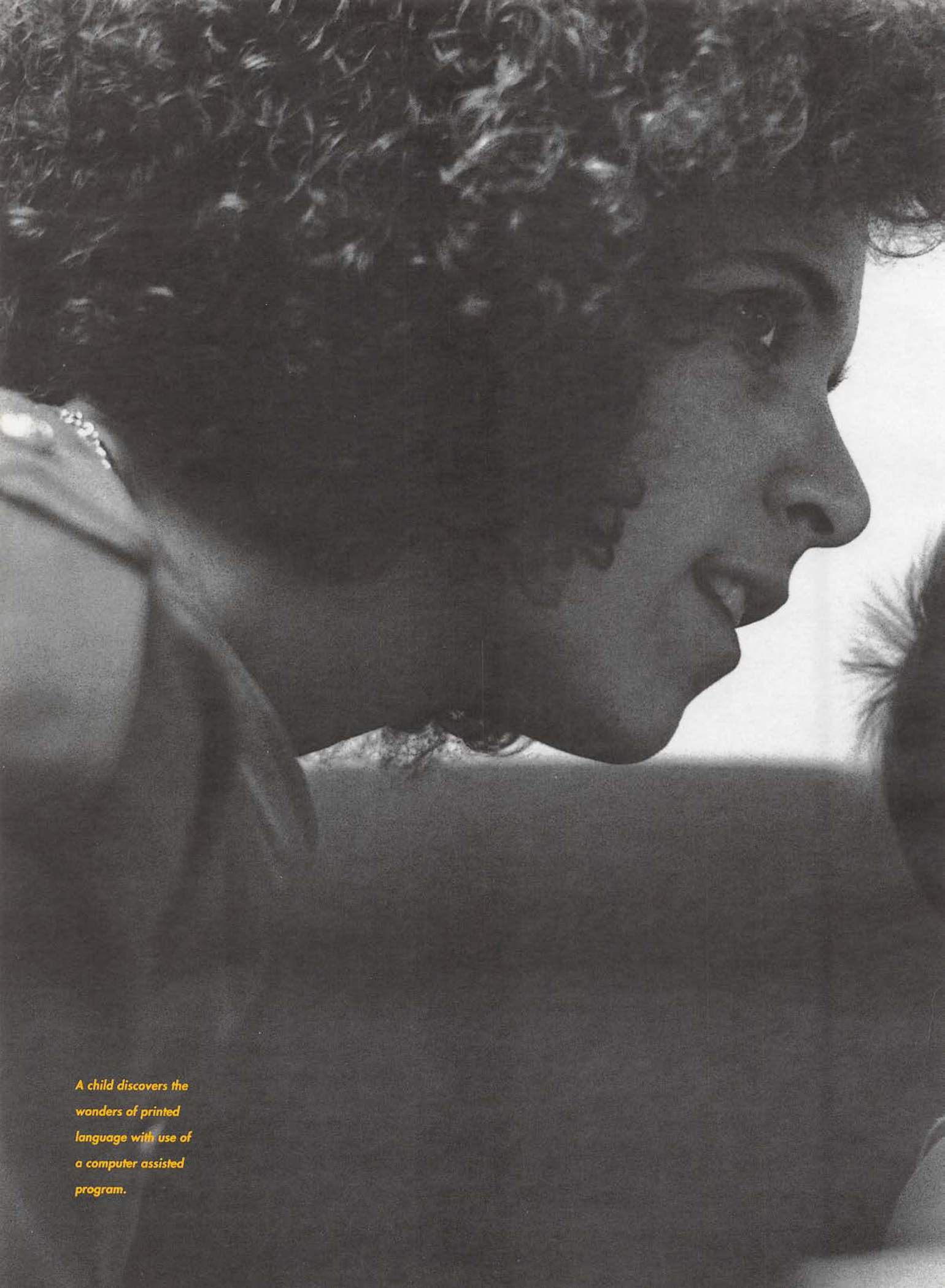




*Ruth B. Purtilo, Ph.D.,  
Director, Program in Ethics,  
Henry Sherrill Professor of  
Ethics and Ethicist in  
Residence at Massachusetts  
General Hospital discusses  
case with care providers.*

- *to influence, through publications and special presentations, the development of institutional and public policy concerning ethics issues;*
- *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. Participants will have opportunities for substantial collaboration and involvement with key MGH and other health-care personnel.*



*A child discovers the  
wonders of printed  
language with use of  
a computer assisted  
program.*



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## Program Description

The Program in Speech-Language Pathology offers a Master of Science degree. Students receive the academic and supervised clinical training required for clinical certification by the American Speech-Language-Hearing Association. The Program provides a strong scientific background in communication disorders and is designed to educate students for a career in a health-care setting.

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## Program Content

The field of speech-language pathology is changing. In addition to the obvious neurological basis to such acquired disorders as aphasia, research increasingly is revealing a genetic or neurological basis for many developmental problems ranging from dyslexia to autism, stuttering, and specific language impairment. Neurolinguistics is the central core of the program, which places students squarely within the behavioral neurosciences. This orientation also builds upon the strengths of the program's environment at the Massachusetts General Hospital, the principal teaching hospital of the Harvard Medical School and one of the largest neuroscience research centers in the world. The curriculum addresses communication disorders within this framework, and students are exposed to the biological, genetic, neurological, and cognitive aspects of language disorders. Excellent clinical training opportunities in these fields abound. The program also offers strong academic and clinical preparation in laryngectomy, cleft palate, stuttering and other disorders of the expression of language, in addition to clinical training opportunities in dysphagia.

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## Degree Requirements

A minimum of 61 credit hours is required, including course work and a thesis. Students concurrently complete a supervised clinical practicum at MGH and selected affiliated sites and meet all requirements for certification by the American Speech-Language-Hearing Association.

### Speech-Language Pathology (54 credits)

<i>Speech-Language Pathology</i>	42 credits
<i>Audiology courses</i>	6 credits
<i>Thesis</i>	6 credits

### Health Professions (7 credits)

<i>Research</i>	3 credits
<i>Statistics</i>	4 credits

Requirements may be completed through part-time study though full-time study is encouraged. The average full-time student may expect to complete the program within five 15-week terms (20 months). All degree requirements must be completed within five consecutive calendar years.

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### Program Advantages

Students in the program will be instructed by the very finest clinical scientists. Students will receive much of their research training in the Neurolinguistics Laboratory, whose staff also are affiliated with Harvard Medical School and the Massachusetts Institute of Technology. The program also operates the Center for Reading and Writing Research, which offers research and training opportunities in regard to developmental dyslexia and writing disorders. Supervised clinical practicums are provided by the certified speech-language pathologists employed by the MGH, the MGH Health Centers, and a nearby affiliate, the Spaulding Rehabilitation Hospital. These clinicians and the students they supervise deal with patients with acute and long-term communication disorders.



*Aphasia therapy at the Spaulding Rehabilitation Hospital.*

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### 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. These studies are directed toward two goals: to increase understanding of the processes by which the brain performs the functions of human cognition, especially as they relate to language, and to expand knowledge of linguistic and cognitive disorders. Investigations currently underway involve the biological basis of language, developmental language disorder, and the linguistic and cognitive deficits of aphasia and Alzheimer's disease.

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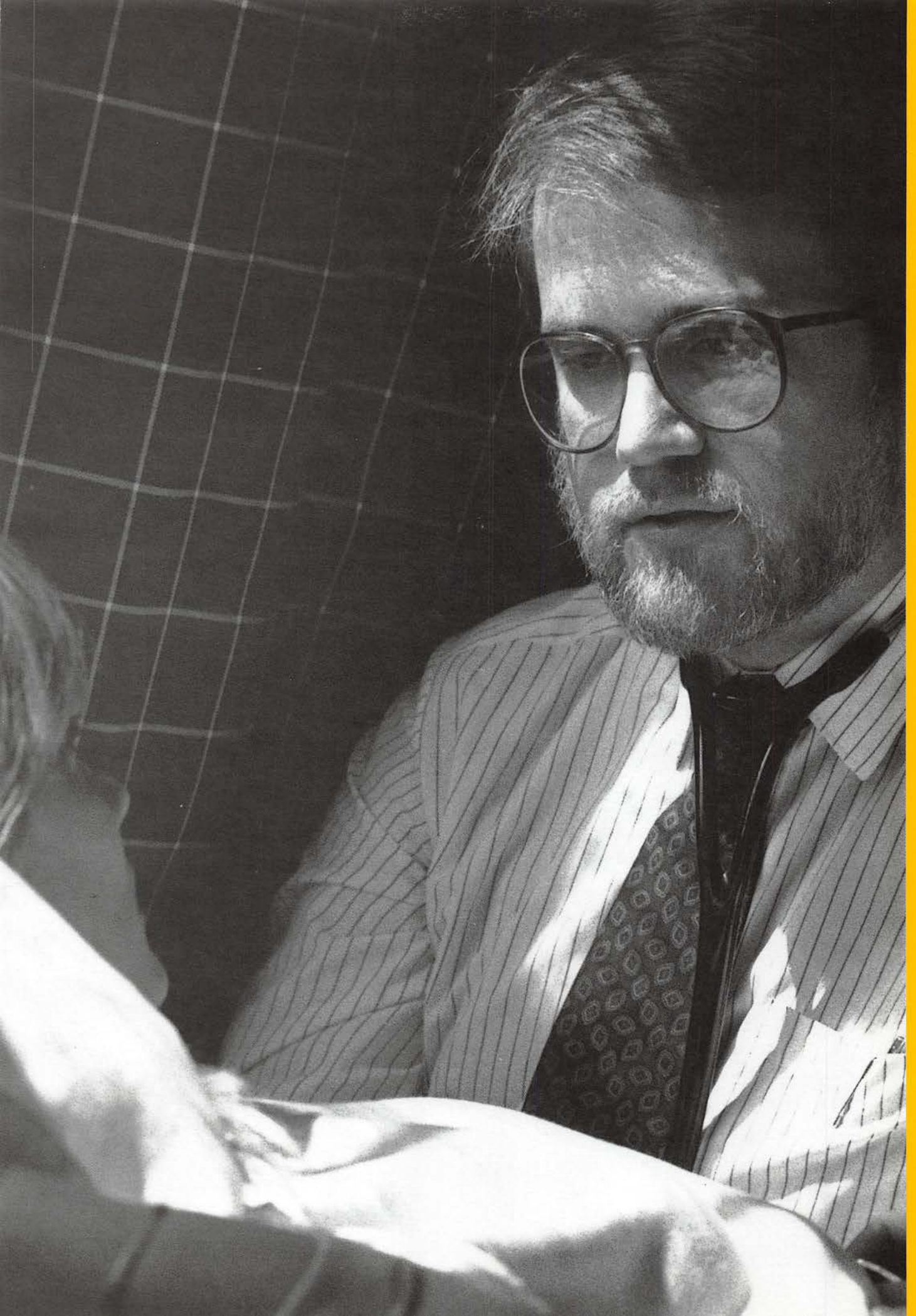
### Center for Reading and Writing Research

The Program in Speech-Language Pathology operates the Center for Reading and Writing Research. It conducts and sponsors research on genetic, neurological, cognitive, and educational aspects of developmental dyslexia. The Center's staff perform their work at the MGH Institute of Health Professions, Massachusetts General Hospital, and area schools.

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### Educational Outcomes

The Program in Speech-Language Pathology extends to graduates the opportunity to develop or advance a career in the diagnosis and treatment of human communication disorders. Graduates possess advanced knowledge and clinical skill in the treatment of a variety of speech, language and voice disorders. This preparation can be successfully applied to the care of patients in a variety of progressive health care settings and will provide a strong scientific background for those who expect later to seek doctoral level education in communication sciences and disorders, neuropsychology or neurolinguistics.



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## Boston and Beyond

The MGH Institute of Health Professions is located on the campus of the Massachusetts General Hospital, which is situated in the West End of Boston near 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. 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.

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

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

Boston is an exciting city in which to learn, explore, and enjoy, and Institute students quickly discover an exhilarating blend of old and new. Boston is also within a short drive from 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 that comprise the classic landscape of New England.





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## Institute Facilities

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### 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 the 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.

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### Library Facilities

The Institute shares the MGH Health Sciences Library with the Hospital. This major health sciences library contains publications in nursing, allied health, medicine, and basic science. Holdings include 59,000 volumes and 1,000 active journals. Special arrangements have been made for students to use other libraries in the Boston area, including the Countway Medical Library of the Harvard Medical School.

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### Clinical Facilities

For practicums and clinical research, the Institute has access to the full range of clinical facilities of Massachusetts General Hospital. These include general and specialized inpatient and outpatient facilities at the Hospital and in its affiliated neighborhood health centers. Affiliations are also arranged, as appropriate, in other Boston area medical centers and community settings.

Massachusetts General Hospital provides facilities for inpatient and ambulatory care, as well as for teaching and research, on a ten-acre site in downtown Boston. It also 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. The Hospital provides 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. Its clinical facilities are an extraordinary resource for the education of health-care professionals.

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#### **Biomotion and Human Movement Laboratories**

The Biomotion Lab is a joint effort of the Institute and the Department of Orthopaedics. It is available for technologically sophisticated research utilizing the Selspot system with real time anatomical analysis. The Human Movement Lab is a collaborative effort between the Institute's Program in Physical Therapy and the Sports Medicine Unit of the MGH. 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.

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#### **Computer Lab**

A microcomputer laboratory is available for student use 24 hours a day and seven days a week. The lab offers software packages that support student research activities, statistical analysis, and word processing.

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#### **Housing**

Students are responsible for making their own housing arrangements and are encouraged to do so as early as possible. Most leases in the Boston area begin in September to accommodate the large student population. Students who look for housing in June and July usually have the most success in securing affordable and convenient housing in the competitive rental market.

Information to help students locate housing is available through the Institute's Office of Student Affairs.



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## Admissions Requirements

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### Dietetics

The Graduate Program in Dietetics is available to registered dietitians or individuals who are eligible for registration; professional registration must be achieved prior to enrollment in practicum (Clinical) courses or within 12 months of entering the program which ever comes first. Applicants must submit scores from the Verbal and Quantitative Aptitude Tests of the Graduate Record Examination (GRE). An undergraduate grade point average of 3.0 on the basis of a four point scale is required. The grade-point-average 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 an assessment of comparability will be made.

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### Nursing

Entering students may be non-nurse graduates of baccalaureate programs or registered professional nurses who hold baccalaureate degrees in nursing or related disciplines. Applicants must submit scores from the Verbal and Quantitative Aptitude Tests of the Graduate Record Examination (GRE). 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 an assessment of comparability will be made.

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### Physical Therapy

Applicants must be graduates of an approved program of physical therapy.\* Applicants who have been trained outside the United States must have completed an educational program that, by credentials evaluation, is determined to be equivalent to an entry-level physical therapist education in the United States. All applicants must have a minimum of two years of work experience as a professional physical therapist.

When evaluating applications, the admissions review committee considers all of the following factors: 1) undergraduate academic performance and scores on the Graduate Record Examination (GRE) 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.

- \* *Such a physical therapy curriculum has been 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.*

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### Speech-Language Pathology

The Graduate Program in Speech-Language Pathology is available to individuals with a bachelor's degree in the field. The program also is available to students with undergraduate majors in psychology, linguistics, the biological sciences, or a related field who have taken, or have the opportunity to take some coursework in communication disorders prior to enrolling at the Institute (students in this category are required to contact the Program Director regarding their candidacy and any prerequisite coursework which may be needed). All applicants must submit scores from the Verbal and Quantitative Aptitude Tests of the Graduate Record Examination. 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 an assessment of comparability will be made.



Language stimulation at the MGH.



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## Application Procedures

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

*Office of Student Affairs  
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 Speech-Language Pathology 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. Admission is possible for each of the three terms during the academic year.

Non-nurse graduates of baccalaureate programs are accepted only for September admission to the Program in Nursing. Completed applications and materials are reviewed on a rolling basis but must be received no later than March 1 to be considered for admission the following September. RNs who wish to begin studies in September must also submit their completed materials and applications by March 1. Applications from RNs who wish to begin studies in terms other than September are reviewed on a rolling basis as long as openings are available.

Materials to be submitted for all programs 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. Statement of philosophy, qualifications and career objectives. This should include a biographical statement that describes your career/ educational goals, your personal philosophy of health care, and your views about how you believe the Institute can help you realize your objectives. Registered dietitians, nurses, and physical therapists should include descriptions of their specialized clinical interests.
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 to accompany the recommendation forms provided with the application in the back of the catalog. One of these letters should come from a former college or university faculty member. Registered dietitians, nurses, and physical therapists should include one reference from a clinically based colleague in the same discipline.
7. Scores from the Verbal and Quantitative Aptitude Tests of the Graduate Record Examination (GRE), taken within the last five years. To obtain a GRE application booklet that includes information and sample questions contact:

*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 not 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*

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## Admission Deposit

When a student is accepted to the Institute, a non-refundable deposit of \$150 is required to reserve a space in the entering class. This deposit will be applied toward the first term's tuition.

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## Special Student Status

Dietitians, physical therapists, speech-language pathologists, bachelors-prepared nurses, and other health-care professionals with bachelor's degrees who are not degree candidates in the MGH Institute of Health Professions may enroll in courses open to special students. Special students can:

- *take individual courses in topics relevant to their clinical practice;*
- *enhance their professional development;*
- *develop specialized clinical education and research skills;*
- *begin to accrue graduate academic credits;*
- *sample the Institute's courses before deciding whether to apply for a degree-granting graduate program.*

A special student brochure is published by the Institute prior to the beginning of each academic term. It includes an application form and a description of courses open to special students. The brochure and application can be obtained by contacting the Office of Student Affairs at (617) 726-3140.

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## Requirements

Applicants for special student status must be health professionals and hold a bachelor's degree. Students will be notified of acceptance as soon as possible after receipt of the special student application. All special students 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.

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## Tuition and Fees

Special student tuition for 1991-92 is \$345 per credit; \$175 per credit for audit; or \$120 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 deposit of \$50 per course must accompany all applications; this deposit is applied toward tuition. If the student is not accepted for a course the full deposit will be refunded. 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.



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**Credit**

Special students receive grades and credit that are applicable to Institute programs and may be transferrable to other graduate programs. They 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.

Successful completion of a course as a special student does not guarantee admission to one of the degree programs of the Institute or award of credit toward 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.

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**International Students**

The MGH Institute of Health Professions welcomes study by international students and is authorized under Federal law to enroll nonimmigrant alien students. International students are advised to apply at least six months before the term they wish to enter. Extra time is required for applications from international students to accommodate overseas mail, visa procedures, and evaluation of the need for English language instruction.

When students are notified of acceptance, they also receive information regarding visa procedures, an expense budget, and a questionnaire that must be completed and returned so that the Institute can file appropriate visa forms. Before the Institute can complete the I-20 form allowing entry into the United States or school transfer, students must show that they have sufficient funds to maintain themselves 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 who are 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 their first year in the U.S. International applicants are encouraged to pursue additional sources of financial assistance for international study. Among other possibilities, interested students can contact the International Education Office in their home country.

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## Tuition and Fees

The 1991-92 tuition for full-time students enrolling for three terms in one year is \$12,370. Part-time and special students are charged \$345 per credit. A student fee of \$2 per course credit value is assessed for all degree and special students.

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

<i>Thesis continuation fee</i>	\$345
<i>Lab, library, and facilities fee</i>	345
<i>Course audit fee (per credit)</i>	175
<i>Late preregistration fee</i>	50
<i>Orientation fee</i>	35
<i>Late payment fee</i>	25
<i>Graduation fee</i>	25
<i>Transcript fee</i>	4

Credit-by-exam fee: 10 percent of current tuition for each course for which credit by examination is attempted

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## Health Insurance

All full-time students and those part-time students who participate in at least 75 percent of the academic requirements for 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 participate in less than 75 percent of the academic requirements for full-time students are encouraged, but not required, to carry personal health insurance. 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 make their own arrangements and coordinate payment through their insurance company as appropriate.



*Special student Beth Ratcliffe, P.T. discusses an orthopaedic rehabilitation program for her elderly patient at MGH.*

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**Commonwealth of Massachusetts  
College Immunization Law**

Before registering for the first time, students are required to complete the Institute's Health Certificate. This 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 health certificate requirements will be prohibited from registering for class.

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## Financial Aid

Planning how to finance professional education is as important as planning a career. Students should estimate how much their education will cost over its entire span, and determine what financial resources they can bring to support graduate study. For students who discover that they need financial assistance, the Institute offers a number of programs to help meet the cost of graduate education.

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### Purpose

The financial aid program is designed to help students meet their educational expenses so that they can pursue an education at the MGH Institute of Health Professions. Approximately 50 percent of the Institute's program students receive some form of financial assistance. The Office of Student Affairs is available to advise applicants about their prospects for aid and to help them develop appropriate financial strategies for their upcoming educational program.

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### Application Process

Information and forms for financial assistance may be obtained by contacting the Institute's Office of Student Affairs at (617) 726-3140. First-time applicants should initiate their financial aid applications at the same time as their applications for admission. The financial aid application includes a packet of forms that should be completed and sent directly to the Institute, along with a copy of your prior year's federal income tax form. Students submitting their financial aid application for the first time also need to submit a copy of their parent's tax forms as well. The application also includes a GAPSFAS (Graduate and Professional School Financial Aid Service) needs analysis form. This must be completed and sent to the Educational Testing Service with the required processing fee. Applications must be complete in order to receive 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 reapply for aid each year they enroll in the Institute. Institute grants and/or assistantships awarded to students are credited to the student's account in the amount specified for each term on registration day. Students must maintain satisfactory academic progress within their respective programs in order to have financial aid continued throughout the academic year. 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.

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#### How Awards Are Made

Financial aid is awarded to eligible applicants on the basis of 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 currently utilizes the Graduate and Professional School Financial Aid Service (GAPSFAS). This analysis considers the ability of the student as well as the family to contribute to educational costs. The student and family are expected to make a maximum effort to assist 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 that is assigned to all students and the contribution each student can bring to support his or her education. In determining individual awards, the Institute establishes an estimated student expense budget based on the student's particular circumstances (e.g., single, married, number of dependents, etc.). The budget includes both direct educational and living expenses. The amount of support expected from the student and 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 (formerly the Guaranteed Student 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 Office of Student Affairs in writing of any such change during the academic year. Failure to do so may result in student liability for repayment of funds that exceed the student's eligibility limit.

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#### Types of Financial Assistance

Three types of financial assistance are available to students: grants, graduate assistantships, and loans.

Grants are awarded on the basis of financial need and do not carry a repayment or work obligation. The Institute awarded over \$370,000 in grants to its matriculating students during the 1990-91 academic year. The total volume of grant awards may vary from year to year depending on the performance of the Institute's endowment funds.

Graduate assistantships permit eligible students to work in one of a number positions that may involve research, teaching, or administrative support. These opportunities are flexible to accommodate student's



*Alumna Kathleen Fynan, M.S., P.T. initiates an exercise rehabilitation program with a recent transplant patient.*

class schedules, professional interests, and skills. The positions currently offer a salary of \$12 per hour. The amount earned from assistantships is subtracted from the student's tuition. In 1990-91, the Institute awarded approximately \$35,000 in assistantship funds.

Employment opportunities are also available at the Massachusetts General Hospital. These include clinical, clerical, and general positions, full-time and part-time as well as weekend and evening shifts. To learn more about these opportunities students should contact the MGH Personnel Office at (617) 726-2210.

Students may need to borrow from one of three long-term educational loan programs that are available to graduate students. The primary loan program for those with demonstrated need is the federally supported Stafford 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 Financing Authority (MEFA).

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#### **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 that is generated and maintained by a number of donors in support of graduate education at the Institute.

*The John H. Knowles Memorial Fellowship* provides 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 Rockefeller Foundation from 1972 to 1979.

Dr. Knowles served as General Director of the Massachusetts General Hospital and was responsible for the initial planning of the MGH Institute of Health Professions.

*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 Wetherill Award Fund*, established in memory of Marion Wetherill and her mother, provides scholarship assistance to students enrolled in the Graduate Program in Nursing.

*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*, named to honor the former Director of the Department of Dietetics of the Massachusetts General Hospital, is awarded annually to one or more graduates of the Graduate Program in Dietetics chosen by the Program Director and faculty of the Dietetics Program for recognized achievement.

*The Lucretia Brigham Scholarship Fund*, established in memory of Mrs. Elizabeth Copeland Newton and Mrs. Emerline Newton Brewer, provides scholarship assistance to students enrolled in the Institute's graduate programs.

*The James C. Melvin Scholarship* provides assistance for needy students living in the Commonwealth of Massachusetts.

*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. Nancy M. Fraser was a member of the MGH School of Nursing Class of 1914.

*The Elizabeth Fundus Scholarship* provides assistance to students enrolled in a graduate program of the Institute.

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

*Kemper Scholarships*, provided by the Kemper Insurance Foundation, help nursing students who have demonstrated academic excellence.

*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, which assists students in the nursing program, was established in

memory of the following alumnae and friends of the School: 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 Scholarship Fund* was established by Ms. Barbara Adams to support therapists pursuing graduate education in physical therapy at the Institute.

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

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## Student Loans

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

1. Stafford Loans enable eligible Institute students 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 on at least a half-time basis. To apply, students must complete two forms: the GAPSFAS form, which is available at the Office of Student Affairs; and a Stafford Loan application form, which can be obtained from banks or other private lending institutions that participate in the program. To qualify for a Stafford Loan, students must demonstrate financial need as determined by the Institute in accordance with federal regulations. Specific information about eligibility and participation in the Stafford Loan Program can be obtained from the Office of Student Affairs.

2. Loans available through the Massachusetts Educational Financing Authority (MEFA) generally are not based on need; students who do not qualify for Stafford Loans can apply for MEFA funds. Interest on MEFA loans is below market rates and repayment schedules may extend over a number of years. Applications and additional information concerning MEFA loans are available upon request from the Office of Student Affairs.

3. 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 that does not exceed 14 percent. Repayment begins sixty days after the loan is disbursed. Additional information about Supplemental Loans for Students can be obtained from the Office of Student Affairs.





**INTERDISCIPLINARY COURSES****DH 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*

**DH 840 ADVANCES IN NUTRITION AND CHRONIC DISEASES**

Students pursue 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*

**DH 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*

**DH 842 ADVANCES IN NUTRITION AND THE CRITICALLY ILL**

Students study 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*

**DH 843 ISSUES IN AMBULATORY CARE NUTRITION**

The social and economic forces that are shaping the modes of practice for the dietetic practitioner in the ambulatory setting are explored. *2 or 3 credits*

**EH 701 AIDS: ETHICAL AND LEGAL CONSIDERATIONS FOR HEALTH PROFESSIONS PRACTICE**

Taught by an ethicist with guest faculty from the legal and health professions, this course examines basic ethical and legal questions relating to AIDS. It focuses on the health professional-patient relationship, though the larger context in

which the relationship operates is considered. A problem-solving method is employed to guide students into taking rational and compassionate approaches. Course format includes presentation, film, discussion, and case analysis. *2 credits*

**HP 620 BIOPHYSICAL SCIENCE**

All major organ systems (cardiovascular, renal, muscular, respiratory, nervous, endocrine, reproduction and immune) are covered in this introduction to the function and regulation of mammalian organ systems. Mechanisms at the cellular and subcellular levels relative to general function and regulation are discussed and their relationships to disease states are 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**

Students consider 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**

In this introduction to the application of nutrition principles to select disease states, students learn to integrate principles of anatomy, physiology, pharmacology, and nutrition and assess their impact on nutrition care for hospitalized and ambulatory patients. The role of dietary treatment is explored through lectures, case studies, current research and practice, and discussions. *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 that 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 that possesses unique factors for study. Salient issues are addressed cognitively through readings, lectures, and discussion and experientially through having and examining experiences that bear on class content. *3 credits*

**HP 630 LITERARY APPROACHES TO VALUES IN CARING FOR PATIENTS**

The relationships between values and illness and between values and patient care are examined. Seminars focus on stories, poems, and essays that consider illness, mortality, and care of the sick. Societal values 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 how these different sets of values intersect 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**

Anthropological concepts are applied 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

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**HP 702 MICROTEACHING**

Practice sessions provide guided experience in using and evaluating a specific teaching technique selected by the student. 1 credit

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**HP 703 INTERDISCIPLINARY APPROACHES TO PAIN MANAGEMENT**

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 case studies. 3 credits

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

Students use case material from their 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. 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 holistic approach emphasizing the affect of social support on people's coping behavior. Factors in the individual, in the family, in the community, and in the health-care system that impact the nature and the way the change is negotiated are examined. Implications of these on practice ideas are discussed. 3 credits

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**HP 705 HUMAN SEXUALITY**

This interdisciplinary course addresses human sexual expression across the life span and explores the impact of illness on sexuality. Students engage in exercises for practical application of course content in learning to take a sexual history and counseling clients regarding sexual adaptation to ill-

ness. Students are encouraged to concentrate on their area of clinical specialization in designing and implementing a clinical project. 3 credits

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**HP 710 TEACHING SKILLS FOR HEALTH PROFESSIONALS**

This course emphasizes practical skills needed to teach in four situations: patient education, staff training, clinical supervision of students, and 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 situations. 3 credits

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**HP 720 DESIGNING CLINICAL RESEARCH**

This course is a basic introduction to the use of scientific methods in clinical contexts. At the end of the course students should be able to analyze critically research in their field, formulate researchable clinical questions and discuss the basic issues of designing research to answer clinical questions. Examples are chosen from research in dietetics, nursing, physical therapy, and medicine. 3 credits

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**HP 721 STATISTICS FOR CLINICAL RESEARCH**

This is a basic course in statistics for graduate students in the health professions. Topics include descriptive statistics (measures of central tendency and dispersion, probability) and inferential statistics (hypothesis testing, chi square, analysis of variance, regression, correlation, student's t test, etc.). Course material is oriented to the application of statistical methodology. 3 credits

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**HP 730 HEALTH-CARE POLICY AND POLITICS**

This course provides a forum for the discussion of public policy related to 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. They develop skills in policy analysis and strategic planning for the improve-

ment of health care and the advancement of health-care professions. 3 credits

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**HP 731 STATISTICS FOR CLINICAL RESEARCH COMPUTER LABORATORY**

The laboratory addresses the computer applications of material covered in Statistics for Clinical Research and will in addition provide a general introduction to computer concepts such as algorithms and operating systems. The hands-on laboratory sessions are designed to teach the concrete skills needed to create a dataset and to perform and interpret descriptive and inferential statistical analyses. Participants are encouraged to perform analyses on data they have collected, if desired, but extant datasets are provided as well. 3 credits

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**HP 760 CLINICAL NEUROANATOMY AND NEUROPHYSIOLOGY**

The emphasis of the course is on neuron anatomy and pathology, membrane physiology and diseases, membrane channels and pharmacology, synapses, peripheral/cranial nerves, neuropathic processes, autonomic nervous system, spinal cord/column anatomy and disorders, reflex physiology and disorders, and cerebellar functions and disorders. The laboratory sessions emphasize basic gross anatomy and surface anatomy of the nervous system, pathologic reactions and plasticity of the nervous system, electrophysiology and conduction velocities, and clinical examination of peripheral nerves. 3 credits

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**HP 761 CLINICAL NEUROLOGY**

This course examines the clinical problems of disorders of the motor system, sensory integration, cognitive functions of language and praxis, and the neurologic issues of aging, seizures, attention, memory and learning. The laboratory consists of examination of neuropsychological testing, clinical testing, electroencephalography, and neuroradiological techniques and findings. 3 credits

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**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 basis for preparing course assignments. *1 credit*

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**HP 820 ETHICAL ISSUES IN HEALTH CARE**

This course introduces students to basic ethical theory combined with a problem-solving approach to ethical issues commonly confronting health professionals. Selected issues to be examined include life and death decisions, information-sharing (confidentiality, truth-telling, and 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*

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**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*

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**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. Strategies for appropriate interventions are developed that utilize 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*

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**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*

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**HP 832 MANAGING HEALTH-CARE RESOURCES FOR THE 1990s**

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*

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**HP 896-899 INDEPENDENT STUDY**

Students are given the opportunity to develop with a faculty member an area of study that focuses on a particular interest within the health professions. *Variable credits*

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

Components of the clinical specialist's role are examined. 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*

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**PH 740 ACUTE CARE IN THE CARDIOPULMONARY PATIENT**

Students are introduced 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 that include artificial airways, oxygen support, me-

chanical ventilation and intra-aortic balloon pumps, and indwelling hemodynamic management lines. *3 credits*

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**PH 741 CARDIOPULMONARY REHABILITATION**

Principles of exercise physiology are 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 process. 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 have practical experience with patient evaluation, stress testing and monitoring. Current research and clinical controversies are a common thread throughout the course. *3 credits*

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**PH 742 CLINICAL APPLICATIONS IN EXERCISE PHYSIOLOGY**

This course covers the use of exercise and its benefits as a therapeutic modality in patients with musculoskeletal, pulmonary, cardiovascular, and metabolic disorders. Normal and abnormal responses to exercise and training in the areas of pulmonary, cardiovascular, oxygen transport, muscle components, energy nutritional requirements, and emotional stress are discussed with many case examples. Strategies for applying principles of exercise physiology to clinical practice, including sports, orthopaedic, cardiac, pulmonary, geriatric and neurologic practice are presented with scientific rationale, laboratory experiences in selected areas, and discussion of research issues. Energy costs of activities and related topics are included. *3 credits*

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**PH 743 EXERCISE PATHOPHYSIOLOGY**

This course presents a series of patient cases representing multisystem impairments in exercise responses. Evaluation techniques for clinical assessment of exercise impairments in patients, and defining the limitation to exercise are described and practiced by all students in the course. Symptoms, clinical presentations, and functional limitations are analyzed from the cellular

through the systemic levels, building upon basic principles of exercise physiology. At course completion, students will be able to identify abnormal exercise responses and assist patients to document the source of their impairments. *3 credits*

**PH 750 THE AGING PROCESS: RECOGNITION, RESPONSE, AND REHABILITATION**

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

**PH 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*

**PH 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 physical therapists and athletic trainers emphasize the principles underlying the issues. The laboratory practice sessions expose students 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*

**PH 774 BASIC ORTHOPAEDIC RADIOLOGICAL ASSESSMENT**

Students are introduced to the basis of radiological imaging principles and techniques as applied to orthopaedic physical therapy. Lectures are provided by radiologists and orthopaedic surgeons. Standard radiography techniques and radiologic anatomy, common normal variants, and pathological and traumatic conditions are emphasized. Other imaging techniques, such as CT scan, nuclear medicine, angiography, magnetic resonance imaging, and arthrograms, are addressed. The course is organized according to body regions, i.e., spine, pelvis, thorax, upper and lower extremities. Case studies illustrate the selection of imaging techniques and integration of radiographic information with patient management. *2 credits*

**DIETETICS COURSES**

**DP 620 CLINICAL NUTRITION**

Nutrition principles are applied 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 knowledge and skills for management practice. *3 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 that 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 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 disorders. *2-4 credits*

**DP 851 PRACTICUM IN NUTRITION AND METABOLIC DISORDERS**

Students develop 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 nu-

tritional care to the critically ill. Primary emphasis is on the modalities of nutritional support.  
2-4 credits

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**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

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**DP 880 THESIS RESEARCH I**

**DP 881 THESIS RESEARCH II**

These courses provide registration for a student's work with assigned thesis readers on planning and implementing the research study and preparing the written thesis report. 3 credits each

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**DP 896-899 INDEPENDENT STUDY IN DIETETICS**

**DP 796-799**

Students study special problems in clinical dietetics or foodservice systems management. They acquire information and skills through directed readings, investigations, and projects that are not covered in organized courses. Variable credits

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**NURSING COURSES**

**NS 620 NURSING PRACTICE: PROCESS AND SKILLS**

Students are introduced to the clinical practice of nursing. Emphasis is on scientific inquiry, critical thinking, and the clinical judgment process within the conceptual framework of the program. Students learn in-depth assessments of individuals across the life cycle and beginning problem identification, intervention, and evaluation. Use and integration of specific psychomotor nursing skills are included. Clinical practicums are provided. 5 credits

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**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

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**NS 622 NURSING PRACTICE: MENTAL HEALTH AND PSYCHIATRIC NURSING**

Students examine selected scientific frameworks 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

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

The relationships between values and illness and between values and patient care are examined. Seminars focus on stories, poems, and essays that consider illness, mortality, and care of the sick. Societal values 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 how these different sets of values intersect as they influence care. The course considers the rela-

tionship 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

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**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

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**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 clinical nurse specialist role. The concepts of specialization and clinical leadership are discussed. 1 credit

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**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 woman and the infant throughout the maternity cycle. Physiological, psychological, and social theory, research, and trends influencing birthing are examined in relation to nursing interventions. Clinical practicums with women, infants, and families are offered. 5 credits

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**NS 721 NURSING PRACTICE: 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. The nurse's role as a contributor to the community's efforts to provide for the health of its members is emphasized. 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 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. They 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**

The development of theory from Nightingale through the age of grand theory to current middle-range theory is examined. 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**

The seminar examines the research and critique processes. It compares and contrasts quantitative and qualitative research approaches. Students identify research issues applicable to specialty clinical nursing practice. *2 credits*

**NS 796-799 SPECIAL TOPICS IN NURSING  
NS 896-899**

Students conduct an in-depth directed study of a selected topic in nursing. The course is designed to be initiated by an interested group of students who negotiate with a faculty member and together develop objectives, credit, and criteria for successful completion of the course. *Variable credits*

**NS 829 NURSING PRACTICE: CLINICAL SPECIALIST ROLE IMMERSION**

Graduate nursing students enact the clinical specialist role with faculty and/or preceptor supervision. They enact selected role components and leadership skills consistent with course and personal 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 the clinical specialist role and organization courses. *5 credits*

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

Components of the clinical specialist's role are examined. 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 843 PATHOLOGICAL CONCEPTS IN CRITICAL CARE**

Students study the pathophysiological states frequently occurring in the critically ill or injured patient. Emphasis is on consequences, patient adaptations and medical and nursing interventions associated with these states. *2 credits*

**NS 844 NURSING PRACTICE: ADVANCED ASSESSMENT OF THE CRITICALLY ILL PATIENT**

This course covers the collection of history, physical exam, lab and physiological parameters for patients in critical care. Emphasis is on holistic assessment of patient and family, and the formulation of interdependent and collaborative diagnosis as the basis for plan of care. *1 credit*

**NS 845 PHARMACOLOGIC APPROACHES TO CRITICALLY ILL PATIENTS**

This course addresses drugs used primarily or exclusively in critical care. Study is directed towards the indications of use, control and evaluation of effectiveness of specific drugs in achieving care goals of critically ill patients. *2 credits*

**NS 846 NURSING PRACTICE: DIAGNOSTIC AND THERAPEUTIC INTERVENTIONS IN CRITICAL CARE**

This course examines the documented benefits and unintended effects and sequela of critical care diagnostic and therapeutic interventions via current research literature. Content includes both medical and nursing interventions with emphasis on interventions that build on the generalist level courses. Mastery of the physical skills is not the emphasis of this course. *5 credits*

**NS 847 TECHNOLOGY IN CRITICAL CARE**

This course emphasizes the specialized data collection devices and technology available to the critical care nurse. This is a hands-on course where psychomotor mastery is emphasized along with the reliability and validity issues surrounding the technology. *3 credits*

**NS 848 NURSING PRACTICE: PSYCHOLOGICAL, SOCIAL AND ETHICAL ISSUES IN CRITICAL CARE**

Students examine via the literature the total impact of critical/catastrophic illness/injury on the patient, family, and caregivers. This course also addresses the larger issue of critical care and society. *5 credits*

**NS 850 NURSING PRACTICE: INTRODUCTION TO GERONTOLOGICAL NURSING**

This course focuses on the evolution of gerontological nursing and the role of the gerontological nurse specialist. Emphasis is on compre-

hensive assessment of age-related changes, health teaching, and the analysis of community resources for older adults. The clinical practicum provides students with physical assessment opportunities. *5 credits*

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**NS 851 NURSING PRACTICE: PRIMARY CARE OF THE OLDER ADULT**

This course focuses on the nursing care of older adults who are experiencing acute and chronic illnesses commonly encountered in the community. The content reflects knowledge necessary for providing primary care to older adults within the context of the family and community. It builds on the student's knowledge of physical assessment, pathophysiology, and treatment modalities. It emphasizes knowledge and skill for health promotion, maintenance, diagnosis, and management of care in collaboration with other health professionals. Clinical experiences are in outpatient settings. Students have opportunities to observe the environmental impact of hospitalization on older adults. *5 credits*

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**NS 852 NURSING PRACTICE: REHABILITATION AND LONG TERM CARE OF THE OLDER ADULT**

This course focuses on application of the nursing process to 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. *5 credits*

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**NS 860 NURSING PRACTICE: INTRODUCTION TO ONCOLOGY SPECIALTY**

This course examines the cancer experience of persons entering the health-care system but also views them at various points in the course of the disease, including: epidemiology, prevention and risk factors, screening and detection, diagnosis, treatment, 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 nurs-

ing 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 and ambulatory care settings. *5 credits*

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

Complex problems of adults with cancer are examined. Emphasis is on the experience of persons with cancer receiving one or a combination of the major treatment modalities; problems associated with cancer treatment; and in particular, nursing management. Within the above framework, clinical assessment skills, creative nursing interventions, and collaboration with other health professionals are stressed in designing a holistic approach to care planning. Clinical practicums utilize a variety of inpatient and ambulatory care settings in which the role of the clinical nurse specialist is developed and expanded. *5 credits*

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**NS 862 NURSING PRACTICE: REHABILITATION OF THE PERSON LIVING WITH CANCER**

This course continues to build on the theoretical and scientific content of the cancer specialty courses. The progression is to another phase of the cancer trajectory - helping the patient and family adjust to and live with existing disease. The emphasis is on advanced assessment and treatment of common clinical problems; evaluation of the outcomes of nursing interventions; and the management of cancer emergencies frequently observed during this time. In conjunction, the psychosocial issues of concern — coping, loss, maintaining hope, quality of life, grief and dying — are incorporated into theoretical discussions. Clinical practicums include inpatient and ambulatory settings and hospice. Throughout the continuum of the oncology specialty, the roles of the Clinical Nurse Specialist are further explored and implemented. *5 credits*

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**NS 870 NURSING PRACTICE: INTRODUCTION TO WOMEN'S HEALTH**

Students are introduced to the philosophical basis of women-cen-

tered practice and the modalities for incorporating women's experience in women's health care. Content focuses on health maintenance and illness prevention for the well woman, and includes health assessment and management of common concerns and health problems of women. Clinical experiences emphasize development and use of skills at the beginning level of advanced practice in nursing in a variety of settings. *5 credits*

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**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. *5 credits*

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**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. *5 credits*

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**NS 880 THESIS RESEARCH I**

**NS 881 THESIS RESEARCH II**

These courses provide registration for the student's work with assigned thesis readers on planning and implementing the thesis study and preparing the written thesis. *3 credits each*



## 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 760 EVALUATION OF THE NEUROLOGICALLY IMPAIRED ADULT**

This course provides a practical basis for 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 three questions: What specific impairments are we addressing during treatment? Why do we choose particular techniques over others? Are our treatments effective? The focus is on the neurophysiological and kinesiological basis of a variety of treatment interventions. Seminar sessions involve interactive discussions of treatments used currently in the clinic, the theories underlying these treatment approaches, and

evidence to support the validity of these theories. Critical review of recent literature provides a basis for examining the effectiveness/ineffectiveness of the various treatment techniques. Case studies are used to facilitate integrating new ideas for treatment strategies into actual clinical practice. *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 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 772 ORTHOPAEDIC PHYSICAL EXAMINATION**

Through lectures and supervised laboratory sessions, participants develop advanced skills in planning and executing examination and treatment strategies for the upper and lower quarters of the body. The content consists of: analysis of clinical theory governing examination procedures, correlation of the history and subjective report with planning the orthopaedic examination, and integration of examination findings to formulate an assessment, goals and treatment plan. Case analysis illustrates the process of the orthopaedic exam. Patient demonstrations are included to stimulate clinical situations for the purpose of identifying and interpreting tissue and structural provocation tests for actual lesions. The course illustrates the content of Concepts of Orthopaedic Physical Therapy and prepares students for advanced courses in the Orthopaedic-Sports specialization. *1 credit*

**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 explore 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 775 SPORTS INJURIES II: EXAMINATION AND MANAGEMENT**

All phases of injury evaluation and intervention for the recreational and elite athlete across the lifespan are addressed. Lectures discuss the biomechanical issues underlying injury frequency in various sports, as well as the specific biomechanics of selected 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 MAKING**

This second clinical theory foundations course is a core requirement for all students in the Physical Therapy Program. Through lectures and class exercises, clinicians will have the opportunity to examine the basis of clinical decision making as it relates to all aspects of patient care. Generic models as well as those from different specialization tracks will be presented with the goal of enabling students to formulate a strategy for the sound management of clinical problems. *3 credits*

**PT 839 CLINICAL PRECEPTORSHIP IN PHYSICAL THERAPY**

Advanced clinical practice is offered 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 dem-

onstrations, 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; and neurologic, cardiac, pulmonary, geriatric and pediatric physical therapy. Depending on the students prior clinical experience in their chosen specialty area and with consent from the preceptor specialty coordinator, additional objectives for the preceptorship may include acquiring skill in the areas of teaching and/or clinical research. *3 or 6 credits*

**PT 870 MANUAL THERAPY: EXTREMITIES**

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

This course introduces students 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 bio-mechanical 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 MANUAL THERAPY: CERVICOTHORACIC AND CRANIO-MANDIBULAR REGION**

This course introduces the student to examination and manual therapy treatment techniques for the temporomandibular joint, cervical spine, and thoracic spine. Significant anatomy, kinesiology, and pathokinesiology of each region will be presented. The clinical significance of normal and abnormal examination findings will be discussed. Interpretation of examination findings will be correlated with possible etiologies of dysfunction. A framework for formulating treatment strategies will be developed based on the biomechanics of the region. Treatment techniques such as stretching, joint and soft tissue mobilization, exercise, traction, and patient education will be presented. *2 credits*

**PT 880 THESIS RESEARCH I**

**PT 881 THESIS RESEARCH II**

These courses provide registration for the student's work with assigned thesis readers on planning and implementing the thesis study and preparing the written thesis. *3 credits each*

**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*

**SPEECH-LANGUAGE PATHOLOGY COURSES**

**SP 720 ONTOGENY OF SPOKEN LANGUAGE**

This course addresses development of the capacity to learn and use spoken language. Students examine the genetic and neurological foundations of language, and consider the perceptual, motor, social, and cognitive aspects of linguistic development. *3 credits*

**SP 721 SPEECH SCIENCE**

This course deals with theory and laboratory methods associated with speech science and experimental phonetics. Students are exposed to basic vocal tract anatomy and physiology, the acoustic analysis of speech, and contemporary theories of speech processing and phonological representation. *3 credits*

**SP 722 NEUROLOGY OF LANGUAGE AND COGNITION**

This course deals with the development of brain function, including genetics and embryology, and the neural processes by which the brain produces and responds to behavior. Neural models of cognitive, social and motor functions are presented and evaluated. *3 credits*

**SP 740 CONTEMPORARY CLINICAL PRACTICES**

In this course, students are exposed to theory and practice in the evaluation and management of disorders of speech, voice, language and cognition. Students are trained in the use of clinical instruments and materials as applied in medical and rehabilitation facilities, and are introduced to the interdisciplinary team approach to patient care. *3 credits*

**SP 741 DEVELOPMENTAL NEUROLINGUISTIC PATHOLOGIES**

This course addresses theory and practice associated with spoken language disorders that are related to atypical neurological, cognitive and social development. Topics include neonatal assessment and a variety of theoretically informative accidents of nature, including genetic disorders, fetal and neonatal cerebral insult, and sensory and environmental deprivation. The course involves lecture and discussion of clinical cases. *3 credits*

**SP 742 CHILD LANGUAGE DISORDERS**

This course prepares students to understand, evaluate and treat developmental disorders of spoken language. Students are exposed to current research and clinical practice at all levels of language disorder, including the lexicon and semantics, phonology, morphology and syntax. *3 credits*

**SP 750 DISORDERS OF THE AUDITORY PATHWAY**

This course focuses on disorders of hearing, diagnosis of the diseases that cause them, and clinical methods for measuring and describing hearing loss. Specific testing techniques and operation of clinical instruments taught in laboratory sessions prepare students for clinical practica. *3 credits*

**SP 751 AURAL REHABILITATION**

Hearing loss is frequently found in patients with speech and language disorders. Students learn about the effects of hearing loss on speech and language processes. The principles of operation of aural prostheses are covered in lecture and laboratory sessions. Study of the theories and techniques for education and rehabilitation of the hearing impaired prepares students for clinical practica. *3 credits*

**SP 760 VOCAL PATHOLOGIES**

Students are presented with current research and theory in regard to evaluation and management of voice disorders, including conditions affecting laryngeal function, vocal resonance and prosody. Special attention is devoted to phonatory disorders associated with laryngectomy. *3 credits*

**SP 761 NEUROMOTOR DISORDERS**

This course addresses developmental and acquired neuromotor disorders impairing the ease, flow and intelligibility of speech. Students are exposed to current research, theory and practice associated with apraxia, dysarthria and stuttering. Special attention also is devoted to the evaluation and management of dysphagia. *3 credits*

**SP 840 ACQUIRED NEUROLINGUISTIC PATHOLOGIES**

This course deals with disorders of language associated with acquired

neurological damage. Students are exposed to current research and theory, and are prepared for the evaluation and management of aphasia. *3 credits*

**SP 841 DEVELOPMENTAL READING AND WRITING DISORDERS**

This course addresses current research, theory, and practice in regard to developmental reading and writing disorders. Students have an opportunity to observe and interact with dyslexic students, and to obtain experience with this population of language-impaired young people. *3 credits*

**SP 850 TOPICS IN NEUROLINGUISTICS**

The clinical neurosciences is a rapidly developing field, and MGH is a major contributor to progress in this area. This seminar exposes students to special topics of current interest relating to the brain and to its interface with cognition and language. Students will have the opportunity for extensive interaction with the instructor and guest faculty. *3 credits*

**SP 851 TOPICS IN COGNITIVE NEUROPSYCHOLOGY**

This seminar addresses current research in cognitive neuropsychology and evaluates models of perception, storage and retrieval of information associated with spoken and written language. The seminar takes up research on cognitive and communicative decline associated with the dementias and addresses a variety of other brain-behavior disorders. *3 credits*

**SP 852 ADVANCED DIAGNOSTIC THEORY AND PRACTICE**

This course examines the diagnostic process itself, and relates contemporary diagnostic practices to empirical evidence on communication disorders and their clinical management. Students learn diagnostic theory and principles for interpreting clinical data. *3 credits*

**SP 860 THESIS RESEARCH SEMINAR**

In this seminar, students sharpen their ability to think scientifically about problems in clinical neurolinguistics and other areas, and to develop their own thesis research plans. *3 credits*

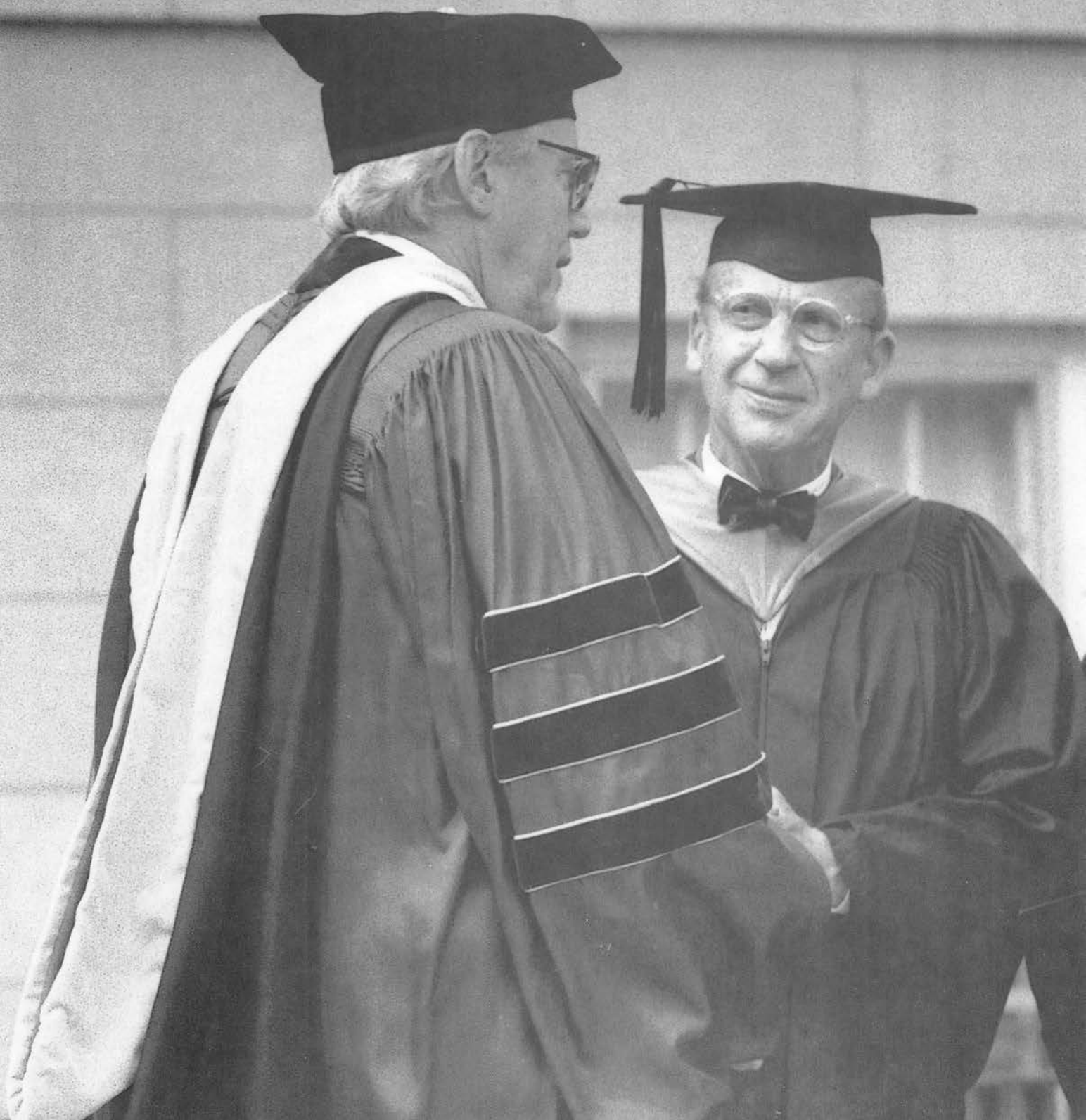
**SP 880 THESIS RESEARCH I****SP 881 THESIS RESEARCH II**

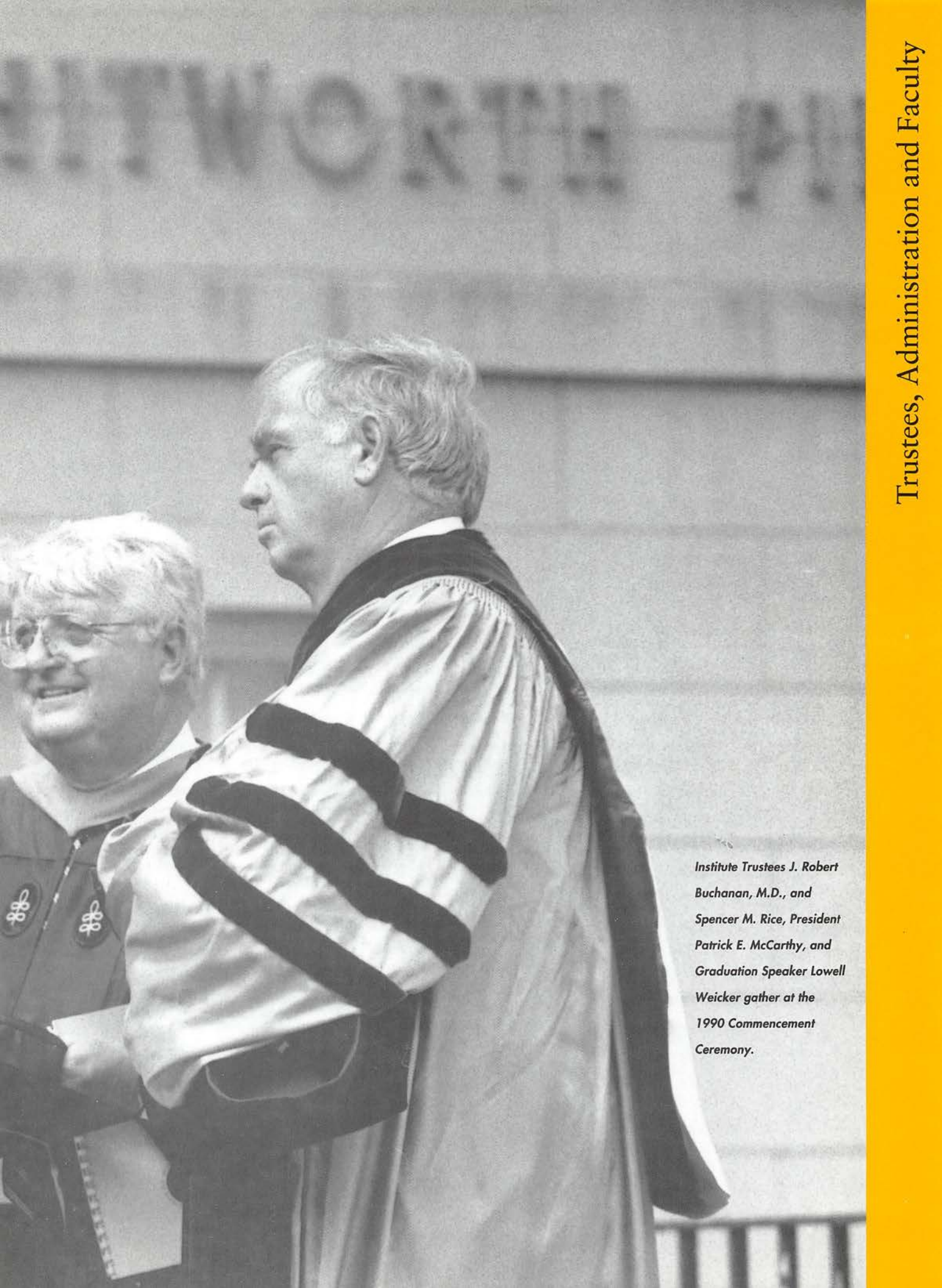
With faculty supervision, students carry out their own original research project and write a scientific report of their findings. Theses may involve descriptive or experimental studies, and also may include rigorous analyses of theoretically informative clinical cases. *3 credits each*

**SP 896-899 INDEPENDENT STUDY IN SPEECH-LANGUAGE PATHOLOGY**

On an individual basis, students work with a faculty member to develop further their knowledge of a particular topic. The format of these interactions may take the form of directed readings and discussion, a tutorial experience, or the conduct of a minor research project. *Variable credits*

HAROLD V





*Institute Trustees J. Robert Buchanan, M.D., and Spencer M. Rice, President Patrick E. McCarthy, and Graduation Speaker Lowell Weicker gather at the 1990 Commencement Ceremony.*

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Specialist,* MGH Ambulatory  
Nutrition Service  
B.S., Simmons College  
Dietetic Internship, Massachu-  
setts General Hospital  
M.S., D.Sc., Boston University
- Judith A. Spross  
*Assistant Professor*  
B.S.N., Villanova University  
M.S., Medical College of  
Virginia
- Terry W. Stoker  
*Adjunct Assistant Professor*  
B.S., Meredith College  
M.P.H., University of North  
Carolina
- Thomas S. Stravecky  
*Adjunct Instructor*  
B.S., Sargent College of Allied  
Health Professions, Boston  
University  
M.S., MGH Institute of  
Health Professions
- Virginia E. Tay  
*Adjunct Assistant Professor*  
B.S.N., Duquesne University  
M.S.N., Yale University  
School of Nursing
- Nancy M. Terres  
*Assistant Professor*  
B.S.N., University of North  
Dakota  
M.S., Boston University
- Kathleen Collins Traynor  
*Adjunct Instructor*  
B.S.N., University of Massa-  
chusetts  
M.S., Boston College
- Rosalie Tyrrell  
*Adjunct Assistant Professor*  
B.S.N., Niagara University  
M.S., Boston University
- Barbara K. Willson  
*Assistant Professor*  
Diploma, College of St.  
Catherine  
B.S., M.A., University of  
Minnesota  
M.S.N., University of Lowell
- Lydia Wingate  
*Professor*  
B.S., University of Leeds,  
England  
Physical Therapy Certificate,  
University of Pennsylvania,  
School of Allied Medical  
Professions  
M.S., Albany Medical College  
of Union University  
Ph.D., State University of  
New York at Buffalo
- Karen Anne Wolf  
*Assistant Professor*  
Diploma, The Johns Hopkins  
School of Nursing  
B.S., M.S., Boston University
- Rita Wong  
*Adjunct Assistant Professor*  
B.S., Northeastern University  
M.S., Sargent College of  
Allied Health Professions,  
Boston University
- Cynthia Coffin Zada  
*Assistant Professor and  
Director of Rehabilitation  
Services,* Beth Israel Hospital  
B.S., Boston University  
M.S., Northeastern University
- Bertram Zarins  
*Adjunct Associate Professor*  
B.A., Lafayette College  
M.D., State University of New  
York, Upstate Medical Center
- Rita D. Zielstorff, Adjunct  
Assistant Professor  
Diploma, St. Elizabeth's  
Hospital School of Nursing  
B.S., University of  
Pennsylvania  
M.S., Boston University



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**Emeritus Faculty**

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

Nancy T. Watts  
*Professor Emerita*  
B.A., Grinnell College  
Physical Therapy Certificate,  
Simmons College  
M.A., Ph.D., University of  
Chicago

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**Staff**

C. Ronald Kavanagh  
*Financial Database  
Coordinator*

Judith A. Pearson  
*Enrollment Management  
Coordinator*  
B.S., Babson College  
M.Ed., Harvard University

Hannah S. Potter  
*Assistant to the President and  
Information Coordinator*  
A.B., Colby College

Charlotte Winship  
*Administrative Assistant,  
Personnel*

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**Research Staff**

Kaaren E. Bekken  
*Research Associate,  
Neurolinguistics Laboratory*  
B.A., University of California  
at San Diego  
M.A., Ph.D., University of  
Chicago

Tamar H. Gollan  
*Research Data Analyst,  
Neurolinguistics Laboratory*  
B.A., Brandeis University

James M. Hodgson  
*Research Associate,  
Neurolinguistics Laboratory*  
B.Sc., London School of  
Economics, University of  
London  
M.A., University College,  
London  
Ph.D., Massachusetts Institute  
of Technology

John L. Locke  
*Sr. Research Scientist,  
Neurolinguistics Laboratory*  
B.A., Ripon College  
M.A., Ph.D., Ohio University

Paul Macaruso  
*Research Associate,  
Neurolinguistics Laboratory*  
B.S., Brown University  
Ph.D., University of  
Connecticut

Laura C. McMinn-Larson  
*Research Data Analyst,  
Neurolinguistics Laboratory*  
B.A., Gordon College

Susan M. Powers  
*Research Data Analyst,  
Neurolinguistics Laboratory*  
B.S., Northeastern University

Suzanne T. Smith  
*Research Scientist,  
Neurolinguistics Laboratory*  
B.A., Ph.D., University of  
Connecticut

Scott Sokol  
*Research Scientist,  
Neurolinguistics Laboratory*  
B.A., Brandeis University  
M.A., Ph.D., The Johns  
Hopkins University

Debra Wein  
*Research Data Analyst,  
Neurolinguistics Laboratory*  
B.A., University of  
Pennsylvania  
M.A., University of Chicago

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## 1991-92 Academic Calendar

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### Term I

Labor Day - Institute Holiday	<i>Monday, September 2, 1991</i>
Registration	<i>Tuesday &amp; Wednesday, September 3-4, 1991</i>
Orientation	<i>Wednesday, September 4, 1991</i>
Classes Begin	<i>Thursday, September 5, 1991</i>
Columbus Day - no classes	<i>Monday, October 14, 1991</i>
Term II Preregistration Period	<i>Monday-Friday, October 21-November 1, 1991</i>
Veteran's Day - no classes	<i>Monday, November 11, 1991</i>
Thanksgiving Break - no classes	<i>Thursday-Sunday, November 28-December 1, 1991</i>
Exam Week	<i>Monday-Friday, December 9-13, 1991</i>
Term Ends	<i>Friday, December 13, 1991</i>

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### Term II

New Year's Day - Institute Holiday	<i>Wednesday, January 1, 1992</i>
Registration	<i>Thursday-Friday, January 2-3, 1992</i>
Classes Begin	<i>Monday, January 6, 1992</i>
Martin Luther King Day-no classes	<i>Monday, January 20, 1992</i>
Term III Preregistration Period	<i>Monday-Friday, February 3-14, 1992</i>
Washington's Birthday Break	<i>Monday-Friday, February 17-21, 1992</i>
Exam Week	<i>Monday-Friday, April 13-17, 1992</i>
Term Ends	<i>Friday, April 17, 1992</i>

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### Term III

Registration	<i>Friday, April 24, 1992</i>
Classes Begin	<i>Monday, April 27, 1992</i>
Term I Preregistration Period	<i>Monday-Friday, May 18-29, 1992</i>
Memorial Day - Institute Holiday	<i>Monday, May 25, 1992</i>
Classes End (Term III.I)	<i>Friday, June 12, 1992</i>
Exams (Term III.I)	<i>Monday-Wednesday, June 15-17, 1992</i>
Commencement	<i>Friday, June 19, 1992</i>

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### Term III.II

Classes Begin	<i>Thursday, June 18, 1992</i>
Independence Day-Institute Holiday	<i>Friday, July 3, 1992</i>
Classes End Term III & III.II)	<i>Wednesday, August 5, 1992</i>
Exams (Term III & III.II)	<i>Thursday-Friday, August 6-7, 1992</i>



Application for Admission

Please print or type

Date you wish to begin study:

September  January  April 19 \_\_\_\_\_

Name

Social Security #

Current Address

Until

Street

City/State/Zip code

Country

Home phone

Business phone

Permanent Address

Street

City/State/Zip code

Country

Home phone

Business phone

Citizenship

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.?

Student Status

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

Full-time degree candidate

Part-time degree candidate

International Scholar

Program and  
Area of Specialization

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

Dietetics

Chronic Disease

Health Promotion

Undecided or Other

Metabolic Support

Life Cycle

Nursing

Critical Care

Gerontological

Undecided

Women's Health

Oncology

Physical Therapy

Cardiopulmonary

Geriatrics

Orthopaedic-Sports

Neurology

Speech-Language Pathology

**Professional Status**

Are you a registered professional nurse?

Yes  No

Are you a registered/licensed physical therapist

Yes  No

Are you a registered dietitian or are you eligible for registration?\*

Yes  No

*\*If R.D. eligible, please provide evidence of eligibility. If you are a registered dietitian, please provide registration or licensure number:*

**Standard Tests**

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

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

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

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

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

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

**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.

<i>Name of college, university or RN diploma school</i>	<i>Dates attended From/To</i>	<i>Degree or Certificate</i>	<i>Major</i>
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Please list below any continuing education courses or certificate programs attended.  
*(This would include CPR certification, etc.)*

<i>Institution Attended</i>	<i>Course or Program</i>
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What is your overall grade point average? Please calculate your GPA separately for each degree/diploma.

*Institution Attended*

*GPA*

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Do you believe that your academic record accurately reflects your ability?  Yes  No  
If *no*, please explain

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**Work Experience\***

Please list employment positions (*include paid and volunteer positions*).

*Employer*

*Position*

*From/To*

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**Professional Organizations\***

List all professional organizations in which you hold membership.

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**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.

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

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

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**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 that 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.

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**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 listed below.*)

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*Name and address*

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**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, gender, color, national, or ethnic origin, in administering its educational policies, scholarship and loan programs, and other 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.

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Signature of Applicant

Date

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

*Office of Student Affairs  
MGH Institute of Health Professions  
Ruth Sleeper Hall  
40 Parkman Street  
Massachusetts General Hospital  
Boston, MA 02114-2696*

## Reference 1: Institutional Overview

The MGH Institute of Health Professions is an exciting venture in graduate education for health care professionals. The Massachusetts General Hospital Corporation received the authority to award degrees in 1977, and the Institute admitted its first students in September, 1980. The Institute is located on the campus of the Massachusetts General Hospital in Boston. It offers academic programs of the highest quality integrated with extraordinary opportunities for clinical practice and clinical research. The Institute awards the Master of Science Degree in Dietetics, Nursing, Physical Therapy and Speech-Language Pathology and is accredited by the New England Association of Schools and Colleges. The Massachusetts Board of Registration in Nursing has granted full approval to the Graduate Program in Nursing. The National League for Nursing granted accreditation to the Graduate Program in Nursing in October, 1986 (effective for eight years).

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

Development of a scientific basis for practice is a major goal of the Institute, and individuals with established research records in their fields are recruited for the Institute's faculty. All masters degree candidates must design and complete a clinical thesis to fulfill their degree requirements.

Interdisciplinary study is an important part of the Institute. Health professionals provide expert care within their own disciplines, while simultaneously contributing to the improvement of total patient care through collaboration with numerous other care providers. Courses in the humanistic aspects of health care, in organization and management, and in research methods are also important elements of the interdisciplinary framework. Faculty and student clusters concentrate on areas of mutual interest to their disciplines. For instance, a group of faculty and students representing all disciplines may focus on a shared interest in geriatrics, oncology, cardiac rehabilitation, pain management, or ethical aspects of clinical issues.

Faculty have the opportunity to combine teaching, clinical practice, and research in a single professional position. They are expected to maintain their clinical expertise while engaging in scholarly pursuits. They serve as model practitioners who help students integrate theory and research findings with good clinical practice: caring for patients, evaluating that care critically, and designing and carrying out clinical research to improve health care.

Students come from diverse backgrounds. They are highly motivated individuals who either seek to begin careers as health-care providers or to become more expert in their chosen professions. Some students enter the graduate programs immediately following graduation from college. Some are preparing to return to the work force or to make midlife career changes. Others are practicing professionals who wish to continue their education in chosen areas of specialization. During their education at the Institute, all are prepared to take their places in a variety of clinical settings and to become leaders in clinical practice, research, and teaching.

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### Master of Science in Dietetics Program

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 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.

The increasing complexity of professional practice in dietetics has created a need for dietitians who have in-depth knowledge and skills and can fill specialized and leadership positions in health-care settings. The Graduate Program in Dietetics offers registered dietitians an opportunity to prepare for specialty positions in clinical dietetics. Specialization focuses on the following areas: Nutrition and Health Promotion, Nutrition and the Life Cycle, Nutrition and Chronic Diseases, and Metabolic Support.



Within these areas, students may emphasize the role of nutrition in relationship to: cardiovascular health, sports nutrition, worksite health, pediatrics, women's health, geriatrics, eating disorders, renal diseases, and diabetes mellitus. Opportunities are available to elect additional study in management and education.

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

The Graduate Program in Nursing offers the Master of Science in Nursing (MSN) degree. The program was designed to prepare non-nurse college graduates for professional nursing practice as clinical nurse specialists. Following the granting of National League for Nursing accreditation, a second sequence was opened for registered professional nurse students who hold degrees in nursing or related disciplines. In accordance with the American Nurses' Association Social Policy Statement (1980), graduates of the program will be nurse clinicians who possess a high degree of knowledge, skill, and competence in a specialized area of nursing.

The MSN is a three-year program, comprising two 15-week terms and one 7-week term each year. It was designed for full-time students who are expected to develop competencies in nursing practice and research and to prepare themselves to assume the professional responsibilities of the discipline. Registered nurse students may complete the program on a part-time basis but must take all practice courses in sequence.

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

The Graduate Program in Physical Therapy offers experienced physical therapists an opportunity to learn advanced clinical knowledge and skills. The central purpose of the program is to help students combine a high level of skill in patient evaluation and treatment with the analytical, planning, and research skills needed to improve practice in their areas of special interest.

Degree requirements may be completed through either full-time or part-time study and include 42 credits (including six credits of thesis). The program includes courses which focus on advanced clinical skills and clinical sciences courses, as well as a clinical preceptorship in the student's area of specialization. Students may also elect to take courses and practica in clinical teaching and clinical administration.

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 students prepare for The American Board of Physical Therapy Specialties Certification in their specialty area.

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### **Master of Science in Speech-Language Pathology**

The Program in Speech-Language Pathology offers students rigorous scientific and clinical training in linguistic communication disorders. Students with an undergraduate degree in the field, or a related area are welcomed as applicants. In the program, students develop their understanding of the nature of normal speech, language, and voice mechanisms; the processes by which linguistic communication capabilities develop; impairments of these normal mechanisms and processes; and clinical procedures for evaluation and treatment of speech and language pathologies.

The central core of the program is neurolinguistics, with a particularly strong emphasis on linguistic pathologies which occur secondary to abnormal neurological development or brain damage. Students are exposed to the genetic, neurological, cognitive and social aspects of normal language and its disorders. Degree requirements may be completed through full- or part-time study (though full-time attendance is encouraged), and include 60 credits of course work, including the thesis. Supervised noncredit clinical practicums are available at the MGH and its satellite centers, the Spaulding Rehabilitation Hospital, and selected other area institutions. This academic and clinical training will prepare students for employment in health or educational facilities, and constitutes an excellent foundation for advanced training in communication sciences and disorders or other branches of the behavioral neurosciences.

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Reference 1: Recommendation Form

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**Applicant** *(please print your name here)*

**Program**

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**To the Applicant**

Please read this form and print your name on it; if you wish, date and sign it in the appropriate places. Then give a copy of the form and the attached program description to each of the three people whom you have asked to write a reference for you. Ask them to return the form directly to the Admissions Office.

I understand that Federal legislation provides me with a right of access to this recommendation if I am admitted and registered as a student at the MGH Institute of Health Professions. Furthermore, I understand that I may waive the right of access to this material but that no school or person can require me to do so. *(Sign the following if you wish to waive the right to access.)*

I hereby waive my right of access to this recommendation and authorize the person writing this reference to provide a candid and confidential evaluation and all relevant information to the MGH Institute of Health Professions.

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Date

Signature

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**To the Person Completing the Recommendation Form**

This applicant for admission to the MGH Institute of Health Professions has given your name as a reference. The admissions committee would be grateful for your candid evaluation of the applicant's qualifications for graduate study and your assessment of his/her maturity and ability to work in a health-care setting. A brief description of the program is enclosed to aid you in providing an evaluation. We wish to point out that the applicant may, upon request, review this evaluation if she/he is admitted and becomes a student at the Institute.

Please review the attached description of the MGH Institute program to which this applicant seeks admission. We hope it will provide you with a general picture of the program's focus and level. Next, complete the following rating scales to record your assessment of some of the qualities we feel are most important as determinants of our students' ability to complete the program successfully and to contribute to the profession following graduation. *Finally, and most important, please write on the accompanying form a narrative that comments on specific examples of the applicant's performance that have led you to make these assessments.* We would also welcome any other information about the applicant that you feel would be helpful to our admissions committee.

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1.

Please describe briefly the capacity in which you have known this applicant and for how long:

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Please circle the rating number that best describes your assessment of this applicant.

**2. Clarity of Reasons for Attending Graduate School**

Are the applicant's professional interests and career plans thought out clearly enough to provide a logical basis for his/her selection of graduate courses and topics for course projects, the thesis, and clinical practicums?

1	2	3	4	5	0
<i>goals vague</i>		<i>adequate</i>		<i>goals very clear</i>	<i>unable to judge</i>

**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
<i>weak</i>		<i>adequate</i>		<i>very strong</i>	<i>unable to judge</i>

**4. Interpersonal Skills**

Will the applicant be able to work effectively with patients and professional staff and faculty during clinical preceptorships and research projects?

1	2	3	4	5	0
<i>weak</i>		<i>adequate</i>		<i>very strong</i>	<i>unable to judge</i>

**5. Clinical Competence**

How would you rate this applicant's clinical skills in comparison with other students with whom you have worked?

1	2	3	4	5	0
<i>weak</i>		<i>adequate</i>		<i>very strong</i>	<i>unable to judge</i>

**6. Ability to Work Independently**

Does the applicant have enough initiative and ability to organize her/his own work and complete independent projects such as the thesis without excessive prodding or support?

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

---

**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?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
<i>weak</i>		<i>adequate</i>		<i>very strong</i>	<i>unable to judge</i>

---

**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?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
<i>weak</i>		<i>adequate</i>	<i>has a lot to offer</i>		<i>unable to judge</i>

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**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?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
<i>little evidence of leadership potential</i>		<i>adequate</i>	<i>already shows strong leadership</i>		<i>unable to judge</i>

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**10. Narrative**

Complete the Recommendation Narrative on the reverse side of this page to provide specific examples of the applicant's performance that have led you to make these assessments. Please provide any additional information that would be helpful to the admissions committee.

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Date	Signature
Position	Name
Address	

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Reference 1: Recommendation Narrative

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**Applicant** *(please print your name here)*

**Program**

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This narrative should comment on specific examples of the applicant's performance that have led you to make the assessments on the preceding rating scales. We would also welcome any other information about the applicant that you feel would be helpful to our admissions committee. Please attach additional sheets if necessary. Return both recommendation form and recommendation narrative to: Office of Student Affairs, MGH Institute of Health Professions, 40 Parkman Street, Boston, MA, 02114-2696. Applicants' files will not be reviewed until all recommendation materials are received.

---

Date

Signature

---

Position

Name

---

Address

---

## Reference 2: Institutional Overview

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---

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

The Graduate Program in Physical Therapy offers experienced physical therapists an opportunity to learn advanced clinical knowledge and skills. The central purpose of the program is to help students combine a high level of skill in patient evaluation and treatment with the analytical, planning, and research skills needed to improve practice in their areas of special interest.

Degree requirements may be completed through either full-time or part-time study and include 42 credits (including six credits of thesis). The program includes courses which focus on advanced clinical skills and clinical sciences courses, as well as a clinical preceptorship in the student's area of specialization. Students may also elect to take courses and practica in clinical teaching and clinical administration.

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 students prepare for The American Board of Physical Therapy Specialties Certification in their specialty area.

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#### **Master of Science in Speech-Language Pathology**

The Program in Speech-Language Pathology offers students rigorous scientific and clinical training in linguistic communication disorders. Students with an undergraduate degree in the field, or a related area are welcomed as applicants. In the program, students develop their understanding of the nature of normal speech, language, and voice mechanisms; the processes by which linguistic communication capabilities develop; impairments of these normal mechanisms and processes; and clinical procedures for evaluation and treatment of speech and language pathologies.

The central core of the program is neurolinguistics, with a particularly strong emphasis on linguistic pathologies which occur secondary to abnormal neurological development or brain damage. Students are exposed to the genetic, neurological, cognitive and social aspects of normal language and its disorders. Degree requirements may be completed through full- or part-time study (though full-time attendance is encouraged), and include 60 credits of course work, including the thesis. Supervised noncredit clinical practicums are available at the MGH and its satellite centers, the Spaulding Rehabilitation Hospital, and selected other area institutions. This academic and clinical training will prepare students for employment in health or educational facilities, and constitutes an excellent foundation for advanced training in communication sciences and disorders or other branches of the behavioral neurosciences.

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Reference 2: Recommendation Form

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**Applicant** *(please print your name here)*

**Program**

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**To the Applicant**

Please read this form and print your name on it; if you wish, date and sign it in the appropriate places. Then give a copy of the form and the attached program description to each of the three people whom you have asked to write a reference for you. Ask them to return the form directly to the Admissions Office.

I understand that Federal legislation provides me with a right of access to this recommendation if I am admitted and registered as a student at the MGH Institute of Health Professions. Furthermore, I understand that I may waive the right of access to this material but that no school or person can require me to do so. *(Sign the following if you wish to waive the right to access.)*

I hereby waive my right of access to this recommendation and authorize the person writing this reference to provide a candid and confidential evaluation and all relevant information to the MGH Institute of Health Professions.

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Date

Signature

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**To the Person Completing the Recommendation Form**

This applicant for admission to the MGH Institute of Health Professions has given your name as a reference. The admissions committee would be grateful for your candid evaluation of the applicant's qualifications for graduate study and your assessment of his/her maturity and ability to work in a health-care setting. A brief description of the program is enclosed to aid you in providing an evaluation. We wish to point out that the applicant may, upon request, review this evaluation if she/he is admitted and becomes a student at the Institute.

Please review the attached description of the MGH Institute program to which this applicant seeks admission. We hope it will provide you with a general picture of the program's focus and level. Next, complete the following rating scales to record your assessment of some of the qualities we feel are most important as determinants of our students' ability to complete the program successfully and to contribute to the profession following graduation. *Finally, and most important, please write on the accompanying form a narrative that comments on specific examples of the applicant's performance that have led you to make these assessments.* We would also welcome any other information about the applicant that you feel would be helpful to our admissions committee.

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1.

Please describe briefly the capacity in which you have known this applicant and for how long:

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Please circle the rating number that best describes your assessment of this applicant.

**2. Clarity of Reasons for Attending Graduate School**

Are the applicant's professional interests and career plans thought out clearly enough to provide a logical basis for his/her selection of graduate courses and topics for course projects, the thesis, and clinical practicums?

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

**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  
*weak*                      *adequate*                      *very strong*                      *unable to judge*

**4. Interpersonal Skills**

Will the applicant be able to work effectively with patients and professional staff and faculty during clinical preceptorships and research projects?

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

**5. Clinical Competence**

How would you rate this applicant's clinical skills in comparison with other students with whom you have worked?

1                      2                      3                      4                      5                      0  
*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 and 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	<u>0</u>
<i>weak</i>		<i>adequate</i>		<i>very strong</i>	<i>unable to judge</i>

**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	<u>0</u>
<i>weak</i>		<i>adequate</i>	<i>has a lot to offer</i>		<i>unable to judge</i>

**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	<u>0</u>
<i>little evidence of leadership potential</i>		<i>adequate</i>	<i>already shows strong leadership</i>		<i>unable to judge</i>

**10. Narrative**

Complete the Recommendation Narrative on the reverse side of this page to provide specific examples of the applicant's performance that have led you to make these assessments. Please provide any additional information that would be helpful to the admissions committee.

Date	Signature
Position	Name
Address	

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Reference 2: Recommendation Narrative

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**Applicant** *(please print your name here)*

**Program**

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This narrative should comment on specific examples of the applicant's performance that have led you to make the assessments on the preceding rating scales. We would also welcome any other information about the applicant that you feel would be helpful to our admissions committee. Please attach additional sheets if necessary. Return both recommendation form and recommendation narrative to: Office of Student Affairs, MGH Institute of Health Professions, 40 Parkman Street, Boston, MA, 02114-2696. Applicants' files will not be reviewed until all recommendation materials are received.

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Date

Signature

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Position

Name

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Address

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### Reference 3: Institutional Overview

The MGH Institute of Health Professions is an exciting venture in graduate education for health care professionals. The Massachusetts General Hospital Corporation received the authority to award degrees in 1977, and the Institute admitted its first students in September, 1980. The Institute is located on the campus of the Massachusetts General Hospital in Boston. It offers academic programs of the highest quality integrated with extraordinary opportunities for clinical practice and clinical research. The Institute awards the Master of Science Degree in Dietetics, Nursing, Physical Therapy and Speech-Language Pathology and is accredited by the New England Association of Schools and Colleges. The Massachusetts Board of Registration in Nursing has granted full approval to the Graduate Program in Nursing. The National League for Nursing granted accreditation to the Graduate Program in Nursing in October, 1986 (effective for eight years).

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

Development of a scientific basis for practice is a major goal of the Institute, and individuals with established research records in their fields are recruited for the Institute's faculty. All masters degree candidates must design and complete a clinical thesis to fulfill their degree requirements.

Interdisciplinary study is an important part of the Institute. Health professionals provide expert care within their own disciplines, while simultaneously contributing to the improvement of total patient care through collaboration with numerous other care providers. Courses in the humanistic aspects of health care, in organization and management, and in research methods are also important elements of the interdisciplinary framework. Faculty and student clusters concentrate on areas of mutual interest to their disciplines. For instance, a group of faculty and students representing all disciplines may focus on a shared interest in geriatrics, oncology, cardiac rehabilitation, pain management, or ethical aspects of clinical issues.

Faculty have the opportunity to combine teaching, clinical practice, and research in a single professional position. They are expected to maintain their clinical expertise while engaging in scholarly pursuits. They serve as model practitioners who help students integrate theory and research findings with good clinical practice: caring for patients, evaluating that care critically, and designing and carrying out clinical research to improve health care.

Students come from diverse backgrounds. They are highly motivated individuals who either seek to begin careers as health-care providers or to become more expert in their chosen professions. Some students enter the graduate programs immediately following graduation from college. Some are preparing to return to the work force or to make midlife career changes. Others are practicing professionals who wish to continue their education in chosen areas of specialization. During their education at the Institute, all are prepared to take their places in a variety of clinical settings and to become leaders in clinical practice, research, and teaching.

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#### Master of Science in Dietetics Program

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 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.

The increasing complexity of professional practice in dietetics has created a need for dietitians who have in-depth knowledge and skills and can fill specialized and leadership positions in health-care settings. The Graduate Program in Dietetics offers registered dietitians an opportunity to prepare for specialty positions in clinical dietetics. Specialization focuses on the following areas: Nutrition and Health Promotion, Nutrition and the Life Cycle, Nutrition and Chronic Diseases, and Metabolic Support.

Within these areas, students may emphasize the role of nutrition in relationship to: cardiovascular health, sports nutrition, worksite health, pediatrics, women's health, geriatrics, eating disorders, renal diseases, and diabetes mellitus. Opportunities are available to elect additional study in management and education.

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

The Graduate Program in Nursing offers the Master of Science in Nursing (MSN) degree. The program was designed to prepare non-nurse college graduates for professional nursing practice as clinical nurse specialists. Following the granting of National League for Nursing accreditation, a second sequence was opened for registered professional nurse students who hold degrees in nursing or related disciplines. In accordance with the American Nurses' Association Social Policy Statement (1980), graduates of the program will be nurse clinicians who possess a high degree of knowledge, skill, and competence in a specialized area of nursing.

The MSN is a three-year program, comprising two 15-week terms and one 7-week term each year. It was designed for full-time students who are expected to develop competencies in nursing practice and research and to prepare themselves to assume the professional responsibilities of the discipline. Registered nurse students may complete the program on a part-time basis but must take all practice courses in sequence.

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1	2	3	4	5	0
<i>goals vague</i>		<i>adequate</i>		<i>goals very clear</i>	<i>unable to judge</i>

**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?

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<i>little evidence of leadership potential</i>		<i>adequate</i>	<i>already shows strong leadership</i>		<i>unable to judge</i>

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Date	Signature
Position	Name
Address	



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Reference 3: Recommendation Narrative

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**Applicant** *(please print your name here)*

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Date

Signature

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Position

Name

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Address

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The MGH Institute of Health Professions is a nonprofit, coeducational institution of higher learning incorporated under the General Laws of the Commonwealth of Massachusetts. The Institute is accredited by the New England Association of Schools and Colleges and is authorized under federal law to enroll nonimmigrant alien students. Information in this catalog is accurate as of the date of issuance. The right is reserved to make changes in detail as circumstances require.

The MGH Institute of Health Professions does not discriminate on the basis of race, color, gender, national or ethnic origin in administering its educational policies, admission policies, scholarship and loan programs, and other programs. The antidiscrimination policies of the Institute comply with Title VI of the Civil Rights Act and Title IX of the 1972 Education Amendments.



**MGH Institute of Health Professions**  
**15 River Street**  
**Boston MA 02108-3402**  
**617 726 3140**

**"Advanced practice skills along with a comprehensive foundation equip our students to be leaders in health care"**

**John Deckro, M.S.,  
R.N., Instructor**



**"As a special student, I've taken courses which match my specific clinical interests and needs"**

**Elizabeth Ratcliffe, P.T.**