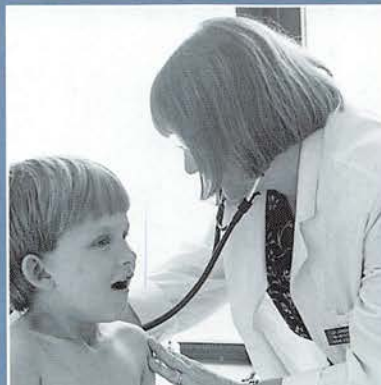
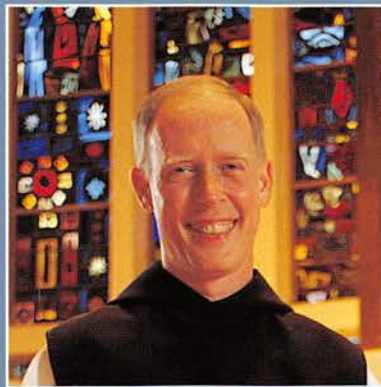
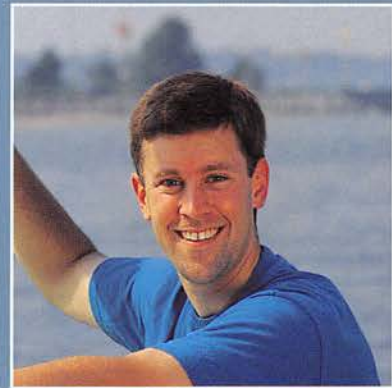
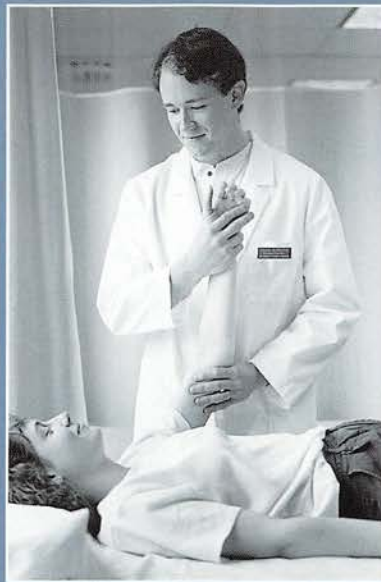


# MGH INSTITUTE of HEALTH PROFESSIONS

at Massachusetts General Hospital

1996-1997 Catalog





A large, multi-story atrium with a glass dome ceiling, filled with lush tropical plants and people sitting at tables. The scene is captured in a monochromatic blue tone. The architecture features ornate classical details, including arches and decorative moldings. The plants are dense and varied, creating a lush, indoor garden atmosphere. In the foreground, several people are seated at tables, some looking towards the camera, others looking away. The overall mood is serene and sophisticated.

*At the Institute's  
101 Merrimac Street  
location, students enjoy  
a break between classes  
against the quiet back-  
ground of a six story  
trompe-l'oeil glass  
conservatory created by  
artist Richard Hass.*

*A detail of the painted  
ceiling dome from the  
atrium appears on the  
pocket of the back cover.*

101 Merrimac St. is owned and managed  
by London & Leeds Development Corp.

## CONTENTS

<i>1996-1997 Academic Calendar</i> .....	2
<i>President's Letter</i> .....	3
<i>MGH Institute of Health Professions Facts</i> .....	4
<i>MGH Institute of Health Professions</i> .....	5
<i>Graduate Program in Clinical Investigation</i> .....	13
<i>Graduate Program in Communication Sciences &amp; Disorders</i> .....	17
<i>Graduate Program in Nursing</i> .....	23
<i>Graduate Programs in Physical Therapy</i> .....	31
<i>Management Specialty</i> .....	41
<i>Course Descriptions</i> .....	45
<i>Tuition &amp; Fees</i> .....	54
<i>Enrollment Information</i> .....	55
<i>Trustees, Administration, &amp; Faculty</i> .....	61





## 1996-1997 ACADEMIC CALENDAR

---

*Fall Semester*  
September 3 to  
December 20, 1996

Labor Day - Institute Holiday . . . . . Monday, September 2, 1996  
 New Student Registration & Orientation . . . Tuesday, September 3, 1996  
 Classes Begin . . . . . Wednesday, September 4, 1996  
 Columbus Day - No classes . . . . . Monday, October 14, 1996  
 Veterans' Day - No classes . . . . . Monday, November 11, 1996  
 Thanksgiving Break . . . . . Wednesday-Monday, Nov. 27-Dec. 2, 1996  
     *Classes end at 4:00 p.m. on November 27*  
     *Classes resume on Monday, December 2*  
 Classes end . . . . . Monday evening, December 9, 1996  
 Reading Period . . . . . Tuesday-Wednesday, December 10-11, 1996  
 Final Examinations . . . . . Thursday-Wednesday, December 12-18, 1996  
 Exam make-up days . . . . . Thursday-Friday, December 19-20, 1996

---

*Spring Semester*  
January 13 to  
May 7, 1997

Classes begin . . . . . Monday, January 13, 1997  
 Martin Luther King Day - No classes . . . . . Monday, January 20, 1997  
 President's Day - No classes . . . . . Monday, February 17, 1997  
 Spring Break . . . . . Monday-Friday, March 10-14, 1997  
 Patriot's Day - No classes . . . . . Monday, April 21, 1997  
 Classes end . . . . . Monday evening, April 28, 1997  
 Reading period . . . . . Tuesday-Wednesday, April 29-30, 1997  
 Final examinations . . . . . Thursday-Wednesday, May 1-7, 1997  
 Commencement . . . . . Saturday, May 17, 1997

---

*Summer Term*  
May 12 to  
August 15, 1997

Session I . . . . . May 12-June 27, 1997 (7 weeks)  
 Memorial Day - No classes . . . . . Monday, May 26, 1997  
 Exams . . . . . Thursday-Friday, June 26-27, 1997  
  
 Session II . . . . . June 30-August 15, 1997 (7 weeks)  
 Independence Day - No classes . . . . . Friday, July 4, 1997  
 Exams . . . . . Thursday-Friday, August 14-15, 1997  
  
 Session III . . . . . May 12-August 15, 1997 (14 weeks)  
 Memorial Day - No classes . . . . . Monday, May 26, 1997  
 Independence Day - No classes . . . . . Friday, July 4, 1997  
 Exams . . . . . Thursday-Friday, August 14-15, 1997



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 health care professional, the MGH Institute of Health Professions should be among those institutions that head your list of choices. Here you will find an educational experience that is uniquely interdisciplinary.

The Institute offers a special mixture of academic and clinical involvement. Our programs are rigorous, our faculty excellent, and the clinical experiences we offer are relevant to the current, emerging health care system. You will benefit from the Institute's proximity to and affiliations with the Partners HealthCare System, the parent corporation of Massachusetts General Hospital and Brigham and Women's Hospital. 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.

Students experience a truly personalized education here. Our Office of Student Affairs is able to respond to your needs and questions as you consider a career in health care. Each student has an assigned advisor throughout the program, and alumni have generously offered to mentor students as well. The Academic Support Services Office is a new resource to assist students in the academic, social, and career development areas.

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

Sincerely,



Maureen W. Groer, R.N., Ph.D., F.A.A.N.

*President & John Hilton Knowles Professor*



*Students  
experience  
a truly  
personalized  
education  
here . . .*

MGH INSTITUTE OF HEALTH PROFESSIONS

*Facts*

---

*Founded:* 1977

---

*Accreditation:* New England Association of Schools and Colleges;  
National League for Nursing; Candidacy status  
with the American Physical Therapy Association  
and the American Speech-Language-Hearing Association

---

*Location:* Boston, Massachusetts, near Massachusetts General Hospital  
and Spaulding Rehabilitation Hospital

---

*Enrollment (Fall 1996 Headcount)*

Nursing . . . . .	214
Physical Therapy . . . . .	154
Communication Sciences & Disorders . . . . .	77
Special Students - Non-Degree . . . . .	105
TOTAL . . . . .	550

---

*Degrees & Certificates Offered*

- Master of Science in Nursing
- Certificate of Advanced Study in Primary Care (Post MSN)
- Master of Science in Physical Therapy
- Certificate of Advanced Study in Physical Therapy
- Master of Science in Speech-Language Pathology
- Master of Science in Clinical Investigation

---

*Faculty*

Full-time . . . . .	42
Part-time . . . . .	25

---

*Financial*

Operating Budget 1997 . . . . .	\$ 9,070,000
Endowment Market Value . . . . .	\$13,885,000
Financial Aid Administered . . . . .	\$ 3,925,000
Students Receiving Financial Aid . . . . .	70 percent
Tuition . . . . .	\$ 7,550 full-time per semester

---

*Phone Numbers*

Admissions . . . . .	617-726-3140
President's Office . . . . .	617-726-8002
Development & Public Relations . . . . .	617-726-4276

---

*World Wide Web Site*

[www.mgh.harvard.edu](http://www.mgh.harvard.edu)



# MGH INSTITUTE OF HEALTH PROFESSIONS

The MGH Institute of Health Professions is a unique and innovative graduate school affiliated with the world-renowned Massachusetts General Hospital (MGH) in Boston. Created by the MGH in the late 1970's to respond to major changes in health care delivery and the consequent changing educational needs of the health care professions, the Institute was separately incorporated under its own Board of Trustees in 1985. From its beginnings and continuing today, the Institute weaves rigorous academic curricula with clinical practica in a multiplicity of settings in order to offer students an education that will allow them to advance into leadership roles in their respective professions. As an affiliate of not only the MGH but also the Partners HealthCare System, Inc. (which includes the Brigham and Women's, McLean and Spaulding Hospitals as well as a large network of primary care organizations and practices), the Institute prepares its students to excel in the rapidly changing health care environment of today. Accredited by the New England Association of Schools and Colleges, the Institute



offers academic programs leading to the Master of Science degree in clinical investigation, nursing, physical therapy, and speech-language pathology. Within these fields, there are different tracks and specialties as well as several opportunities for special post-professional certification.

Above all else, the MGH Institute of Health Professions is a school that values individualism and flexibility. Ours is an unusual student body comprised of highly motivated individuals from a great diversity of academic and professional backgrounds. Some students enter the Institute's programs immediately after graduating from college. Others enroll somewhat later in life after making significant choices about their life and career goals. The result of this heterogeneous student body is a school that is rich in unique and interesting individuals whose perspectives and experience challenge faculty and fellow students alike.

At the Institute you will benefit from a personalized education and a favorable student/faculty ratio of 7:1. Individual attention from faculty and staff and frequent small-group



*IHP graduates serve the health care profession worldwide as clinicians, teachers, research scientists, and administrators*

interactions will allow you to develop important professional relationships while having access to the support and guidance you deserve.

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 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 and political 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, ethical challenges, and social influences of contemporary care.



## MISSION

The MGH Institute of Health Professions 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.



## VISION

To accomplish this mission, the MGH Institute of Health Professions will:

- Provide innovative and interdisciplinary education through a dynamic group of complementary programs in the health professions. Programs will attend and respond to current and future health needs of the population.
- Pursue research programs that will contribute to the educational offerings of the Institute, provide new basic and applied knowledge about health and illness and interventions and outcomes, and contribute to the current development and future direction of health care delivery.
- Collaborate with the Partners health care delivery system and other health care delivery networks in responding to society's needs for health and illness care.
- Foster an accepting and open environment where diversity is valued and welcomed.
- Contribute to students' educational programs, faculty practice opportunities, and health care research through support of faculty practice that would serve as a model for discipline-specific and interdisciplinary clinical activities, education, and research.
- Develop an international reputation for excellence in teaching, research, and practice.

*Ann O'Malley's knowledge of the Institute, combined with her warm and caring attitude, make her a favorite among students in all programs.*

## 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 an essential 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.

*An enduring symbol of MGH, the Bullfinch Building graces the hospital campus between Treadwell Library and the Wang Ambulatory Care Center*



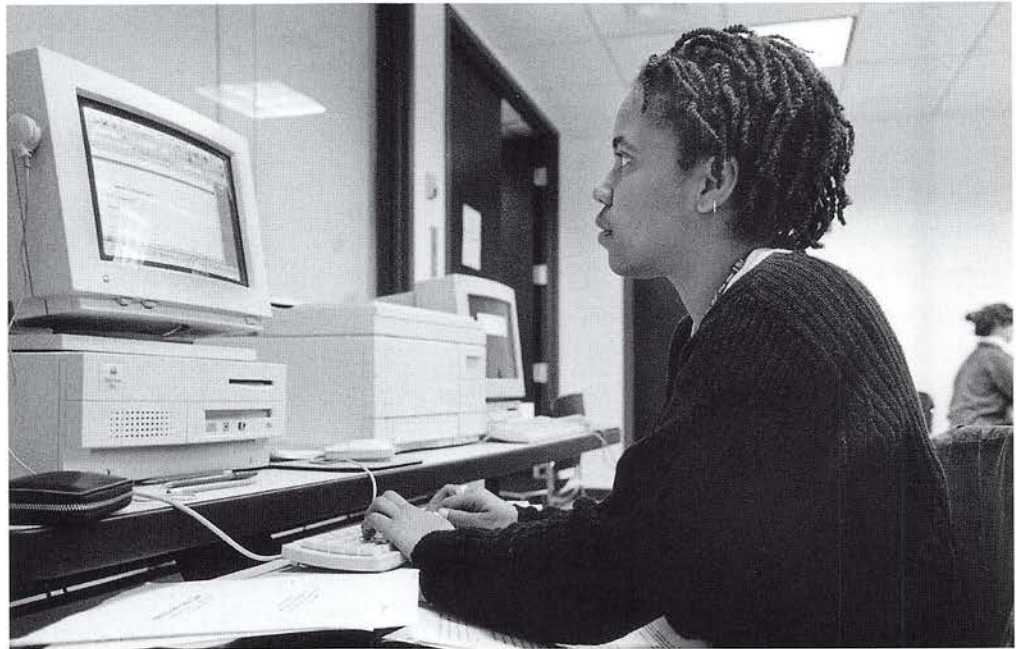


- Health professionals will be most effective if they possess a foundation in scientific methodology. This will enable them to evaluate the relative effectiveness of clinical practices within their disciplines, to evaluate critically the research of others, and to add to health care knowledge through 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 a multidisciplinary 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 multidisciplinary 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.

A state-of-the-art multimedia technology center, the Ruth Sleeper Learning Laboratory also provides 24-hour a day student computer access 7 days a week



## INSTITUTE RESOURCES

The Institute is committed to providing students with a stimulating environment and the learning resources needed to develop new skills and stretch their abilities. Since 1992, the Institute has been located in a new building at 101 Merrimac Street, a facility that offers classrooms and clinical training laboratories in close proximity to MGH. Because the Institute has grown significantly in recent years and needs more space for future growth and development, the Institute may move to a new facility in 1998.

## LIBRARY & LEARNING RESOURCES

At the heart of the Institute's academic resources is the Ruth Sleeper Learning Center, a multimedia technology center providing research, reference, and computer support services. Its mission is to serve students by providing an extensive gateway to information and learning resources at the Institute, MGH, and other Harvard teaching hospitals, as well as regional and national libraries. The instructional and educa-

tional materials of the center are extensive, providing a wealth of tools that enhance the learning experience at the Institute. In the center, students can search the on-line catalog of the MGH Treadwell Library, containing over 50,000 volumes and 700 journal subscriptions in nursing, allied health, medicine, and basic sciences. In addition, students have access to CD-ROM holdings including *The New England Journal of Medicine*, Medline, and CINAHL. Resources available on laserdisk include *Skeletal Radiology* and *The Slice of Life*. The center offers connectivity to the Internet, enabling students to have electronic mail, Telnet, FTP, and World Wide Web (WWW) access. Student classroom computer access is available 7 days a week, 24 hours a day. Word processing, presentation, statistical, spreadsheet, and database applications are provided to assist with assignments and student research. Additional funding is being sought to support the continuing evolution of the Ruth Sleeper Learning Center into a "library without walls."



## CLINICAL FACILITIES AND AFFILIATIONS

The Institute's facilities include two physical therapy laboratories, two nursing skills laboratories, and a language laboratory for students in Communication Sciences and Disorders (CSD). Beyond these Institute facilities is access to clinical facilities of Partners Healthcare System, Inc., including MGH, Brigham and Women's Hospital, McLean Hospital, and Spaulding Rehabilitation Hospital. Clinical affiliations are also arranged with more than 300 medical centers and community settings throughout New England. The Institute is expanding its clinical affiliations in other regions of the country.

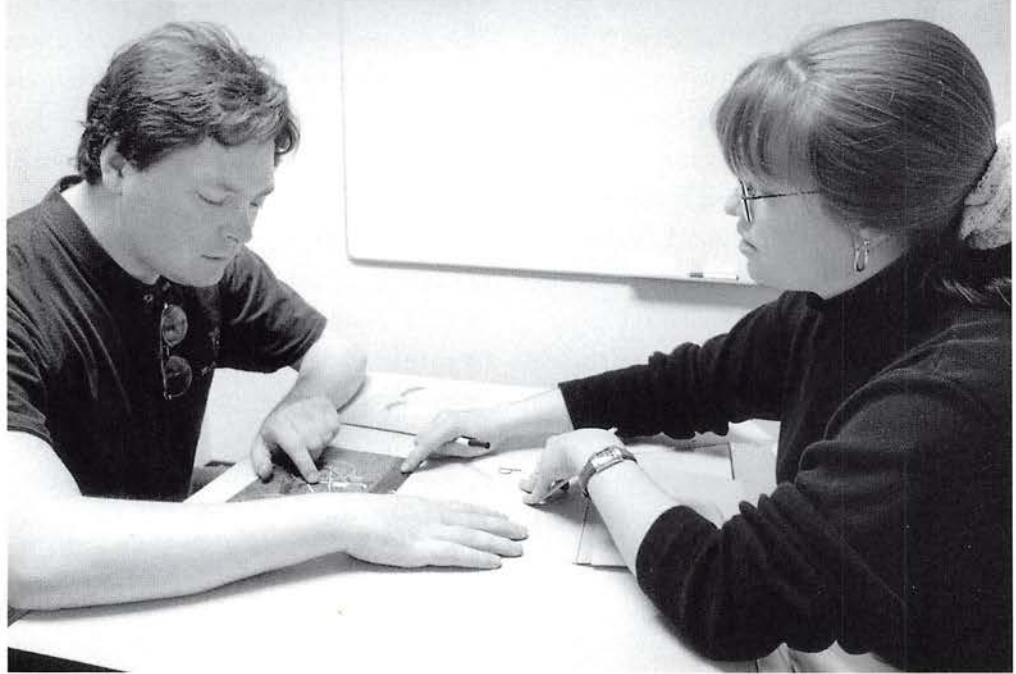
## BIOMOTION LABORATORY

The Biomotion Laboratory is a joint effort of the Institute and the Massachusetts General Hospital Department of Orthopaedics. It combines the talents of physical therapists, physicians, engineers, and other health care professionals to investigate movement in subjects and patients with motion disorders, including those with neuromuscular, post-surgical, and balance impairments. It provides opportunities for technologically sophisticated research utilizing the Selspot system with real-time EMG, Kinematic, and Kinetic data analysis. Research efforts of the laboratory are directed toward better understanding the underlying mechanisms of locomotion and the major complications induced by arthritis, orthopaedic, vestibular, and other neural

*With 700 current journal subscriptions, 50,000 volumes, and extensive search capabilities, Treadwell Library is an excellent student resource*



*The Language Laboratory provides opportunity to work with clients of all ages*



impairments. In addition to offering opportunities to students and faculty for research and education, the Biomotion Laboratory provides clinical fee-for-service locomotion analysis.

### **STATEMENT ON DIVERSITY**

The MGH Institute of Health Professions, an autonomous educational institution on the campus of Massachusetts General Hospital, is deeply committed to increasing the representation of diverse groups in its Board of Trustees, administration, faculty, students and staff. We envision a community that is bound by the desire for equal consideration of all people. We value, affirm, and respect the many individual differences each of us brings to the Institute. Our community strives to reflect the multicultural, multiethnic, and pluralistic composition of local, national, and international populations. The Institute's curricula prepare culturally competent health care providers.

Our commitment to the philosophy and value of diversity is evidenced by active recruitment and retention. Academic and administrative policies, procedures, and practices will promote a supportive environment that welcomes, affirms, and respects each individual. Accountability for implementation of this statement rests with the IHP leadership and is the shared responsibility of the entire IHP community.



# CLINICAL INVESTIGATION

The Graduate Program in Clinical Investigation is a new program offering the degree of Master of Science in Clinical Investigation. The Institute received degree-granting authority for this program from the Commonwealth of Massachusetts in June 1996. The first class of students will begin their course of study in the Fall of 1997.

The field of clinical investigation provides new knowledge about health, illness, interventions, and outcomes and contributes to the current development and future direction of health care. The ultimate goal of clinical investigation is to provide valid data and information which will improve health care for all populations.

Clinical Investigation is a comparatively new academic field. The clinical investigator interacts with the whole patient as opposed to human tissue in a laboratory setting; thus clinical investigation may be labeled "hands on" or patient-oriented research. The subject typically has a disease or is at risk of having a disease. The clinical investigator is responsible for study design, committee reviews, human studies approval, informed consent, and patient enrollment, and may care for the patient throughout the study while performing the specified research.

*"The proposed curriculum is complete and excellent, and should provide strong grounding for students who wish to become professionals in the field."*

*Lawrence Shulman, M.D.  
& Charles Flexner, M.D.*

*Students will participate in a wide variety of clinical drug trials, medical device research, and other intervention research*

The Clinical Investigation Program will introduce students to new ideas and professional issues by drawing upon a variety of faculty, ongoing research studies, and program resources. As a result of the Institute's affiliation with the Massachusetts General Hospital and the Partners HealthCare System, Inc., students may be taught by prominent and internationally respected clinical investigators. The program provides students with sound ethical guidelines for decision-making and a mentored field experience,

that will provide practical experience and participation in a clinical investigation. The strong mentoring component of the program permits students to work with a clinical investigator doing research and gaining hands-on experience in research methods, design and discovery.

Applicants to the program should already have a clinical degree in a health care profession. Applicants may include physicians, nurses, physician assistants, physical and





## FACULTY PROFILE

### David E. Krebs

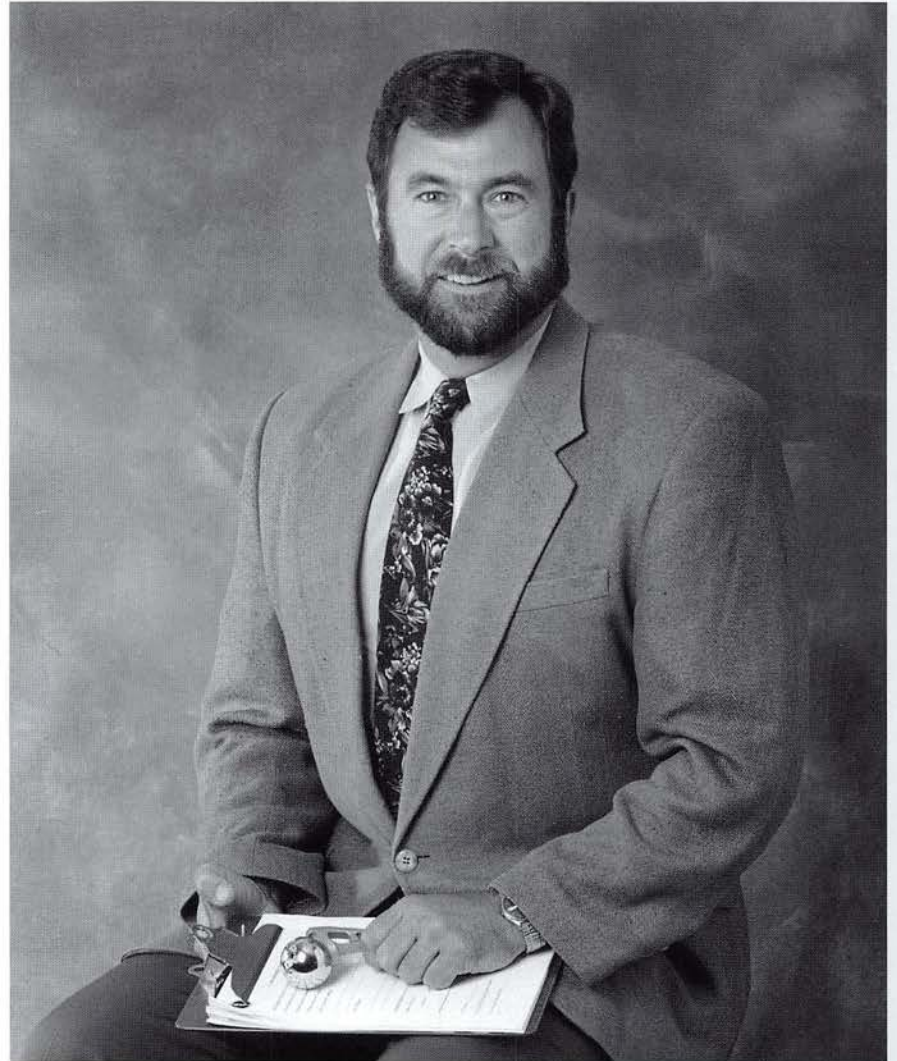
*Director, MGH Biomotion Laboratory*

B.S. - Columbia University

M.A. - Columbia University

Ph.D. - New York University

*Professor Krebs currently serves on the Institute of Medicine Committee for Assessing Rehabilitation Science and Engineering at the National Academy of Sciences. As Principal Investigator of funded research totaling \$3.6 million, his current research projects range from Vestibular Rehabilitation and Stability Modeling to Instrumented Hip Prosthesis Studies.*



"I think the fact that we attract the very best students in the health professions and are able to provide them with a world class education makes IHP special. It also makes my job interesting and challenging because these are individuals who are already health professionals and come with a wealth of skills.

"The most important advice I can give to incoming Clinical Investigation students is to focus on where you want your mentored field experience to occur. These experiences are unique in that we place you in a clinical research laboratory with funded research. Students begin their mentored field experiences day one, and as they acquire the academic skills and tools needed through the didactic courses, they will apply this knowledge to a clinical investigation project such as a publishable research paper or NIH RO1 grant application."

#### RESEARCH INTERESTS

Biomechanical and  
Neural Control of  
Human Locomotion



occupational therapists, speech-language pathologists, dentists or pharmacists. Some of those attracted to this degree may already have a Master's or Doctoral degree in some clinical discipline, but they will have strong research interests and want more formal instruction in research and design methodology. Doctorally prepared students may become principal investigators and apply knowledge gained in this program to clinical research studies. Health care professionals without doctoral preparation may assume roles as project managers, study coordinators or study specialists in academic, industrial, government or health delivery settings.

Graduates of this program will be leaders in clinical research through their contributions to new and improved therapies, assessment of existing therapeutic interventions, evaluation of patient needs and appropriateness of health care service settings, and study of cost-effectiveness of current and proposed health care interventions.

*For detailed information on admissions requirements and curricula, please refer to the program brochure for the Graduate Program in Clinical Investigation.*



# COMMUNICATION SCIENCES & DISORDERS

## PROGRAM DESCRIPTION

The primary mission of the CSD Program is to prepare skilled speech-language pathologists capable of providing state-of-the-art, client centered, speech-language pathology services in multiple settings with an emphasis on health care. The program's curriculum is centered around a core of academic courses that provides a solid foundation in the normal processes and disorders of human communication across the life span. The core also includes courses that address swallowing, contemporary and ethical issues in health care, diagnostic methodologies and clinical processes in speech-language pathology, as well as types of research designs and approaches to data analysis commonly used in the study of normal and disordered human communication. This course work helps graduates become "critical consumers" of the research literature. In addition, the curriculum is structured to allow room for students to pursue special areas of interest by taking advanced electives that are periodically modified and/or developed by faculty in response to current trends within

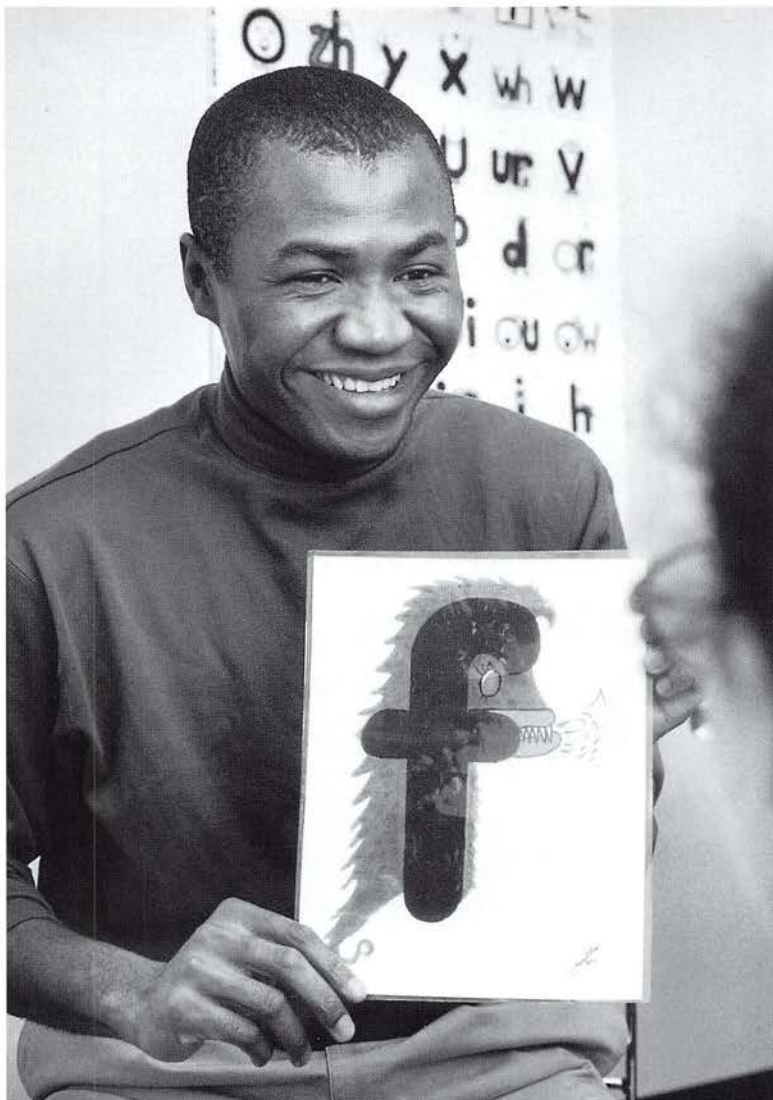
The Graduate Program in Communication Sciences and Disorders (CSD) offers the Master of Science degree in Speech-Language Pathology. Speech-language pathologists are specialists who diagnose and treat individuals of all ages with communication disorders. This includes dealing with a wide variety of developmental and acquired disorders ranging from deficits in the ability to produce speech sounds clearly (voice, resonance and articulation disorders) to problems with understanding and expressing verbal and written communication (expressive and receptive disorders of spoken and written language). Speech-language pathologists can work in a variety of settings, including acute care hospitals, rehabilitation facilities, long-term health care facilities, community health clinics and both special and regular public school facilities. Speech-language pathology is currently among the fastest growing health care professions, and the Bureau of Labor Statistics predicts that speech-language pathology and audiology combined will grow 46% between 1994 and 2005.





the field. For example, the program currently offers an *Advanced Written Language Seminar (CD825)* to reflect the growing consensus that written and spoken language should be addressed simultaneously (see below: Dual Teaching Certification in both Speech-Language-Hearing and Reading). Students are also able to fulfill electives with courses at other institutions that have special cross-registration arrangements. Ongoing efforts are being made to integrate into the curriculum knowledge about the influence of multicultural factors on the diagnosis and treatment of communication disorders, as well as to provide stu-

CSD student  
Okwukwe Ibiam  
helps a client develop  
phonological skills



dents with an understanding of current applications of information technology in research and clinical practice, such as access to clinical resource material via the World Wide Web.

Students receive the academic and supervised clinical training that is required as preparation for pursuing clinical certification by the American Speech-Language-Hearing Association.

To graduate, students must successfully complete a minimum of 79 credits of academic and clinical course work, 350 hours of supervised clinical practica and integrative comprehensive examinations that are administered toward the end of the program. After graduation, students must pass a nationally administered examination in speech-language pathology and complete a full-time, nine-month Clinical Fellowship to become clinically certified (Certificate of Clinical Competence) by the American Speech-Language-Hearing Association.

### SPECIAL FEATURES OF THE PROGRAM

The Graduate Program in Communication Sciences and Disorders has a number of special features. These include:

**Thesis Option:** Students who are particularly interested in developing basic research skills and/or have future plans to pursue a doctoral degree are strongly encouraged to take advantage of the option to do a traditionally structured thesis (provided they meet certain academic requirements). The



STUDENT PROFILE

*Susan Malloy*

B.A. - Purdue University

J.D. - Indiana University

*"It is no exaggeration to say that a speech-language pathologist can work with any age group, ranging from neonatal intensive care to the nursing home. My interests shift from semester to semester. Right now the population that interests me most is children who have normal intelligence but are nonverbal, whether due to a motor speech disorder, hearing impairment, autism or other disorder. A great number of these children never achieve functional literacy. I would like to find out how to help these children read and communicate better."*

**"IF YOU ARE AN OLDER STUDENT, TAKE HEART. YOU HAVE LEARNED MORE THAN YOU HAVE FORGOTTEN SINCE YOU GRADUATED FROM COLLEGE. GRADUATE SCHOOL PRESENTS ADDITIONAL CHALLENGES TO THOSE OF US WITH CHILDREN. IT ISN'T EASY, BUT IF YOU HAVE SUPPORT AT HOME, YOU CAN DO IT."**

*A former product liability attorney, Susan spends her free time hiking, reading good books, and enjoying her 9-year old twins.*



*For detailed information on admissions requirements and curricula, please refer to the program brochure for the Graduate Program in Communication Sciences & Disorders.*

*Clinical instructor Kathleen Carlin evaluates the performance of a CSD graduate student working with a child in the Language Laboratory*

wide range of faculty research interests and the affiliation with the Partners Health-Care System provide students with access to a rich array of research opportunities. The thesis option involves working with a committee of faculty members who oversee the development, conduct, write-up, and final defense of a research project that addresses a topic in normal or disordered human communication. Students who complete a thesis are not required to take comprehensive examinations.

**Dual Teaching Certification in both Speech-Language-Hearing and Reading:** Students in the Graduate Program in Communication Sciences and Disorders have the unique opportunity to pursue dual certification as both Teachers of Speech, Language and Hearing and Teachers of Reading. The "Provisional with Advanced Standing Certificate," available through the Department of Education of the Commonwealth of Massachusetts, is honored in thirty-three states.



**Language Laboratory:** The Language Laboratory represents the program's commitment to the convergence of science and practice. The laboratory is used for evaluation of clinical and remedial processes associated with management of written and spoken language disorders, basic preparation of students in clinical and educational services, and study of the training process. All rooms are equipped with video and audio recording equipment and computers.

**Cross Registration at Harvard:** In addition to its own core curriculum and advanced electives, the CSD program also has a cross-registration arrangement with the Harvard Graduate School of Education. Under this arrangement, students may register for graduate courses at Harvard to fulfill CSD program electives without paying additional tuition or fees. A list of recommended courses will be made available to those wishing to take advantage of this opportunity.





## FACULTY PROFILE

### *Charles W. Haynes*

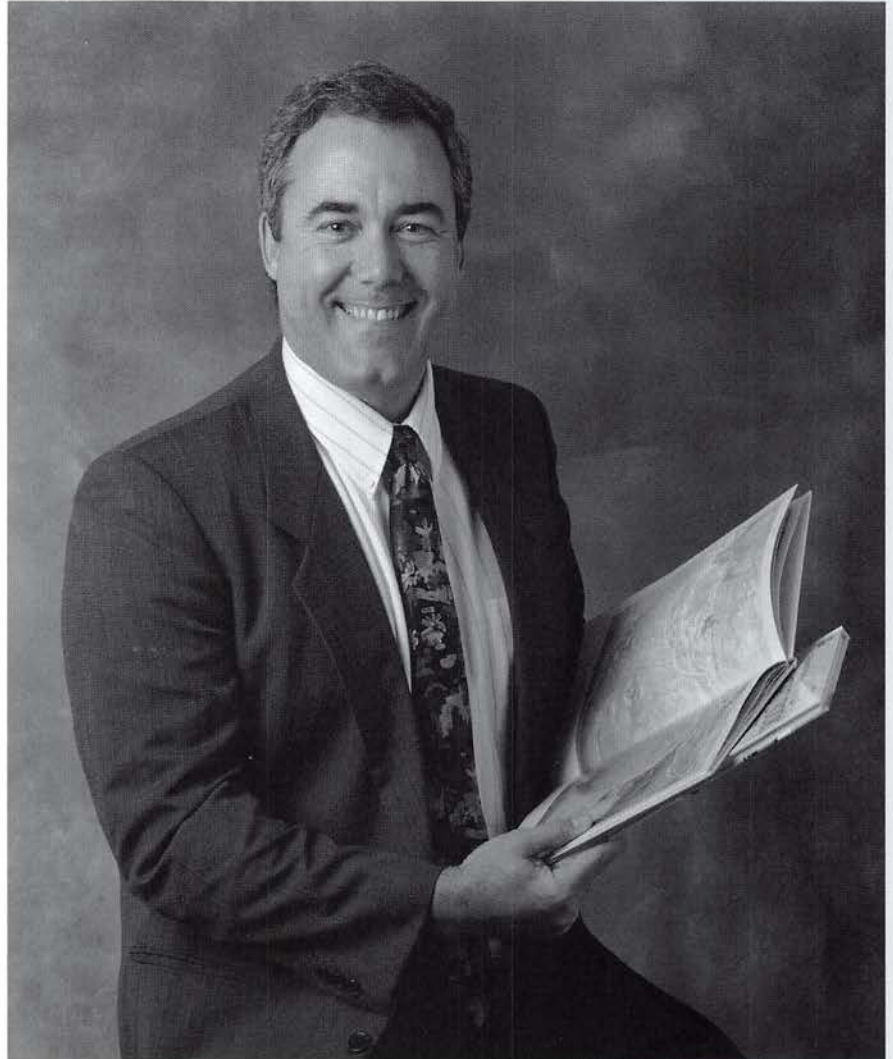
*Assistant Professor*

B.A. - Harvard College

M.S. - San Francisco State University

Ed.D. - Harvard Graduate School of Education

*Popular with students and faculty alike, Professor Haynes is extremely active in the area of developmental oral and written language disabilities. Together with Dr. Etsuko Muta of Seikei University, he is currently Co-Principal Investigator of "A Cross-Cultural Study of Learning Disabilities in Japan and the United States." For the past three years, Dr. Haynes has served as a research consultant for WGBH Public Television on a study of the effects of using video captioning technology on the written language formulation abilities in deaf, normally achieving and dyslexic populations.*



"I particularly admire IHP students' idealism, enthusiasm and curiosity — these qualities provide perfect grist for learning. The diverse array of ages and backgrounds of our students makes for rich and often lively class discussions.

"What advice would I give to an incoming student? Fasten your seat belt! You are about to begin an extremely demanding and exciting graduate education. You will wrestle with and internalize a body of theoretical teachings and practical training that will provide you with the tools to learn and be an exemplary practitioner in your chosen field of interest.

"Working together with colleague Pam Hook, a peak experience for me was helping the Communication Sciences and Disorders Program receive dual certification in Teacher of Reading and Teacher of Speech, Language and Hearing based on our program's single curriculum. Dual certification had never been accomplished before in the United States with a unitary program of study. This option of dual certification offers our graduates versatility and a wider array of employment options amidst an environment of mercurial change in health care."

#### RESEARCH INTERESTS

Word storage and retrieval in normally achieving and dyslexic children, comparisons of Japanese and American children with learning disabilities, and early detection and intervention for dyslexia

## CLINICAL INSTRUCTION

While much of the academic coursework is clinically oriented, students are also required to engage in a minimum of 350 hours of direct clinical practice under the guidance of faculty who are certified speech-language pathologists. Students have the opportunity to work with clients of different ages who have a variety of developmental and acquired disorders. Because the Institute is part of the Partners HealthCare System, the CSD program is uniquely situated to integrate academic preparation with clinical

practicum training that strive to take full advantage of the program's unique position within the "real world" of a vibrant and expanding health care system.

Although most clinical experiences and internship sites are located in the Greater Boston area or New England, students may be assigned to clinical sites in other parts of the region. Students are responsible for all costs associated with housing and transportation for all clinical experiences.

*A CSD graduate student performs flexible fiberoptic endoscopy under the careful supervision of a clinical instructor at the Massachusetts Eye and Ear Infirmary*



cal practicum training. In fact, much of the academic coursework is taught by faculty who are practicing speech-language pathologists and are therefore directly involved in student practicum experiences. The program is committed to the ongoing development of innovative models for clinical



The profession of nursing offers the opportunity to work with individuals, families, and communities in many of life's transitions. Advanced preparation permits the nursing professional to develop scientific knowledge and inquiry in combination with the humanistic caring and experiential base necessary to function with more independence in clinical decision making and to increase the ability to guide persons and their families in participation in health decisions. Advanced practice nurses work in various settings, with persons of various ethnic groups and all ages, to provide more accessible and affordable health care and make a substantial contribution to society through leadership in addressing societal health needs.

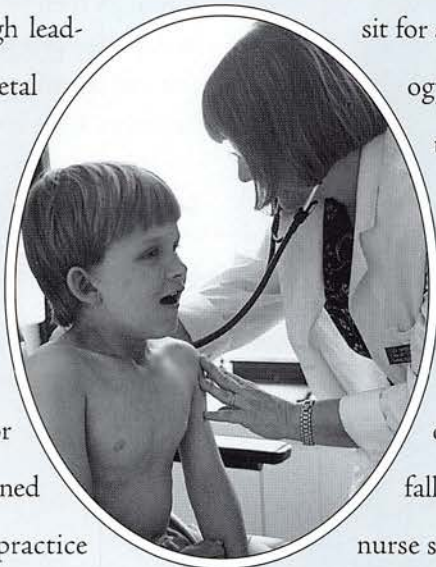
The Graduate Program in Nursing offers three separate programs of study, depending on the individual student's prior preparation. All are designed to prepare advanced practice nurses who are able to assume leadership roles in the health care system of the future. This includes engaging diverse individuals,

families, groups, and communities in the mutual pursuit of healing and wholeness. We achieve this mission through excellence and innovation in education, scholarship, and service.

The Graduate Program in Nursing offers the following:

- *Master of Science degree for non-nurse college graduates*
- *Master of Science degree for Registered Nurses with a bachelor's degree in nursing or other discipline*
- *Certificate of Advanced Study in Primary Care for RNs with an MSN degree*

Upon graduation, students are eligible to sit for adult, pediatric, gerontology, or family nurse practitioner certification examinations, depending on the clinical track selected. On successful completion of the generalist courses (at the end of the fall semester, Year II), non-nurse students are eligible to sit for the examination for licensure as registered nurses by the Massachusetts Board of Registration.



## PROGRAM PHILOSOPHY

The Graduate Program in Nursing is based on a philosophy that believes nursing is holistic concern and caring for the body-mind-spirit unity of persons within their environments. The faculty believe that caring is facilitated by viewing human beings as persons-in-relation at every level of human existence and connection: individual, family, group, and community. Acknowledging each person's right to, and responsibility for, well-being, the faculty understand health to be the active pursuit of high-level wellness rather than the absence of disease. Nursing, as both art and science, encounters persons in their physiological, spiritual, and sociocultural dimensions. Each of these dimensions of personhood comprise the context within which nursing addresses the potential for promotion, maintenance, and restoration of health.



## PROGRAM ADVANTAGES/ SPECIAL FEATURES

Nursing students entering the program come from a wide variety of disciplines, including professional nursing. Building on this background enhances learning opportunities for all. Exposure to different ideas is provided, and the development of skills and ability for critical thinking and collaboration is strengthened.

The Graduate Program in Nursing has an excellent faculty who represent a diversity of backgrounds, academic preparation, and geographical origins. Faculty practice in a variety of health care settings and maintain active programs of clinical research in areas such as maternal-infant health, aging, women's health, HIV disease, behavioral immunology, stress, coping, and hardiness. Through their practice, research, and scholarship, they provide excellent role models for student learning and professional practice. Students are encouraged to utilize faculty in consultation and collaboration in developing scholarly presentations and publications.

*Student-faculty ratios  
facilitate individualized  
learning and attention  
to student needs*



STUDENT PROFILE

---

*Brother Amadeus  
Hamilton*

---

B.A. - Villanova University  
Double major - education & philosophy

---

*"Primary Care I was a great experience. I was teamed with a nurse practitioner at Upham's Corner — doing home health care visits for a multi-ethnic, multi-racial, geriatric population. Despite the fact many of these individuals had multiple health care needs, our visits were often their only contact with the health care system. This clinical placement provided a wonderful opportunity to learn what it would be like working for a home health care agency in a number of diverse Boston neighborhoods.*

---

"THE 3-YEAR NURSING PROGRAM IS QUITE INTENSE, SO ORGANIZE YOUR TIME WISELY. YOU BOND WITH YOUR CLASSMATES EARLY ON — SHARING LIFE AND DEATH EXPERIENCES THAT BRING YOU TOGETHER AS A GROUP. YOU'LL FIND YOUR CLASSMATES SHARE A COLLECTIVE STRENGTH THAT ENRICHES AND ADDS YET ANOTHER DIMENSION TO YOUR NURSING EXPERIENCE."

---

*A Trappist monk since 1978, Brother Amadeus will return to St. Joseph Abbey upon graduation to provide health care for 80 Trappist monks ages 22-92.*



The Institute's affiliation with the Massachusetts General Hospital, Brigham and Women's Hospital, and the Partners Health-Care System provides the opportunity to work with expert clinicians in preceptorship experiences. Students work with clinicians in a wide variety of settings: homeless shelters, outpatient clinics, elderly housing, private practices, nurse-managed clinics, and school-based clinics. With more than 400 contractual agreements throughout the greater New England area, clinical learning opportunities are a critical part of the student experience. Clinical learning offers the setting whereby theory is joined with practice to increase student confidence in skills, clinical judgement, and ability to make a valuable contribution to improving health care within society.

*For detailed information on admissions requirements and curricula, please refer to the program brochure for the Graduate Program in Nursing.*



## Program for Non-Nurse College Graduates

Entering students are non-nurse graduates of baccalaureate programs. Admission requirements may be found in the nursing program booklet or admission application. Students must complete prerequisite course work in anatomy, physiology, chemistry, microbiology, and nutrition before matriculation. Applicants deficient in these areas may complete those prerequisites offered at the Institute in the summer preceding matriculation. An undergraduate or graduate course in statistics is required before beginning the research course.

Students are enrolled for three semesters in the generalist courses, which include theoretical and clinical nursing courses that enable students to qualify to take the examination for Massachusetts licensure as a registered nurse. In addition to courses specific to nursing, students also take courses such as research, organizational perspectives, and ethical issues in health care with students from other Institute programs. Following successful completion of the generalist courses (at the end of the fall semester, Year II), students receive Certificates of Generalist Completion and must then become licensed as registered nurses by the Massachusetts Board of Registration in Nursing to progress in the program.

*Preceptored clinical experiences with nurse practitioners prepare students for a variety of opportunities in emerging health care settings*



## FACULTY PROFILE

*Nancy M. Terres**Assistant Professor of Nursing*

B.S.N. - University of North Dakota

M.S. - Boston University

Ph.D Candidate - Tufts University

*A nationally-recognized expert on the effects of caregiver consistency on preterm infant stress recovery, Professor Terres is a recipient of the National Institutes of Health Research Service Award. Her current research addresses factors contributing to parent use of respite care services for their technologically dependent children.*



“Students are often surprised to learn how family-focused pediatric nursing is. The well-being of the family is necessary to working with children. I find this work very rewarding. Naturally, I think pediatrics is a terrific specialty. My favorite course is Maternal-Child, undoubtedly because it strikes so many students as a time of discovery. No matter how sophisticated our students are, during this course they discover things about themselves and about life that they never knew before.

“Our incoming students need to understand what they are getting into in today’s health care market. Nursing is not like ER and *Chicago Hope*. It is a profession, not a job. The education you receive will not be used all at once, but it will be used over time. You’ll find nursing requires a commitment to continuous development.”

**RESEARCH INTERESTS**

Behavioral pediatrics,  
high risk infants,  
and chronic illness  
of children



Laboratory settings allow students to gain skills prior to actual work with patients

## CLINICAL TRACK OPTIONS

The advanced practice level of the curriculum consists of courses in primary care and advanced practice modules that build on the generalist course work. Students select from the following advanced practice nurse practitioner tracks: General Adult, Adult-Women's Health, Adult-HIV, Adult-Gerontology, Child, or Family. Course work specific to track selection begins in the spring semester of Year II. Total credits for the program range from 88 to 96. A scholarly project provides an opportunity to integrate research, clinical, and theoretical knowledge and gain experience in critical thinking, analysis, and synthesis. Curriculum plans will vary, depending on the track

chosen. Upon graduation, students are eligible to sit for adult, pediatric, gerontology, or family nurse practitioner certification examinations. Students may be eligible for additional specialty certification, depending upon courses selected and certification requirements.

## Program for Registered Nurse Students

Registered nurse (RN) students with a bachelor's degree in nursing or another discipline may apply to the Graduate Program in Nursing. A current Massachusetts RN license is required. Other admission criteria may be found in the nursing program booklet or admission application. RN students with non-BSN bachelor's degrees are required to successfully complete the NLN Mobility Profile II Exam (administered several times a year at the Institute) following acceptance. An undergraduate statistics course is required prior to taking the research course. BSN graduates may receive up to 15 credits, and non-BSN bachelor's prepared nurses may receive up to 6 credits with evidence of previous course work or experience.



STUDENT PROFILE

*Gail Gall*

B.S.N. - Georgetown University  
A.N.P. - Harvard Medical School  
Department of Continuing Education

*"I'll never forget the HIV course in which I provided direct care to those with AIDS. This was an entirely new experience for me. It allowed me to use my clinical skills while increasing my knowledge base in this area. I was placed with the Infectious Disease Unit at MGH, and I had terrific preceptors!"*

"COMING BACK TO SCHOOL REQUIRES A REFOCUSING OF YOUR ENERGY — AWAY FROM COMMUNITY AND VOLUNTEER ACTIVITIES — TO YOUR OWN INTERNAL DEVELOPMENT. WHATEVER YOUR COURSE LOAD IS, YOU'LL NEED TO DEVOTE TWICE THAT AMOUNT OF TIME FOR STUDY. PEOPLE OFTEN GET FRUSTRATED MIDWAY THROUGH, DUE TO THE HIGH IDEALS AND GOALS THEY SET FOR THEMSELVES PRIOR TO ENTERING THE PROGRAM. I THINK IT IS IMPORTANT TO REMEMBER THAT IT TAKES A LONG TIME TO BECOME ADEPT AT THESE SKILLS, AND THAT IN ITSELF IS ALL RIGHT."

*A bilingual nurse practitioner at Chelsea High School Student Health Center and Peace Corps veteran, Gail is an avid sailor, with a boat moored in Gloucester Harbor.*



## CURRICULUM

Students select general adult, adult-gerontology, adult-women's health, adult-HIV, child, or family tracks. A management specialty option offered with The Heller School at Brandeis University in Waltham is available for RNs with two years' experience. Total credit hours range from 43 to 65, depending on the track selected. Students may complete the curriculum during the day on a full-time basis or evenings on a part- or full-time basis. Summer course work is available. Certain course work is available only once a year during limited hours. Sample curriculum plans for all tracks are available. Individualized course of study plans

*By working in small groups, students experience support and encouragement in the process of learning*



may contain both generalist and advanced practice level theory and clinical courses, designed to meet the needs of all students. Courses are sequenced based on course availability, course prerequisites, and individual needs. A typical part-time course of study may be completed in two years for

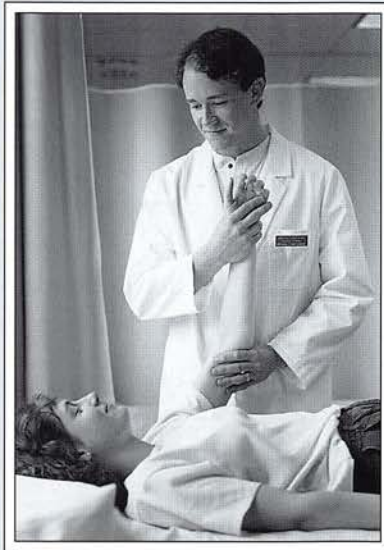
BSN graduates and two years and one semester for non-BSN graduates. Full-time study may be completed in three semesters for BSN graduates or four semesters for non-BSN graduates. Continuous enrollment is not required. Students who complete the program receive the MSN and are eligible for certification as Adult, Pediatric, Family, or Gerontologic Nurse Practitioners. Depending upon track selection, additional certifications may be possible.

## *Program for Post-MSN Certificate of Advanced Study in Primary Care*

Individuals with a Master of Science degree in nursing are eligible for this program leading to preparation as Adult Nurse Practitioners. A total of 26 credit hours, including theory and clinical experience, is required for this program. Students may begin this program any semester and complete their course of study in three, four, or five semesters. Students attend classes in the evening. Some daytime hours may be required to complete clinical components of the curriculum. Continuous enrollment is not required.



The profession of physical therapy offers many exciting opportunities for practice in different health care and community settings. Physical therapists work with people to improve function and mobility and to reduce pain. They contribute to health care as practitioners, educators, consultants, researchers and administrators. The Graduate Programs in Physical Therapy offer both professional and post-professional curricula leading to Master of Science degrees. The professional program prepares entry-level practitioners. The post-professional program prepares experienced physical therapists to be master clinicians and clinical scholars in areas of specialization including cardiopulmonary, neurologic and orthopaedic physical therapy.



work covering the full range of practice in physical therapy, preparing generalists who will be able to participate in a variety of health care settings.

The program consists of a 3-year curriculum that includes academic, clinical and research experiences. In the first two years,

students participate in the didactic program with integrated part-time and full-time clinical experiences. The program starts in June and incorporates some activity in each summer. The third year is devoted to a full-time paid clinical internship in

one facility, providing opportunities for in-depth progressive exposure and long-term professional development. Upon successful completion of the program, the student is awarded the Master of Science in Physical Therapy degree.

### *The Professional Program in Physical Therapy*

The Professional Program in Physical Therapy prepares students who hold a bachelor's degree in another field to become physical therapists. The professional program offers comprehensive graduate course-

### **PROGRAM PHILOSOPHY**

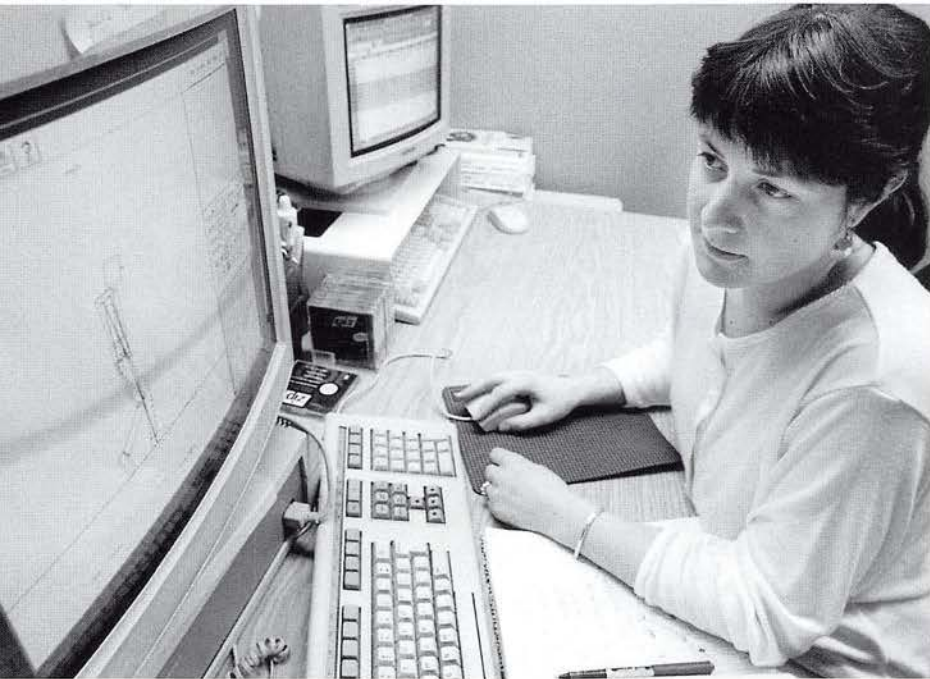
The Professional Program in Physical Therapy is based on a philosophy that emphasizes a commitment to humanistic values, quality care, critical analysis and problem-solving skills as a foundation for the practice of physical therapy. Students

are expected to have a background in basic sciences, humanities and social sciences, providing the framework for a well-rounded professional who will participate in a complex and changing health care system and society. The program provides a comprehensive curriculum in basic and clinical sciences, allowing students to develop as life-long learners who will be leaders in their profession and agents of change in the larger context of health care.

## PROGRAM ADVANTAGES

The students in the Professional Program in Physical Therapy enter the program with a wealth of experience in a wide variety of fields, including science, health, psychology, the social sciences, communication and the arts. Each class has 32 students, large enough to generate diversity and opportunity, and small enough to foster a sense of community and personal mentorship. The program benefits from the collaboration and cooperation of students and academic and clinical faculty in projects, case presentations, research and professional study.

The MGH Institute of Health Professions provides a unique atmosphere for physical therapy professional education. Because of our affiliations with major teaching hospitals and clinics throughout the Boston area, we are able to call on the resources and expertise of a strong clinical and research community in all phases of the curriculum. We are able to integrate early opportunities for clinical practice in a variety of facilities, allowing students to develop their skills and experience the realities of the contemporary clinical environment. The curriculum is strengthened by this consistent clinical exposure and reinforcement of clinical concepts with patients.



*Donna Scarborough, PT, a student in the Post-Professional Program in Physical Therapy, neurology specialization, analyzes data from the MGH Biomechanics Laboratory for her thesis*



STUDENT PROFILE

---

*Wendy Morsberger*

---

B.Sc. - University of London  
M.Ed. - Harvard University

---

*"Repeatedly over the course of my first year's clinical experience, I've seen how pain and injury can radically alter a life. It is intensely gratifying to be part of the health care team that returns a life to a patient — that teaches a woman who has just had a total hip replacement to walk again, or returns an athlete to competition after a career-threatening injury.*

*"The skills my classmates and I will take away from this program should make us very marketable upon graduation. Personally, I would love to be involved in dance physical therapy and/or rehab medicine, both as a clinician and researcher, but until completing our program I'm keeping my options open.*

---

**"KEEP A BIT OF TIME CARVED OUT EACH WEEK FOR MAINTAINING A CONNECTION TO THE LIFE AND ACTIVITIES YOU HAD PRIOR TO STARTING AT IHP. IT WILL REPLENISH YOUR SPIRIT! IT WILL ALSO HELP KEEP THE PRESSURES AND INTENSITY OF SCHOOL BALANCED AND IN PERSPECTIVE..."**

---

*Trained at the Royal Ballet School in London, Wendy continues to teach ballet, enjoying dance as an artistic, creative outlet.*



The Professional Program in Physical Therapy is one of only three programs in the country that offer a full-time clinical internship. Students are assigned to a single facility for one year, following an interview and matching process. Internship sites offer varied settings and rotations in which students are able to practice under the guidance of experienced therapists to refine their evaluation and treatment skills in an atmosphere of growth and challenge. Students graduate from the Institute midway

through the internship, allowing them to sit for licensure and complete the year as a licensed physical therapy intern. As the culmination of the program, the internship is a comprehensive clinical education experience that reinforces critical thinking, problem-solving and development of the professional role. Graduates of this program will enter the profession with an exceptional clinical background that will allow them to move forward as physical therapists with confidence and experience.

*Johan DeBeshe and Sharon Fox, students in the Professional Program in Physical Therapy, practice range of motion exercises*





## FACULTY PROFILE

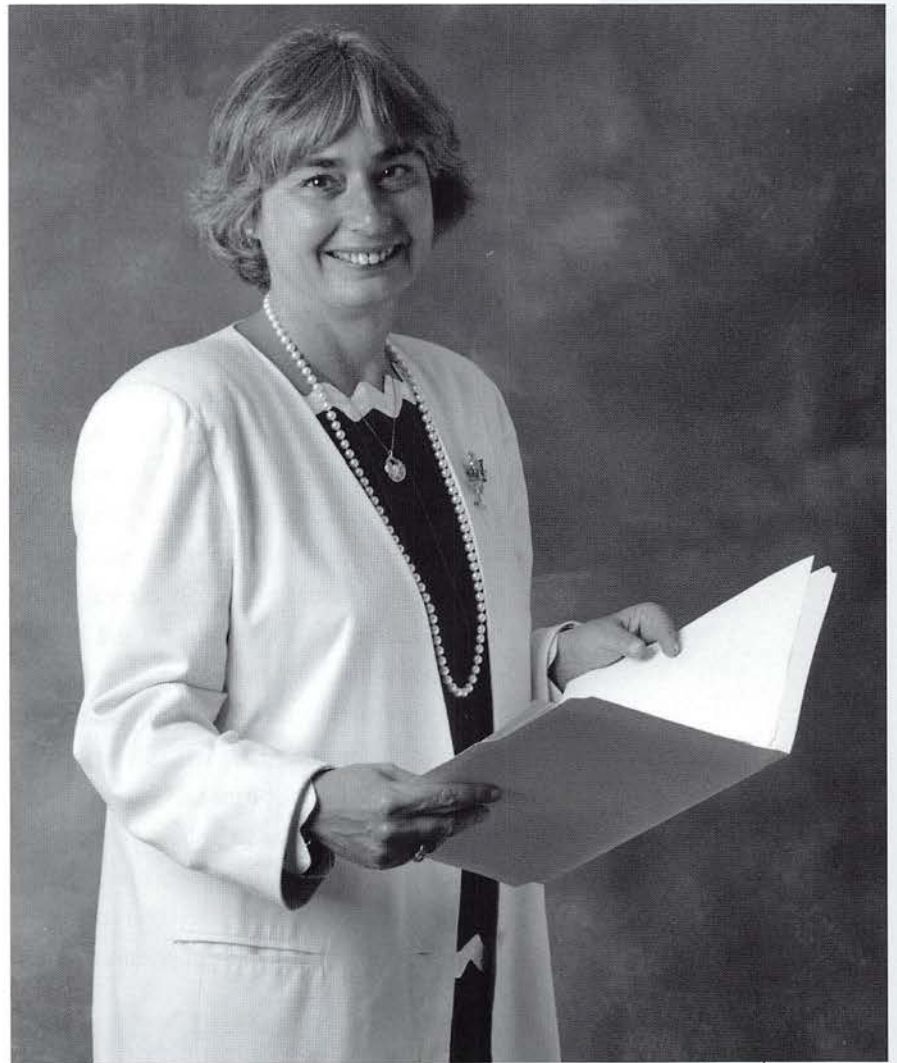
*Bette Ann Harris*

B.S. - Simmons College

M.S. - MGH Institute of Health Professions

*Program Director,  
Graduate Programs in Physical Therapy*

*The recipient of the Massachusetts APTA award for outstanding achievement in research, Professor Harris is Co-Principal Investigator of a National Institute of Aging grant for promoting physical activity to enhance the functioning of disabled older persons. Together with Dr. Alan Jette, Dean of Sargent College at Boston University, she most recently completed development of a videotape for muscle strengthening in the elderly. Her journal affiliations include a four-year term on the editorial board of Physical Therapy Practice, and serving as manuscript reviewer for Physical Therapy, Physiotherapy Research International Journal and The Journal of Sports Physical Therapy.*



"We have such a breadth and depth of clinical experiences available, this school is unlike any other place in the country. I like to tell students there are wonderful opportunities here and you need to take advantage of them. Use the faculty and learn from your colleagues. When alumni return, the aspect of IHP they remember most is their valuable experience with selective faculty mentors. Our affiliation with Partners, our links with the physician community, and the fact that we have researchers as well as clinical leaders in their professions makes IHP an outstanding place."

**RESEARCH INTERESTS**

Measurement of  
Muscle Performance,  
Effectiveness of  
Strengthening  
Programs, Functional  
Outcomes of Physical  
Therapy Treatment

## The Post-Professional Program in Physical Therapy

### PROGRAM PHILOSOPHY

The Post-Professional Graduate Program in Physical Therapy is based on a philosophy that values an interdisciplinary approach to advanced professional education within a framework of clinical specialization. Recent advances in medical science and technology have created a need for advanced clinicians and clinical specialists who can function in diverse practice settings and who have the analytic and clinical skills to assume leadership roles in clinical practice, education and research. As the health care environment changes and as priorities in the provision of care evolve, physical therapists will continue to play an important part in the delivery of care and will be influential in affecting health policy. These roles require foundations in decision-making, scientific inquiry, and clinical measurement, in addition to basic and clinical sciences.

*Students have the opportunity to work in the MGH Biomotion Laboratory and to participate in data collection in research studies*



The Post-Professional Graduate Program in Physical Therapy offers three options for advanced study for experienced physical therapists:

- *Master of Science in Physical Therapy Degree*
- *Advanced Professional Study for International Physical Therapists*
- *Certificate of Advanced Study*

### PROGRAM ADVANTAGES

The Institute's affiliation with 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 and the Sports Medicine Unit. The MGH has an active physical therapy department comprised of the cardiopulmonary service, inpatient rehabilitation service and outpatient service. Physical therapy services are also available in two community health centers, numerous ambulatory clinics and MGH's Physical Therapy Associates, a private hospital-based practice. Additional clinical sites include Children's Hospital Medical Center, the Physical Therapy Department of the Beth Israel Hospital, and the Braintree Hospital. The program also enjoys a close affiliation with MIT's Newman Laboratory for Biomechanics and Human Rehabilitation and New England Research Institutes.



STUDENT PROFILE

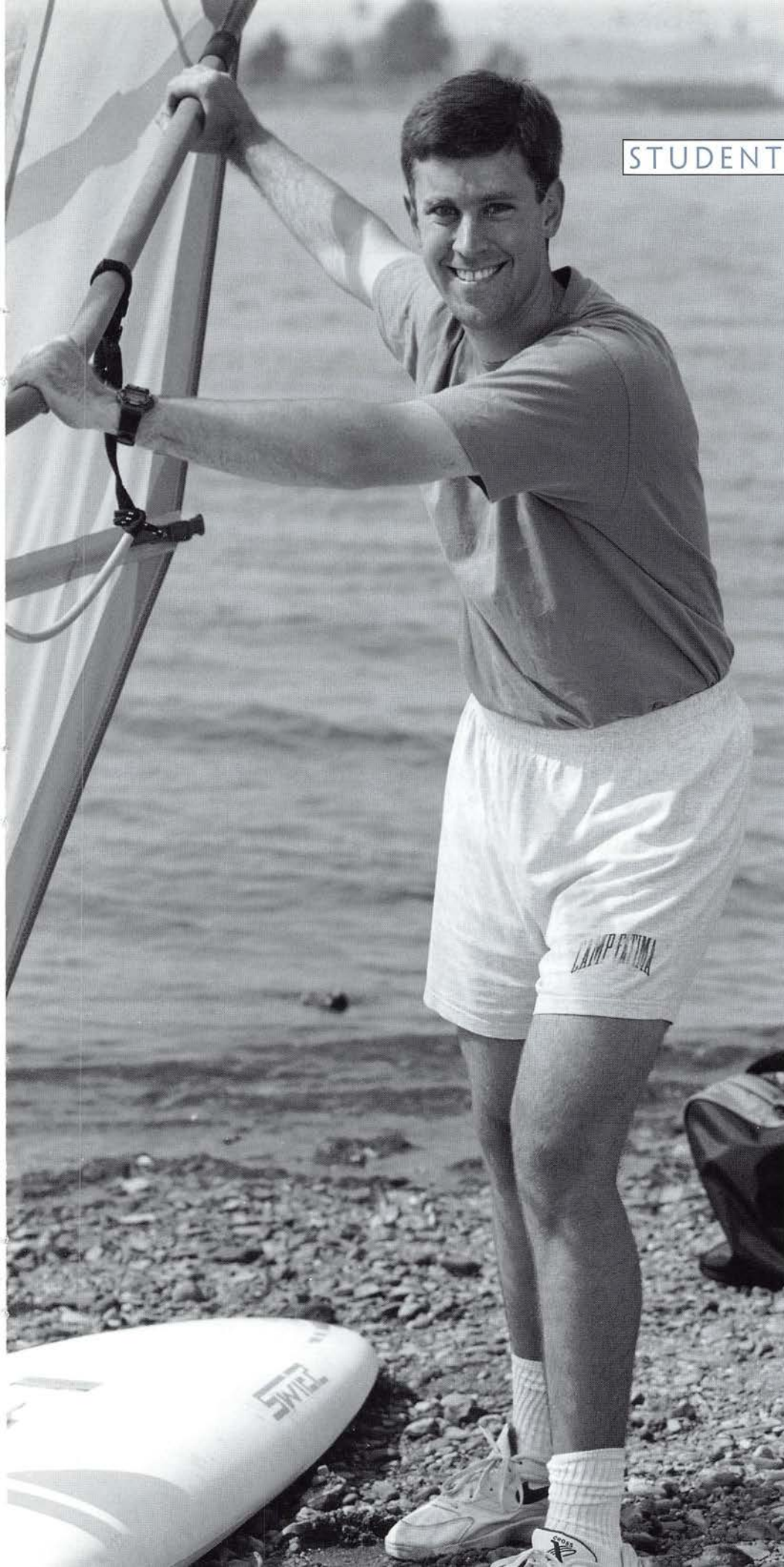
*David S. Marcham*

B.S. - Northeastern University  
1996 Recipient of the  
Marjorie K. Ionta Award

*"My four-week California preceptorship in sports medicine and general orthopaedics was a true watershed experience. The Felder Clinic's approach to knee injuries was unique in that they used a combination of manual therapy, patellar taping and therapeutic exercise. I saw patients who I believed would take months to improve drastically improve in only six visits. This experience allowed me to take what I learned, apply it back in my own work setting, and treat patients with much greater success.*

"THERE IS NO WAY TO AVOID THE SHOCK TO YOUR SYSTEM THAT YOU ENCOUNTER UPON RETURNING TO SCHOOL. I FOUND IT NECESSARY TO BUDGET MY TIME CAREFULLY AND TREAT THE CLASSROOM EXPERIENCE ALMOST LIKE A JOB. SOME OF THE BEST ADVICE I RECEIVED WAS TO RETHINK YOUR MINDSET IN TERMS OF GRADES. RECOGNIZE THAT GRADUATE SCHOOL IS A PLACE TO LEARN, RATHER THAN FOCUSING ON WHETHER YOU RECEIVE AN A OR B."

Physical therapist, explorer, and sports enthusiast, David recently returned from the Andes Mountains and coastal desert of Peru. His favorite sport is windsurfing.







*For detailed information on admissions requirements and curricula, please refer to the program brochure for the Graduate Programs in Physical Therapy.*

## MASTER OF SCIENCE IN PHYSICAL THERAPY DEGREE

Therapists who have at least one year of clinical experience can enter as matriculated students to complete the Master of Science in Physical Therapy degree. The program requires a minimum of 42 credits, including specialty courses, electives, a clinical preceptorship and a thesis. The program allows students to match the focus of study with personal interests and experience. Students must complete 14 credits of core courses, including courses in research and statistics, clinical measurement and clinical decision making. Electives can be taken in areas of orthopaedics, neurology or cardiopulmonary physical therapy and management.

## FULL-TIME OR PART-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 semesters starting in September, January and May. Part-time students may begin work in any semester, but full-time students are generally advised to start in September. Full-time students can complete the program in 1½ years, although students often choose to allow more time for completing the thesis. Part-time students usually require two to three years to complete the program.

## SPECIAL STUDENT STATUS

Many students take the opportunity to become familiar with graduate study by taking courses as special students prior to matriculation. Special students are always welcome to participate in courses. Students may apply up to 12 credits as a special student toward the Master of Science in Physical Therapy degree and up to three courses toward the Certificate of Advanced Study.



## ADVANCED PROFESSIONAL STUDY FOR INTERNATIONAL PHYSICAL THERAPISTS

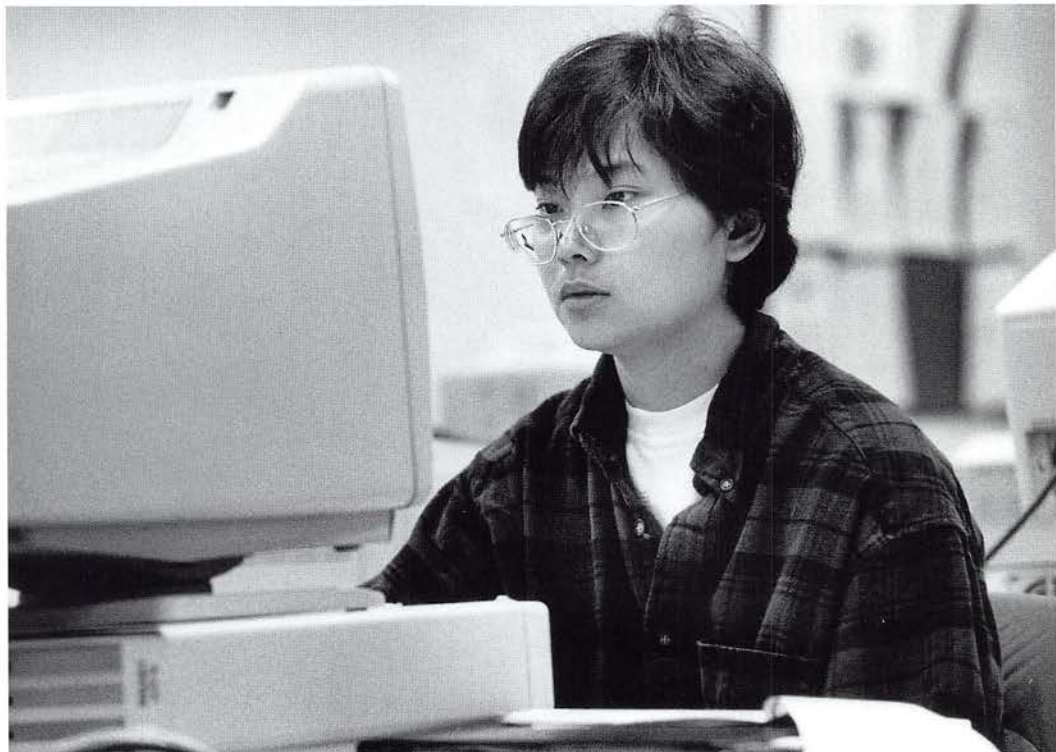
The Post-Professional Program in Physical Therapy offers two plans for experienced physical therapists who received their basic professional training in education programs outside the United States.

### **Master of Science Degree Candidate:**

International therapists may be admitted directly to the degree program if English is their first language, and if their professional education and experience meet requirements similar to those required in the United States. To enter this program, the therapist must have at least two years of clinical experience and must study full time.

### **International Scholar in Physical Therapy:**

International students who do not meet requirements for matriculation into the degree program must apply to the program as an International Scholar in Physical Therapy. International Scholars take the same curriculum as degree candidates, but they are not eligible to complete a thesis or formal clinical preceptorship. International Scholars who complete two or more semesters of study at the Institute will receive a formal certificate recognizing this advanced professional study. International Scholars can petition to convert to the status of a Candidate for the Master of Science in Physical Therapy degree following two semesters of study at the Institute.



## CERTIFICATE OF ADVANCED STUDY

The Certificate of Advanced Study in Physical Therapy was developed for physical therapists who are interested in advanced clinical study in an area of physical therapy specialization, including orthopaedics, cardiopulmonary physical therapy or neurology. Students may also elect to develop an individualized program to pursue specific areas of interest, such as geriatrics, pediatrics, sports or acute care. The certificate is designed for those who already hold a master's degree or a baccalaureate degree, and for those who are interested in advanced clinical training or clinical specialization but do not want to pursue a formal academic degree.

The Certificate of Advanced Study provides the opportunity to engage in advanced study of clinical material in a dynamic atmosphere of clinical learning and inquiry. Students will work with experienced faculty who are recognized nationally and internationally as experts in their areas of specialization and who are affiliated with Massachusetts General Hospital, Spaulding Rehabilitation Hospital, Beth Israel Hospital and Children's Hospital.





# MANAGEMENT SPECIALTY

*Employers have recently cited the need for managers who possess not only management and leadership skills but also technical expertise.*

In response to the demand for clinicians with strong management skills, the MGH Institute of Health Professions has developed a unique specialty opportunity. Employers have recently cited the need for managers who possess not only management and leadership skills but also technical expertise.

The mission of the management specialty is to prepare health care professionals with the qualitative and quantitative skills to effectively plan, control, and organize resources to bring about change. The management specialty is open to students in the Post-Professional Physical Therapy Program, Communication Sciences & Disorders Program, and to RNs with two years' experience in management. It is designed for students with at least two years' experience in their professional fields. Graduates will be prepared to assume jobs as middle to upper level managers in health care organizations.

The curriculum incorporates courses taken jointly with students in the Master's in Management of Human Services Program at The Heller School at Brandeis University in Waltham, Massachusetts, giving students a broad, multidisciplinary perspective. The Institute's clinical courses can be selected in

a specific area of interest to strengthen the student's practice base. A unique feature of the program is a hands-on management/administration practicum with a successful administrative or clinical manager in a health care setting. This experience provides opportunities for the student to integrate clinical and management skills in an experience with real-world constraints and outcomes. It also provides the student with a mentor to help in developing successful leadership skills. As a concluding experience, students complete a thesis or scholarly project, applying analytical and scientific skills to the solution of a management problem.

The specialty consists of the following educational components:

- Core Courses
- Specialization Courses
- Electives
- Advanced Practicum
- Research/Scholarship

Specific degree requirements are established by each discipline.

Management specialty course offerings include:

*Offerings at*

*the MGH Institute of Health Professions*

- Designing Clinical Research
- Statistics for Clinical Research, with Laboratory
- Management Practicum
- Thesis/Scholarly Project

*Offerings at*

*The Heller School, Brandeis University*

- Managerial Accounting
- Strategic Management
- Organizational Behavior
- Personnel and Human Resource Management
- Operations Management
- Conflict Resolution by Negotiation
- Health Policy Courses







## PROGRAM ADVANTAGES

### *Joint Opportunities: The Best of Two Worlds*

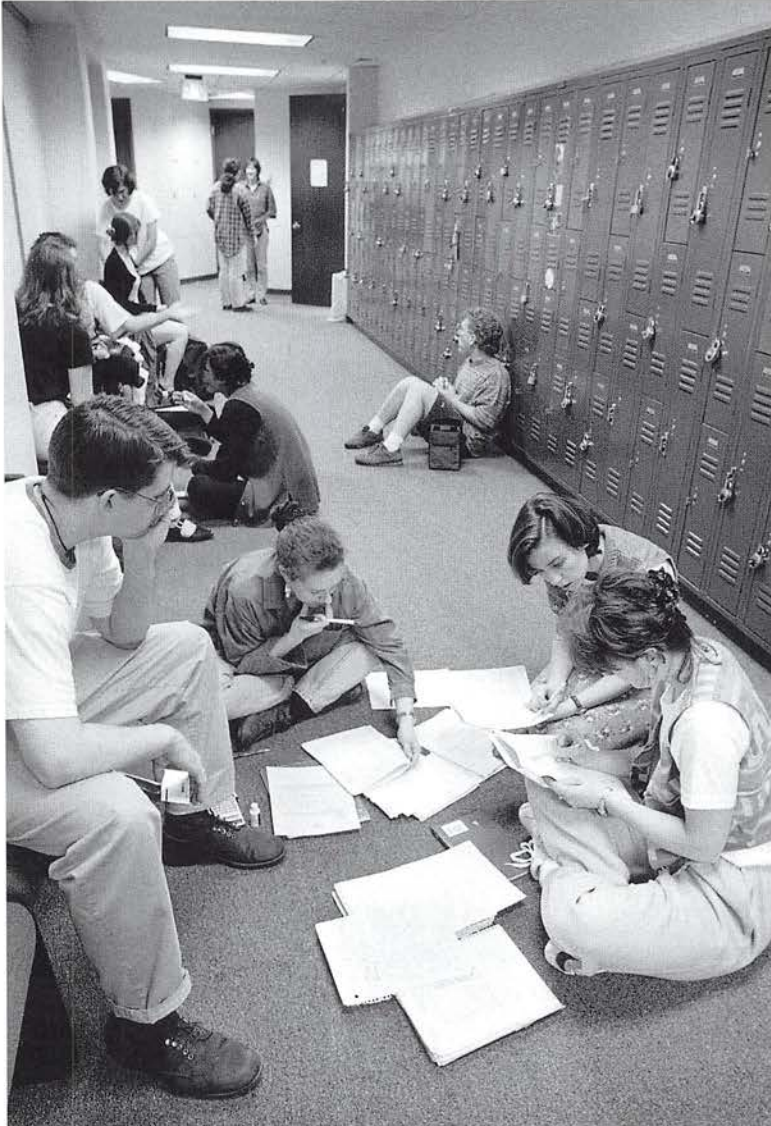
While capitalizing on the strengths of the facilities, research expertise, and institutional affiliations at the MGH Institute of Health Professions, students also have access to the resources of The Heller School at Brandeis University. The Heller School's social service orientation complements the offerings of the Institute, while providing students with a supportive peer group of developing managers and leaders.

All students in the management specialty take Designing Clinical Research, Statistics for Clinical Research with Laboratory, a practicum in management/administration, and also complete a thesis or scholarly project at the MGH Institute of Health Professions.

The discipline-specific course requirements are determined by each program.

Students take five courses at The Heller School, Brandeis University. These are determined by the student in consultation with his/her academic advisor. Upon completion, students will be awarded a Certificate in Management from The Heller School.

Students who have completed the core courses at The Heller School and all other degree requirements for their Master of Science from the Institute may, upon application and acceptance, earn a Master of Management in Human Services degree at Brandeis University by completing four additional management courses at The Heller School.



## Opportunity for Part-Time Study

Students with managerial aptitude are frequently unable to leave an existing position for extensive periods of study. The management specialty is tailored for the part-time student. Course work can be taken on a part-time basis over two or three years. Practica can be designed to meet the specific needs of the students and can be incorporated into an existing work situation, if this works best for the student.

## Practicum

The practicum was designed with the input of successful health care managers who identified this opportunity as the one that contributed most toward the development of skills they have needed to succeed. The practicum is a unique opportunity to participate in the leadership process and to experience the process of teamwork within the constraints of real-world obstacles.

## Educational Outcomes

A graduate of the management specialty will:

- effectively manage human, financial, and technical resources;
- plan, advocate for, and manage change, recognizing social policy and legislative implications for clinical practice;
- possess strong communication, critical thinking, and problem-solving skills;
- possess strong quantitative analytical skills, and
- be a leader who is an asset to the organization.



---

## Interdisciplinary Courses

### HP 621 PATHOPHYSIOLOGY

Common pathophysiological processes applied to common acute and chronic diseases. 3 credits

### HP 622 PHARMACOLOGY

Research, theory and practices in pharmacology as a base for the safe administration of drugs. 3 credits

### HP 696 SPECIAL TOPIC COURSE: SPANISH FOR HEALTH CARE PROFESSIONALS

Beginning conversational Spanish to familiarize students with the Spanish language around health related issues. 3 credits

### HP 697 MEDICAL TERMINOLOGY FOR THE HEALTH CARE PROFESSIONAL

Prepares students with limited science background to read scientific literature and aids in the understanding of lecture material. 3 credits

### HP 703 INTERDISCIPLINARY APPROACHES TO PAIN MANAGEMENT

Understanding pain from physiological, anatomic, pathologic and psychologic perspectives. Evaluation and management strategies are presented. 3 credits

### HP 705 MANAGEMENT FOR HEALTH CARE PROFESSIONALS

Provides an overview of management including professional practice, planning, supervision, organizational behavior, resource allocation, and service. 3 credits

### HP 710 TEACHING SKILLS FOR HEALTH CARE PROFESSIONALS

Emphasizes practical skills needed to teach in four situations: patient education, staff training, clinical supervision of students, and classroom teaching. 3 credits

### HP 720 DESIGNING CLINICAL RESEARCH

Basic introduction to the use of scientific methods in clinical contexts. Students critically analyze research in the field, formulate researchable questions and apply research designs. 3 credits

### HP 721 STATISTICS FOR CLINICAL RESEARCH

Basic statistics for graduate students in the health professions, including descriptive statistics and inferential statistics. 3 credits

### HP 731 STATISTICS FOR CLINICAL RESEARCH COMPUTER LABORATORY

Laboratory for the computer applications of material covered in *Statistics for Clinical Research*. 1 credit

### HP 820 ETHICAL ISSUES IN HEALTH CARE

Basic ethical theory combined with a problem-solving approach to ethical issues commonly confronting health professionals. 2 credits

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

Provides an understanding of dying, death, and bereavement from historical, cultural, societal, interpersonal, and personal perspectives. Exploration of philosophical, theoretical, and pragmatic issues underlying choices and decisions in clinical practice. 3 credits

### HP 825 THE PLACE OF DEATH IN A CHILD'S LIFE

Children's reactions to death and dying from emotional, cognitive and social perspectives. Special emphasis will be given to skills needed to provide care to this population. 3 credits

### HP 831 ORGANIZATIONAL PERSPECTIVES: THEORY AND ACTION

Interdisciplinary survey of theoretical approaches to the study of organizations. Macro and micro views of human systems are compared and contrasted, with emphasis on analyzing and intervening in organizations. 3 credits

### NH 730 HEALTH CARE POLICY AND POLITICS

Provides a forum for the discussion of policies related to health care such as the role of health care professionals in this process and the delivery of health care. Students analyze health care policy from socioeconomic, legal, ethical, political and historical perspectives. Students develop skills in policy development and analysis and persuasive communication. 3 credits

### PH 740 MANAGEMENT OF PATIENTS WITH CARDIOPULMONARY DYSFUNCTION FROM THE ICU TO HOME CARE

Fundamental principles and skills of cardiopulmonary techniques applied to all types of patients. Ventilation, respiratory muscle function, functional performance, hemodynamic responses, and aerobic capacity for critical care, as well as rehabilitation settings. 3 credits

### PH 742 CLINICAL APPLICATIONS IN EXERCISE PHYSIOLOGY

Overview of normal and abnormal adjustments to exercise, including the influence of aging and of various diseases. 3 credits

# COURSE DESCRIPTIONS

PH 760 CLINICAL NEUROANATOMY  
AND NEUROPHYSIOLOGY

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. 3 credits

PH 761 CLINICAL NEUROLOGY

Clinical disorders of the motor system, sensory integration, cognitive functions of language and praxis and the neurologic issues of aging, seizures, attention, memory and learning. 3 credits

PH 771 ANATOMICAL BASIS OF  
KINESIOLOGY

Advanced study of structure and function of the musculoskeletal system. Includes dissection laboratory, with emphasis on extremities and the spine. 3 credits

PH 774 BASIC ORTHOPAEDIC  
RADIOLOGICAL ASSESSMENT

Introduction of radiological imaging principles and techniques as applied to orthopaedic physical therapy. 2 credits

---

## Clinical Investigation Courses

CI 610 ETHICS AND SOCIALLY  
RESPONSIBLE CLINICAL  
INVESTIGATION

Provides a conceptual understanding of the rules and regulations (State, Federal and Global) related to the process of clinical investigation with human subjects. Ethical reasoning and examination of the principles of the Helsinki Agreement, GCP, and Informed Consent case studies of scientific misconduct and strategies to prevent it. 3 credits

CI 631 MENTORED FIELD EXPERIENCE I

This real-world clinical experience provides hands-on mentored fieldwork with a clinical investigator or multidisciplinary team in the student's area of interest. This in-depth two semester opportunity interfaces with the research design application of material covered in *Research Methods I* and the concrete skills needed to perform research and scientific inquiry. 2-5 credits

CI 632 MENTORED FIELD EXPERIENCE II

Addresses the research design application of material covered in *Research Methods II* and builds on the knowledge, experience, and challenges developed during *Mentored Field Experience I*. 1-4 credits

CI 730 RESEARCH COMMUNICATION

Discusses appropriate use of language and style for preparation of abstracts, research proposals, and written reports, as well as oral and poster presentations. Business and research computer applications are used for literature searching, statistical analysis, graphics, spreadsheets, and designing forms. Research interviewing techniques and strategies for negotiating with private industry, federal agencies, and health care agencies are considered. Communication with study subjects is emphasized. Role play is employed with video documentation. 1 credit

CI 800 REGULATORY LAW  
& HEALTH POLICY

Presents principles of legal contracts and torts, federal regulations and local laws governing research. Addresses policy decisions consistent with Helsinki and Nuremberg principles from practical, ethical, societal and legal perspectives. Case reviews of incompetence to fraud. 3 credits

CI 820 RESEARCH METHODS II

An intermediate level research design course on the use of scientific methods in clinical context. Students will apply various research designs to important clinical investigation questions, generate meaningful and testable hypotheses, and conduct a research investigation with minimal supervision. 3 credits

CI 821 STATISTICS II

An intermediate course in statistics for clinical research. Topics include multivariate analysis of variance, canonical correlation, multiple regression, multivariate multiple regression, principal components, factor analysis, and other data reduction techniques. Emphasis is on explanatory and comparative research studies. 3 credits

CI 831 STATISTICS LABORATORY II

Addresses the computer applications of material covered in *Statistics for Clinical Research II*. The course is designed to teach practical skills for dataset construction and performing and interpreting statistical analyses discussed in *Statistics II*. Graphical data display and presentation of statistical results are emphasized. 1 credit

CI 840 CLINICAL TRIALS RESEARCH

Focuses on the infrastructure of the clinical investigation process, stressing the rigorous scientific multidisciplinary team responsibilities including protocol review and feasibility, institutional review board directions, implementation of the trial, data management and study completion. Will interface with *CI 631* and *CI 632* through seminars with mentors and/or advisors. 3 credits

CI 880 CLINICAL INVESTIGATION  
PROJECT

The student's written culmination of the course of study. The scope varies with each student's background, and is determined by the student's primary advisor/mentor and the department director on the basis of a written proposal. Examples are: an NIH R01 or R29 grant application; a publishable research paper based on data collected during the *Mentored Field Experiences*; a critical review of the literature based on a meta-analysis in a given field. 3 credits

POSSIBLE ELECTIVES

*Regulatory Law & Health Policy*

*Outcomes Research*

*Pharmacology for Clinical Research*

*Pathophysiology*

*Epidemiology*

*Computer Technology in Clinical Investigations*

*Pharmacoeconomics*



## Communication Sciences & Disorders Courses

### CD600 INTRODUCTION TO COMMUNICATION DISORDERS

Overview of the nature and causes of disorders of communication and swallowing and the clinical processes related to their evaluation and treatment. All students participate in guided opportunities to observe and interpret actual clinical interactions. Observation experiences meet prerequisites for enrollment in clinical practica. *3 credits*

### CD601 PHONETIC TRANSCRIPTION AND INTRODUCTION TO ACOUSTIC PHONETICS

Provides training in the use of the International Phonetic Alphabet to transcribe sounds of American English, including experience with dialect influences and the effects of speech disorders. Basics of phonetic features and sound classes; introduction to the fundamentals of the physics of sound and acoustic phonetics. *3 credits*

### CD602 ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING MECHANISMS

Students will learn basic anatomy and function of the structures involved in respiration, phonation, articulation and hearing. Includes an introduction to neuroanatomy and neural control of speech, language, and audition, as well as an overview of physiological phonetics. *3 credits*

### CD603 SPEECH AND LANGUAGE ACQUISITION

Basic overview of normal speech and language development. Theories of language acquisition will be introduced and morphology, syntax, semantics, and pragmatics will be addressed. (Not offered 9/96) *3 credits*

### CD720 FOUNDATIONS OF SPOKEN/WRITTEN LANGUAGE AND COGNITION

The first part of this course will examine in depth theories of language acquisition, stages of language development, and methods of analysis. The second part will address cognitive neuropsychological approaches to oral and written language and will include discussion of information processing concepts such as attention, memory, and retrieval. *4 credits*

### CD721 PHYSIOLOGY, ACOUSTICS AND PERCEPTION OF SPEECH

Covers advanced topics in the physiology, acoustics, and perception of speech, including kinematics of speech respiration, suprasegmental aspects of speech production, contextual influences on speech production, properties of speech waveform that convey information, and theories of speech production and perception. Laboratory methods for studying the production and perception of speech presented. *3 credits*

### CD722 NEUROANATOMY AND NEUROPHYSIOLOGY

A comprehensive background in anatomy and physiology of the central and peripheral components of the human nervous system, including reflex systems, sensorimotor processes, the cranial nerves and special senses. Although the entire human nervous system will be discussed, special focus will be given to the communication pathways and mechanisms of swallowing. *3 credits*

### CD740 CONTEMPORARY ISSUES IN HEALTH CARE SETTINGS

Current challenges facing the profession will be discussed, enabling students to bring together their clinical and academic preparation. Factors affecting the practice of speech language pathology in health care settings — educational, hospital, and home care — including managed care, capitated care, and a growing emphasis on outcome data to support clinical practice techniques will be explored. The areas of quality improvement, the interdisciplinary team, case management, and the application of technology to the clinician's practice will be discussed. *2 credits*

### CD743 DISORDERS OF SPOKEN AND WRITTEN LANGUAGE I

First course in a two course sequence. It will describe and analyze a range of frequently encountered oral and written language disorders of childhood. Principles, methods, and techniques of diagnosis and remediation will be presented. *3 credits*

### CD744 DISORDERS OF SPOKEN AND WRITTEN LANGUAGE II

Follow up to CD743; provides more advanced opportunities to examine disorders of oral and written language. Through case studies, students will learn how to analyze diagnostic information from multiple sources and will apply that information to generating appropriate recommendations. (Prereq: CD743) *3 credits*

### CD745 DIAGNOSTIC METHODS AND CLINICAL PROCESSES IN COMMUNICATION DISORDERS

This course will introduce basic diagnostic methods and clinical processes. Topics to be addressed will include: steps in clinical problem solving, fundamental concepts of clinical measurement, models of diagnosis, clinical history and interviewing techniques, and report writing. *3 credits*

### CD750 AUDIOLOGY

Provides a basic understanding of hearing disorders for students who have no previous course work in audiology. Diseases of the ear and their effects on hearing will be related to clinical measures of hearing loss and the principles of differential diagnosis. Models of hearing screening and follow-up will be discussed. *3 credits*

### CD751 AURAL REHABILITATION

The effects of hearing loss on communication and development will be related to habilitative and rehabilitative treatments of hearing impairment. Students will achieve a basic understanding of hearing aids and assistive devices, augmentative and alternative models of communication, and therapeutic methods for the speech-language pathologist. *3 credits*

### CD811 ETHICAL ISSUES IN HEALTH CARE DISCUSSION GROUP

This course accompanies HP820 *Ethical Issues in Health Care* and will focus on topics related to communication sciences and disorders. *1 credit*

### CD825 ADVANCED WRITTEN LANGUAGE SEMINAR

An advanced clinical course that accompanies a field site placement that prepares students for teaching reading in the schools. Content includes but may not be limited to issues related to developmental reading, children's literature, inclusion, group instruction, cooperative learning, reading across the curriculum, and consulting skills. Analysis of experiences from current or previous on-site placements will be emphasized. *2 credits*

## CD831 PHONOLOGICAL/ARTICULATION DISORDERS

Addresses disorders of speech production. Current theories will be discussed and clinical procedures relating to diagnosis and remediation will be presented. *2 credits*

## CD832 VOICE DISORDERS

Provides a comprehensive review of methods for evaluating and treating voice problems in children and adults that result from a disturbance or disruption in laryngeal function, including disorders caused by neurological conditions, vocal abuse/misuse, and nonneurological organic processes. Special topics related to team management of the voice patient, professional voice use, alaryngeal rehabilitation and management of the tracheotomized patient will also be discussed. *3 credits*

## CD833 NEUROMOTOR SPEECH DISORDERS

Focuses upon the theory underlying differential diagnosis and treatment of acquired and congenital motor speech disorders (including those related to cerebral palsy) with an emphasis upon dysarthria and apraxis. Review of the neurological bases of these disorders, etiology and relevant patient populations. Applications of technology to evaluation and treatment as well as neurodevelopmental treatment paradigms will be presented along with methods for evaluating and improving comprehensibility. *2 credits*

## CD834 DYSPHAGIA

This course will address current research, theory and practice in the evaluation and treatment of swallowing disorders. Special topics related to management of neurological disorders, tracheotomy, and oral cancer will be discussed. *3 credits*

## CD835 AUGMENTATIVE COMMUNICATION

Exposure to populations which may benefit from augmentative communication, evaluation methods, methods of selection for access of nonelectronic and electronic communication systems, and symbol systems. Training methods to facilitate communicative interaction as well as interdisciplinary collaboration to optimize intervention success will be discussed. Electronic communication options as well as funding issues will be addressed and illustrative cases will be presented in order to provide opportunities for clinical application of theory. *2 credits*

## CD836 CRANIOFACIAL AND OROFACIAL ANOMALIES

Provides an overview of basic genetics and the common syndromes that affect human communication. Special emphasis will be placed on the team evaluation and management of craniofacial and orofacial anomalies that directly affect speech, language, hearing, and/or other aspects of psycho-social functioning, particularly cleft lip and cleft palate. *3 credits*

## CD837 ADULT NEUROGENIC LANGUAGE DISORDERS

Addresses the nature, evaluation and remediation of neurologically based spoken and written language disorders in adults. *3 credits*

## CD838 MANAGEMENT OF MEDICALLY INVOLVED PATIENTS

Techniques for managing medically involved patients. Case studies will provide the student an opportunity to integrate and apply theoretical information by engaging in clinical problem solving and therapeutic intervention activities. *1 credit*

## CD841 FLUENCY DISORDERS

Addresses differences in fluency, disfluency and stuttering. Theories, current research findings, evaluation and management of stuttering disorders in both children and adults will be presented. *2 credits*

## CD871 SPECIAL TOPICS IN COMMUNICATION SCIENCES AND DISORDERS

Offered every semester. Each section will address a selected, advanced topic in communication sciences and disorders. Specific course content will be announced during the preceding semester. *Variable credit*

## CD880 THESIS RESEARCH I

With faculty supervision, students will conduct an 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*

## CD881 THESIS RESEARCH II

With faculty supervision, students will conduct an 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. *6 credits*

## CD111 THESIS CONTINUATION

Use this designation when registering for thesis continuation. All students are required to register for nine credits of thesis research (CD880 and CD881). If the thesis has not been completed during thesis research courses, a student is required to register for thesis continuation for each term that the thesis is incomplete. *No credit*

## CD896 INDEPENDENT STUDY -899 IN COMMUNICATION SCIENCES AND DISORDERS

On an individual basis, students will 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. *3 credits*

---

## Nursing Courses

### NS 620 NURSING PRACTICE: PROCESS AND SKILLS

Introduction to the Advanced Practice role with emphasis on scientific inquiry and critical judgment. Assessments of individuals in beginning problem identification, outcome evaluation, intervention and evaluation. *6 credits*

### NS 621 NURSING PRACTICE: COMMON PROBLEMS IN ADULT HEALTH

Integration of theory, practice, and research in the care of adults with acute and chronic health problems. Emphasis on advanced practice in health maintenance, restoration and management of patient and family responses to acute and chronic illness. *6 credits*

### NS 623 HEALTH ASSESSMENT

Role, execution, and importance of health assessment in well adults, with emphasis on approaching the patient/client, relevant history taking, and execution and communication of findings related to the physical examination. *3 credits*

### NS 624 BIOBEHAVIORAL PRINCIPLES AND THEORIES

The interrelationship of body-mind-spirit in achievement of mental health is examined from historical, philosophical, psychosocial, and scientific perspectives. *5 credits*



**NS 625 COMMUNITY PRINCIPLES AND THEORIES**

Concepts, theories, and models of community health are discussed in relation to nursing process application to a community, including principles of program planning and evaluation. *5 credits*

**NS 727 MATERNAL CHILD NURSING**

Family-centered framework necessary for the nursing care of childbearing women and children from infancy through adolescence in wellness and illness. Clinical practice is required. *6 credits*

**NS 737 THE HISTORY OF NURSING IDEAS**

The contributions of nursing history, nursing theory, and contemporary issues in the social evolution of nursing as a profession, including the nature of nursing theory and the relationship between philosophy, theory, and science. *3 credits*

**NS 738 ADVANCED ASSESSMENT AND DIAGNOSTIC REASONING**

Performance of comprehensive wellness-oriented screening and symptom-driven exams with appreciation of normal adult life cycle variations. Emphasis is placed on mastery of interviewing and psychomotor assessment skills, differential diagnosis of common problems and exploration of treatment options. *5 credits*

**NS 739 ADVANCED PHARMACOLOGY**

Building on basic knowledge of pharmacology, commonly used drugs, drug interactions and pharmacotherapeutics will be explored. The course is designed to meet requirements for prescription writing by advanced practice nurses. *3 credits*

**NS 820 NURSING MANAGEMENT OF THE ADULT: PRIMARY CARE I THEORY**

Emphasis is on critical thinking and diagnostic reasoning skills using holistic, culturally, and developmentally sensitive assessment and management of common and episodic health problems of adults. *3 credits*

**NS 821 NURSING MANAGEMENT OF THE ADULT: PRIMARY CARE I CLINICAL**

Emphasis on the development of critical thinking and diagnostic reasoning skills, and assessment and management of common and episodic health problems in adults. Focus on health promotion, including prevention and early detection of health problems, and health maintenance. *3-6 credits*

**NS 822 NURSING MANAGEMENT OF THE ADULT: PRIMARY CARE II THEORY**

Continues refinement of critical thinking and diagnostic reasoning skills. Emphasis on holistic, culturally and developmentally sensitive assessment and management of complex and chronic health problems of adults. *3 credits*

**NS 823 NURSING MANAGEMENT OF THE ADULT: PRIMARY CARE II CLINICAL**

This second of two primary care clinical courses provides clinical practice experiences in primary care settings with application of theory to clinical practice. *3-6 credits*

**NS 824 NURSING MANAGEMENT CARE OF THE CHILD: PRIMARY CARE I THEORY**

Theoretical content emphasizes critical thinking and diagnostic reasoning skills. Emphasis is placed on holistic, culturally and developmentally sensitive health assessment maintenance, and education of children and families. *3 credits*

**NS 825 NURSING MANAGEMENT CARE OF THE CHILD: PRIMARY CARE I CLINICAL**

Emphasizes development of critical thinking and diagnostic reasoning skills and health maintenance and education of children and families along the wellness continuum. *3 credits*

**NS 826 NURSING MANAGEMENT CARE OF THE CHILD: PRIMARY CARE II THEORY**

Theoretical content continues to refine critical thinking and diagnostic reasoning skills in the management of common episodic and chronic health problems of children. *3 credits*

**NS 827 NURSING MANAGEMENT CARE OF THE CHILD: PRIMARY CARE II CLINICAL**

Clinical experience in utilizing skills in the management of common episodic and chronic health problems of children. *3 credits*

**NS 839 PROFESSIONAL ISSUES**

Contemporary issues which affect professional development of advanced practice nurses, including regulation of practice, political activism and professional responsibilities. *2 credits*

**NS 880 THESIS RESEARCH I**

**NS 881 THESIS RESEARCH II**

Registration for the student's work with assigned thesis readers on planning and implementing the thesis study and preparing the written thesis. *3 credits*

**NS 882 SCHOLARLY PROJECT**

Designed as a rigorous culminating scholarly activity which provides an opportunity to integrate research, clinical and theoretical knowledge in a faculty guided project. *3 credits*

**NS 896 INDEPENDENT STUDY IN NURSING**

**NS 899 INDEPENDENT STUDY IN ADVANCED PRACTICE**

Students study special problems in nursing or advanced practice. Individually planned work guided by a member of the faculty. *Variable credit*

**NP 800 ADVANCED ASSESSMENT OF SEXUAL HEALTH**

Various topics, issues, and values related to sexual health. Development of effective therapeutic relationships to prevent disease and unwanted outcomes, while promoting healthy functioning. *3 credits*

**NP 801 NURSING ROLES IN THE CARE OF PERSONS DIAGNOSED WITH CANCER**

The experience of the person living with the diagnosis of cancer, with focus on the pathophysiology, diagnosis and treatment of commonly occurring cancers. *3 credits*

**NP 802 CLINICAL PRACTICUM IN ONCOLOGY**

Common clinical problems experienced by clients and their families during and after treatment for cancer, with emphasis on advanced assessment, management, evaluation and psychosocial problems. *3 credits*

**NP 803 NURSING ROLES IN THE REHABILITATION OF PERSONS LIVING WITH CANCER**

Rehabilitation of the person and family living with cancer with emphasis on advanced assessment, management and evaluation of common physical and psychosocial problems experienced by clients and their families. *3 credits*

## Course Descriptions

### NP 804 CLINICAL PRACTICUM IN ONCOLOGY REHABILITATION

Assessment, diagnosis, management and evaluation of common physical and psychosocial problems experienced by clients and their families as they move through the cancer trajectory, within a community framework. *3 or 6 credits*

### NP 805 PRIMARY CARE OF THE ELDERLY CLIENT

Focus on advanced practice in gerontological nursing. Emphasis on health care for older adults within the context of the family and community. *3 credits*

### NP 806 GERONTOLOGICAL NURSING PRACTICUM I

Skill development in assessment, differential diagnosis, treatment and health promotional strategies with elderly persons presenting complex health problems. Clinical experience with preceptors in advanced gerontological nursing practice. *3 credits*

### NP 807 ISSUES IN CARE OF FRAIL ELDERLS

Focus on the aging process, disease and treatment modalities, current societal and nursing policies and approach in providing health care to frail elderly people. *3 credits*

### NP 808 GERONTOLOGICAL NURSING PRACTICUM

Development of appropriate treatment plan for frail elders with a complexity of physical, mental and emotional health problems. Clinical experience is in a variety of settings which stress rehabilitation and prevention of further loss and exacerbation. *3-6 credits*

### NP 809 PERINATAL ISSUES IN PRIMARY CARE

Advanced course in primary care nursing management of pregnant and parenting women. Health promotion, health maintenance, anticipatory guidance, and early detection of potential problems during gestation and up to six weeks post delivery. *3 credits*

### NP 810 PERINATAL CLINICAL PRACTICUM

Practice in a clinical setting where prenatal care and post delivery follow-up is provided. *3 credits*

### NP 811 SPECIAL TOPICS IN WOMEN'S HEALTH

Nursing assessment and management of high incidence health problems in women. Health promotion, early detection of problems, sociopolitical variables that impact women's health, and the application of alternative paradigms in health care practice. *3 credits*

### NP 812 WOMEN'S HEALTH PRACTICUM

Students integrate and apply the theoretical content in nursing assessment and management of women. *3 or 6 credits*

### NP 813 ADVANCED PRACTICE MODULE: ADOLESCENT HEALTH

Biophysical and psychosocial factors that affect adolescent growth, development. Includes health and legal, political and ethical issues encountered when caring for adolescents. *3 credits*

### NP 814 CLINICAL PRACTICUM IN ADOLESCENT HEALTH

Experience in a clinical setting that provides adolescent health care. Clinical seminar is offered weekly. *3 credits*

### NP 815 BEHAVIORAL ISSUES IN PEDIATRICS

Theoretical foundation for assessment of the etiologies and manifestations of various child behaviors. *3 credits*

### NP 816 CLINICAL PRACTICUM: MANAGEMENT OF BEHAVIORAL PROBLEMS IN CHILDREN

Clinical placements will be individualized to provide opportunities for holistic evaluation of children: physical, neuro-developmental, affective, and evaluation of parent-child relationships and counseling techniques. *3-6 credits*

### NP 817 INTRODUCTION TO HIV/AIDS: EPIDEMIOLOGY OF HIV/AIDS

Introduction to HIV/AIDS: Epidemiology focusing on the emergence, progression and status of HIV and AIDS from an international perspective. *2 credits*

### NP 818 INFECTION CONTROL

Epidemiology of nosocomial infections as defined in the Study on the Efficacy of Nosocomial Infections (SCENIC). Influence of technology on normal host factors in influencing disease causation and transmission. *1 credit*

### NP 819 IMMUNOLOGY AND PATHOGENESIS OF HIV DISEASE

Exploration of the molecular biology, virology, pathogenesis, and pathophysiology of HIV/AIDS. *1 credit*

### NP 820 PSYCHOPHYSIOLOGICAL RESPONSES & CARE OF THE PATIENT WITH HIV DISEASE

Biobehavioral responses and current approaches to treatment of persons with HIV disease. *1 credit*

### NP 821 ACUTE CARE CLINICAL IN HIV/AIDS CARE

Clinical experience with acute care of the individual with HIV disease. Utilization of physical assessment skills and implementation of a plan of care. Help patients and their lay caregivers to understand and manage the physiological problems associated with HIV disease. *3 credits*

### NP 822 SEXUAL HEALTH: ADVANCED ASSESSMENT OF HIV DISEASE PREVENTION

Various sexual topics, issues, and values related to sexual health and HIV-related disease, includes effective means of preventing HIV while promoting healthy functioning. *1 credit*

### NP 823 DRUGS, DRUG ABUSE AND RECOVERY IN HIV/AIDS

Issues related to drug use, abuse, and recovery in the prevention of HIV. Nursing assessment and management of drug use, abuse, and recovery integrated in the care of persons with HIV/AIDS and in the prevention of HIV/AIDS. *1 credit*

### NP 824 PREVENTION OF HIV DISEASE: PRIMARY PREVENTION CLINICAL IN HIV/AIDS CARE

Clinical component focused on the prevention of HIV/AIDS. Analysis of individual and community level approaches to prevention and treatment of substance abuse and sexually transmitted diseases. *1-3 credits*

### NP 825 CARING FOR PERSONS WITH HIV/AIDS: PSYCHOSOCIOSPIRITUAL RESPONSES OF INDIVIDUALS, FAMILIES, AND GROUPS

Psychological, sociological, and spiritual elements and their interconnection with families and groups, in the care of persons with HIV/AIDS, including alternative therapies as resources for wholeness, healing, and wellness. *1 credit*



**NP 826 CARING FOR PERSONS WITH LIFE THREATENING ILLNESSES: CLINICAL IN HIV/AIDS CARE**

Clinical component focused on the psychological, social and spiritual needs of the individual with HIV disease. *1-3 credits*

**NP 827 CASE MANAGEMENT OF HIV/AIDS CLIENTS**

Management of persons, families, or groups with HIV/ AIDS, with emphasis on case management strategies with culturally diverse clients applied in primary, secondary, and tertiary settings. *1 credit*

**NP 828 COMMUNITIES OF CARE: COMMUNITY CLINICAL IN HIV/AIDS CARE**

Clinical component focused on the chronic level needs of the individual with HIV disease. Utilization of case management skills in coordinating a plan of care in collaboration with clients, health professionals, and community-based agencies. *2 credits*

**NP 829 COMPLEMENTARY HEALING STRATEGIES FOR PRIMARY CARE PROVIDERS**

Alternative nursing strategies are explored and applied to the clinical practice issues managed by nurse practitioners. *3 credits*

**NP 841 FAMILY HEALTH PRACTICUM I**

Clinical practicum in a variety of settings. Theoretical application and skills in health promotion, early detection, and assessment and management of common episodic health problems of individual family members and the family as a unit. *3 credits*

**NP 842 FAMILY HEALTH PRACTICUM II**

Clinical practicum with application of family theories to practice in the assessment, diagnosis, and management of individuals and families with common and complex, acute and chronic illnesses. *6 credits*

**NP 843 FAMILY HEALTH PRACTICUM III**

Continuation of clinical practicum with theory application and skill development in the primary care of individuals and families. Students are placed in a variety of family health settings. *6 credits*

**NP 847 FAMILY THEORY: A COMPREHENSIVE APPROACH**

Overview of health theories related to advanced practice nursing care of the family. Strategies and interventions in education, family support and facilitated family communication. *2 credits*

**NP 850 ROLES OF ADVANCED PRACTICE NURSING: PRACTICUM**

Experience with client and clinicians and guided discussion of clinical experiences promotes development of skills essential for advanced practice nursing. *3-6 credits*

**NP 851 WOMEN'S HEALTH CLINICAL SEMINAR**

Critical thinking and diagnostic reasoning skills in the assessment and management of women and episodic health problems of women. *1 credit*

---

**Professional Program  
in Physical Therapy  
Courses**

**PT 606 PROFESSIONAL SOCIALIZATION**

An introductory framework for the practice of physical therapy, including ethics and standards of professional practice. Laboratory sessions on functional mobility, patient handling techniques and gait training. Clinic visits expose students to a variety of physical therapy practice settings. *2 credits*

**PT 620 GROSS ANATOMY I**

Regional gross structure and function of the musculoskeletal, circulatory and peripheral nervous systems of the human body, with emphasis on upper and lower extremities and the trunk. Laboratory sessions include cadaver dissection. *4 credits*

**PT 621 GROSS ANATOMY II**

Anatomical structure and function of the spine and peripheral neurophysiology. Introduction to basic neuroanatomy. *2 credits*

**PT 622 FUNCTIONAL ANATOMY**

Biomechanics, muscle physiology and joint structure applied to the study of movement of the limbs and trunk, with consideration of normal and pathological conditions. Application of techniques to measure joint range of motion, manual muscle testing, gait analysis and posture analysis. *3 credits*

**PT 631 FIELD EXPERIENCE I**

**PT 632 FIELD EXPERIENCE II**

**PT 633 FIELD EXPERIENCE III**

**PT 634 FIELD EXPERIENCE IV**

Supervised clinical learning experiences scheduled for one-half day each week, running concurrently with the didactic program, and providing opportunities for integration and practice of skills learned in class. *.5 credits each*

**PT 635 CLINICAL EXPERIENCE I**

**PT 636 CLINICAL EXPERIENCE II**

Supervised full-time clinical learning experiences for a period of 6-8 weeks. *3 credits each*

**PT 640 CLINICAL PATHOPHYSIOLOGY**

Pathophysiological mechanisms associated with disease and trauma caused by inflammation, infection and immune deficiency across the lifespan, including etiology, diagnostic procedures and medical and surgical management. *2 credits*

**PT 641 MUSCULOSKELETAL PATHOPHYSIOLOGY**

Pathophysiological mechanisms, diagnostic considerations, and medical and surgical management of musculoskeletal disorders. Impact of degenerative changes, tumors, fractures, soft tissue involvement and peripheral neuropathies. *2 credits*

**PT 645 FUNDAMENTALS OF PHYSICAL THERAPY PRACTICE**

Framework for physical therapy practice based on the processes of evaluation, establishing a diagnosis, determining treatment goals and functional outcomes, and developing and implementing a treatment plan for simple cases involving musculoskeletal dysfunction. Introduction to biomechanical and physiological foundations of therapeutic exercise and the application of thermal modalities. *6 credits*

**PT 646 EVALUATION AND MANAGEMENT OF CARDIOPULMONARY DISORDERS**

Clinically applied physiology of oxygen uptake and delivery in human beings across life span, providing basis for learning cardiopulmonary physical exam and clinical measurement techniques. *3 credits*

**PT 647 EVALUATION AND MANAGEMENT OF MUSCULOSKELETAL DISORDERS I**

Evaluation-intervention model with emphasis on management of musculoskeletal disorders of the upper and lower extremities. Assessment of joint range and flexibility, muscle strength, joint stability and mobility, postural alignment and gait, and function. Use of therapeutic exercise, electrical modalities, massage, and exercise equipment. *6 credits*

**PT 648 EVALUATION AND MANAGEMENT OF MUSCULOSKELETAL DISORDERS II**

Evaluation and treatment planning for musculoskeletal disorders, emphasizing orthotics and prosthetics, amputee management, disorders of the spine and the craniomandibular joint and industrial health. *6 credits*

**PT 651 NEUROMUSCULAR PATHOPHYSIOLOGY I**

**PT 652 NEUROMUSCULAR PATHOPHYSIOLOGY II**

**PT 653 NEUROMUSCULAR PATHOPHYSIOLOGY III**

Introduction to neurophysiology, neuro-anatomy and clinical neurology as they relate to the practice of physical therapy. *2 credits each*

**PT 655 EVALUATION AND MANAGEMENT OF NEUROMUSCULAR DISORDERS**

Clinical problem-solving process with emphasis on management of neuromuscular disorders, including deficits in sensation, mental status, cranial nerve function, motor control and development, tone and reflexes, balance, sensory function and activities of daily living. Disorders include cerebral vascular accident, spinal cord injury, Parkinson's disease, multiple sclerosis, peripheral nerve lesions, cerebellar disorders, cerebral palsy and neuromuscular disorders. *6 credits*

**PT 656 REHABILITATION MANAGEMENT ACROSS THE LIFESPAN**

Rehabilitation issues of pediatrics and geriatrics, including functional training, developmental evaluation, use of adaptive equipment, therapeutic exercise, home care and long-term care. *4 credits*

**PT 661 CLINICAL SEMINAR I**

**PT 662 CLINICAL SEMINAR II**

**PT 663 CLINICAL SEMINAR III**

**PT 664 CLINICAL SEMINAR IV**

Weekly seminars focusing on patient cases that integrate content across courses, utilizing a problem-based learning model for critical analysis of evaluation, goal setting, and treatment planning processes. *1 credit each*

**PT 681 PROFESSIONAL ISSUES I: COMMUNICATION AND TEACHING**

Foundation for interaction of the physical therapist with patients, families, supportive personnel and other health professionals, focusing on communication, interpersonal skills, teaching/learning skills. *2 credits*

**PT 682 PROFESSIONAL ISSUES II: HEALTH CARE POLICY**

Discussion of contemporary issues in public policy related to health care, with an overview of the political processes and institutions that influence and determine health policy decisions in the United States. *2 credits*

**PT 683 PROFESSIONAL ISSUES III: ADMINISTRATION AND MANAGEMENT**

Overview of management principles applied to the practice of physical therapy, focusing on organizational behavior, resource allocation and planning, supervision and delegation, personnel policies, monitoring of productivity and quality of care, marketing and financial planning, consultation, and the design of physical therapy services. *2 credits*

**PT 685 CRITICAL INQUIRY I**

**PT 686 CRITICAL INQUIRY II**

Introduction to the basic concepts of the research process as they relate to physical therapy, including measurement theory, clinical research methods, statistical analysis, application of scientific inquiry to clinical decision-making, assessment of functional outcomes, and critical review of professional literature. *2 credits each*

**PT 687 CRITICAL INQUIRY III**

**PT 688 CRITICAL INQUIRY IV**

Seminars to foster development of a group research proposal focusing on quality assurance, program evaluation and functional outcomes. Students present completed research projects as platform presentations or poster presentations, as well as a written journal article. *1 credit each*

**PT 690 CLINICAL INTERNSHIP**

A supervised full-time extended clinical learning experience, one-year in length, enabling students to fully integrate their academic and clinical experiences in a setting that provides varied learning opportunities, facilitates the transition from student to independent practitioner, and serves as the culmination of the students' educational preparation.

---

## Post-Professional Program in Physical Therapy Courses

**PT 600 US HOSPITAL PRACTICE SYSTEMS**

An introduction to practice customs and settings in physical therapy for those who have not practiced in the United States. Individualized experiences are developed, with emphasis on communication. Students make arrangements for individual clinical assessments. *1-3 credits*

**PT 601 CLINICAL PERFORMANCE EVALUATION**

This course is designed for International Scholars in physical therapy. Clinical performance is evaluated to determine the level of expertise and independence in physical therapy practice. *1 credit*

**PT 602 INTERNATIONAL SEMINAR**

Seminar designed to assist International Scholars during their academic coursework, including critical analysis of literature, developing successful student-faculty interaction, cultural variations in learning styles and teaching methods and cooperative learning. *1-3 credits*

**PT 697 MEDICAL TERMINOLOGY FOR THE PHYSICAL THERAPIST**

This course focuses on understanding and appropriately using musculoskeletal, cardiopulmonary and neurological terms, with an emphasis on practicing written and verbal English. *1-3 credits*

**PT 720 FOUNDATIONS OF CLINICAL ASSESSMENT IN PHYSICAL THERAPY**

Study of basic principles of measurement, development of new measurement methods, and analysis of the nature of evaluation and its relationship to clinical judgment and treatment planning. Students develop and test a measurement procedure as a course project. *3 credits*



**PT 760 THEORETICAL FOUNDATIONS OF NEUROREHABILITATION**  
 Survey course examining the theoretical foundations of rehabilitative models for the evaluation and treatment of persons with neurological impairments. *3 credits*

**PT 761 SEMINAR ON TREATMENT APPROACHES TO THE NEUROLOGICALLY IMPAIRED**  
 Neurophysiological and kinesiological bases of a variety of treatment interventions for neurological impairments. *3 credits*

**PT 763 THERAPEUTIC EXERCISE: ADVANCED PRINCIPLES AND PRACTICE**  
 This course presents a process for choosing appropriate exercise procedures for intervention with musculoskeletal and neurological involvement, and emphasizes the practice of these procedures in laboratory sessions. *3 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, providing a framework for treatment of patients with soft tissue and articular lesions. *2 credits*

**PT 772 ORTHOPAEDIC PHYSICAL EXAMINATION**  
 Through lecture and laboratory sessions students develop advanced skills in planning and executing the history and physical examination of the patient with musculoskeletal pathology. *2 credits*

**PT 773 BIOANALYSIS OF HUMAN MOVEMENT**  
 Measurement of movement from a bioinstrumentation perspective including evaluation of movement systems and force systems under static and dynamic conditions. Required for students who will be using bioinstrumentation in their thesis research. *3 credits*

**PT 821 CLINICAL DECISION MAKING**  
 This course is a core requirement for all students in the post-professional physical therapy program. Students examine the basis of clinical decision making as it relates to all aspects of patient care. *3 credits.*

**PT 822 DIAGNOSTIC SCREENING FOR PHYSICAL THERAPISTS: WHEN TO TREAT? WHEN TO REFER?**  
 Specialists from major medical areas present lectures and labs with case examples to illustrate how pathologies can cause confusing or nonspecific symptoms, and how interview techniques and physical examination can help screen for different medical entities. *3 credits*

**PT 823 SPECIAL TOPICS IN PHYSICAL THERAPY**  
 Special topics relating to physical therapy practice are offered on a yearly basis. *2 credits*

**PT 824 ADVANCED SEMINAR IN PHYSICAL THERAPY**  
 Integration of all required core courses in the physical therapy curriculum. Students identify cases and critically analyze alternative evaluation and treatment approaches with reference to recent literature. *1 credit.*

**PT 839 CLINICAL PRECEPTORSHIP IN PHYSICAL THERAPY**  
 Advanced clinical practice offered under the direction of a preceptor in the student's area of specialization. Areas of concentration include orthopaedics, neurologic, sports, pulmonary, cardiac, geriatric, and pediatric physical therapy. Preceptorships can also be done in teaching and clinical research. *3-6 credits*

**PT 869 MUSCULOSKELETAL DYSFUNCTION: UPPER QUARTER**  
 Examination and treatment of musculoskeletal pain and dysfunction involving the upper extremity. (Prereq: *PT 770, PT 772*) *3 credits*

**PT 870 MUSCULOSKELETAL DYSFUNCTION: LOWER QUARTER**  
 Evaluation and treatment of pain and dysfunction involving the lower extremity. (Prereq: *PT 770, PT 772*) *3 credits*

**PT 871 MUSCULOSKELETAL DYSFUNCTION: LUMBOPELVIC REGION**  
 Examination and treatment strategies and techniques for lumbopelvic pain and dysfunction. (Prereq: *PT 770, PT 772*) *3 credits*

**PT 872 MUSCULOSKELETAL DYSFUNCTION: CERVICOTHORACIC AND CRANIOMANDIBULAR REGIONS**  
 Examination and manual therapy treatment techniques for the temporomandibular joint, cervical spine and thoracic spine. *2 credits*

**PT 880 THESIS RESEARCH I**  
**PT 881 THESIS RESEARCH II**  
**PT 882 THESIS RESEARCH III**  
 Thesis research with assigned readers. Students present a prospectus to the Physical Therapy Faculty for approval of the thesis topic, and a formal oral paper describing the final results. *2 credits each*

**PT 896 INDEPENDENT STUDY -899 IN PHYSICAL THERAPY**  
 Independent study allows the student to pursue special problems in physical therapy. Individually planned work guided by a faculty member may include directed readings, investigations or projects in areas not currently covered by formal courses. *Variable credit*

**PT 111 THESIS CONTINUATION**  
 This designation is used for students who are continuing thesis research, who have completed six credits (*PT 880, 881, 882*). Students must register for thesis continuation for each term that the thesis is incomplete. *No credit*

MGH INSTITUTE OF HEALTH PROFESSIONS • ACADEMIC YEAR 1996-1997

## Tuition & Fees

### TUITION:

I. Full-Time . . . . .	\$15,100 (\$7,550 per semester Fall/Spring)
Speech-Language Pathology (CD)	
Full-Time 3-Year Nursing (Non-Nurse)	
Full-Time Professional Physical Therapy (ELPT)	
Summer Semester . . . . .	\$455 per credit*
II. Part-Time (less than 12 credits) . . . . .	\$455 per credit*
Part-time status applies primarily to the following programs:	
Post-Professional Physical Therapy (PT)	
RN Prepared Students (RN)	
Post MSN Primary Care (NP)	
Audit Fee . . . . .	\$228 per credit
III. Special Students . . . . .	\$455 per credit*
Audit Fee . . . . .	\$228 per credit

### FEES:

#### Professional Program in Physical Therapy Fees:

Anatomy Fee (Year 1) . . . . .	\$250
Clinical Education Fee . . . . .	\$300

#### All students as applicable:

Late Payment Fee . . . . .	\$25 initial, then \$10 per month
Orientation Fee (new students only) . . . . .	\$35
Thesis Continuation Fee . . . . .	\$455 <sup>†</sup>
Returned Check Fee . . . . .	\$15
Late Preregistration Fee . . . . .	\$50
Graduation Fee . . . . .	\$25

*There are other nominal fees for items such as key deposits.*

#### Fee for Credit by Examination or Advanced Practice Module advanced placement:

10% of current tuition for each course (matriculated students only).

\*Capped at \$7,550.00 for up to 20 credits.

<sup>†</sup> This fee is based on the prevailing cost of a single credit.

The provisions of this publication do not constitute a contract between a student and the MGH Institute of Health Professions. The MGH Institute of Health Professions reserves the right to change the regulations in this manual at any time during the period for which it is in effect and to modify the schedule of tuition and fees.



# ENROLLMENT INFORMATION

## A DMISSION

Admission requirements and instructions are included in each program-specific brochure. Please review carefully the materials, giving special attention to the application requirements and deadlines for the program in which you are interested.

## FINANCIAL AID

Planning the financing of a professional education is as important as planning a career. Students should estimate how much their entire education will cost and determine the financial resources necessary to support graduate study. For students who need financial assistance, the Institute offers a number of programs to help meet the cost of graduate education. More than 70 percent of the Institute's full-time students receive some form of financial assistance. This support is drawn from the Institute's own resources and from generous contributions made by friends of the Institute (see p. 56). The Office of Student Affairs is available to advise applicants about financial aid and to help them develop appropriate financial strategies.

## APPLICATION PROCESS

Information on financial assistance may be obtained by contacting the Office of Student Affairs. Financial aid application packets detailing deadlines and requirements will be sent to students upon receipt of their application for matriculation. Students are encouraged to submit financial aid applications as early as possible after January 1 and no later than March 1, 1997 to be considered for all types of assistance. Students who have a completed application at the point of acceptance into a program will receive a financial aid award with their acceptance letter. Detailed instructions will be sent with all financial aid application packets.



## TYPES OF FINANCIAL ASSISTANCE

Financial assistance is available to students in the form of grants, loans, and work.

### *Scholarships & Special Funds*

As a result of the generosity of several donors to the MGH Institute of Health Professions, we have a number of named scholarship funds. The Institute is deeply grateful to all the individuals and organizations that have established or continue to support scholarships for our students. A partial list of these funds follows and suggests, for the benefit of our applicants and students, the sources and significance of scholarship gifts.

### *The Trustees' Diversity Scholarships*

The Trustees of the Institute have identified diversity and multicultural sensitivity as priorities of the Institute and as critical elements of an excellent education for health professionals. Achieving greater diversity among faculty, staff, and students remains a challenge and a key goal. Toward that end, the Trustees have established a special scholarship fund that provides annual awards of \$10,000 each to two incoming students each academic year. To qualify for these awards, students must meet all current admissions standards for the program to which they are admitted; they must be U.S. citizens or permanent resident aliens; and they must demonstrate financial need using existing criteria. For purposes of these awards, minority will be defined as belonging to one of the following groups: African American, Latino, Asian American, and Native American Indian.

To apply, a student must submit an updated resume and a two-page aspiration essay outlining professional and practice goals. There is a possibility of renewal for up to three years, depending upon the length of the program.

### *The John Hilton Knowles Memorial Fellowships*

The John Hilton Knowles Memorial Fellowships provide assistance to students in all of the Institute's degree programs. The fund was established by The Rockefeller Foundation to honor Dr. John Hilton 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 Knowles Fellowship funds give priority to minority students and women. The Institute also benefits from the John Hilton Knowles Program Endowment Fund, which has been very important to the school's development.

### *Other Named Funds*

*The Adams Scholarship Fund*, established by Ms. Barbara Adams, a major benefactor of the Institute, supports students in the physical therapy programs.

*The Mary Clapham Endowed Nursing Fund* was established to assist the qualified registered nurse studying for the master's degree in nursing. Recipients selected will have a diverse work history and exhibit skills in patient-focused care.



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

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

*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, Lottie Potts Leland (1910), Harriet Willoughby Merriam (1970), Nancy C. Mitchell (1967), Dorothy Dayton Morgan (1945) and Jessie M. Steward (1935).

*The Amelia Peabody Scholarship Fund*, given in memory of the late Amelia Peabody of Boston, provides scholarship assistance to needy students enrolled in Institute programs.

*The Mary Hammond Taylor Nursing Scholarship Fund* assists qualified students enrolled in the Graduate Program in Nursing who have made contributions to school life or to the larger community. Preference is given to students from the Greater Boston area.

*The Virginia Delaware Zahka Scholarship* is awarded annually to a nursing student at the Institute.

## Student Loans

Educational loans are an important component in graduate education financing. The primary need-based loan program at the Institute is the Federal Stafford Loan Program. This loan program is sponsored by the Federal government. There are alternative



*Dr. Henry J. Munkin, the Edith M. Ashley Professor of Orthopaedic Surgery, delivered the 14th Annual Marjorie K. Ionta Lecture*

financing options available. One option is the *Morris F. Darling Student Loan Fund* established by Mr. and Mrs. Nelson J. Darling, Jr., in honor of their son.

## Employment

Graduate assistantships permit eligible students to work in one of a number of positions that may involve research, teaching, or administrative support. These opportunities are flexible to accommodate students' class schedules, professional interests, and skills. Graduate assistantships enable students to earn a small stipend to offset their educational costs.

## HEALTH INSURANCE

In compliance with the Commonwealth of Massachusetts' requirement that all full-time and three-quarter-time students be enrolled in a health insurance plan that meets state standards, the Institute requires all matriculated students, full- and part-time, to be enrolled in a health insurance plan that meets state standards. A plan that meets or exceeds state standards is offered by Blue Cross and Blue Shield of Massachusetts. Students may enroll in this student insurance plan through the Institute or waive enrollment by supplying the Office of Student Affairs with evidence of their enrollment in a comparable plan. No student is allowed to carry health insurance through a foreign carrier.

*Institute students  
receive personalized  
attention throughout  
their academic  
experience.*





## NON-MATRICULATED (SPECIAL) STUDENT STATUS

Physical therapists, speech-language pathologists, bachelor's-prepared nurses, and other health care professionals with at least a bachelor's degree, and who are not degree candidates at the MGH Institute of Health Professions, may enroll as Special Students in selected courses on a space-available basis. Non-matriculated 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 description of courses open to non-matriculated students. A brochure and application can be obtained by contacting the Office of Student Affairs. Special Students are not eligible for financial aid or to participate in IHP payment plans.

\* Please note that the number of credits transferrable to a degree-granting program varies within each program.



## HOUSING

Students are responsible for making their own housing arrangements. Listings of students seeking roommates are posted on the third floor bulletin board at 101 Merrimac Street and at various sites at Massachusetts General Hospital. The classified sections of *The Boston Phoenix* and *The Boston Globe* can provide additional information about the range of prices and types of accommodations available in the area. Locating near public transportation is always a good idea since parking in the city can be difficult and expensive. General information on housing in Boston and surrounding communities is available through the Office of Student Affairs. Through a student committee, information about apartments in the area is sent to matriculated students upon request.

## DISABILITIES SERVICES

Disabilities services are coordinated through the Office of Student Affairs. Students who have special needs that require assistance are encouraged to fill out the Disabilities Service Request Form mailed to all applicants following acceptance into a program. Students may also contact Vonda Bradbury, Director of the Office of Student Affairs, 101 Merrimac Street, Boston, MA 02114. She may be contacted by phone at (617) 726-3140. All information provided will be held in strict confidence.

## INTERNATIONAL STUDENTS

The MGH Institute of Health Professions welcomes study by international students and is authorized under Federal law to enroll non-immigrant alien students. International students should carefully note the application deadlines and should allow time to accommodate overseas mail, visa procedures, and evaluation of the need for English-language instruction. All international students are required to enroll in the health insurance plan offered by the Institute unless they can demonstrate comparable coverage by another U.S. plan.

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 MGH International Office can file appropriate visa forms. Before the International Office 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. Funds must be on deposit in the United States.

Students who are in the United States on an F-1 visa are not permitted to work unless the work is related to the degree requirements. Students may not work during their first year in the United States. International applicants are encouraged to pursue sources of financial assistance for international study and to contact the International Education Office in their home country.



# TRUSTEES, FACULTY & ADMINISTRATION

---

## Board of Trustees

MATINA S. HORNER, PH.D., CHAIR

MRS. E. LORRAINE BAUGH

JAMES CARROLL

RICHARD R. CRATER

NICHOLAS A. GRACE, ESQ.

MAUREEN W. GROËR, R.N., PH.D.

PAUL GUZZI

MANUEL J. LIPSON, M.D.

HENRY J. MANKIN, M.D.

STEVEN M. MIRIN, M.D.

SAU-FONG SIU, D.S.W.

WILLIAM O. TAYLOR

ELLEN M. ZANE

---

## Honorary Trustees

MRS. ERNEST J. SARGEANT

W. NICHOLAS THORNDIKE

---

## Officers of Administration

MAUREEN W. GROËR  
*President*  
Ph.D., University of Illinois

VONDA K. BRADBURY  
*Director, Office of Student Affairs*  
M.A., University of North Dakota

MARY CAREY  
*Interim Academic Dean,*  
*MGH Institute of Health Professions*  
*Administrative Director, Graduate Program in*  
*Communication Sciences & Disorders*  
Ph.D., University of Minnesota

JOHN M. COOPER  
*Director, Operations & Finance*  
Ed.D., Harvard University

RICHARD H. FERRARO  
*Interim Associate Director,*  
*Graduate Program in Clinical Investigation*  
D.M.D., Tufts University

BETTE ANN HARRIS  
*Director, Graduate Programs in Physical Therapy*  
M.S., MGH Institute of Health Professions

ROBERT E. HILLMAN  
*Director, Graduate Program in*  
*Communication Sciences & Disorders*  
Ph.D., Purdue University

ARLENE LOWENSTEIN  
*Director, Graduate Program in Nursing*  
Ph.D., University of Pittsburgh

PENELOPE PEOPLES  
*Director, Development & Public Relations*  
Ph.D., University of Wisconsin-Milwaukee

---

## Emeritae Faculty

MARJORIE K. IONTA  
*Professor Emerita*  
*Former Supervisor of Physical Therapy,*  
*Massachusetts General Hospital*

YVONNE L. MUNN  
*Professor Emerita*  
*Former Director of Nursing*  
*& Associate General Director,*  
*Massachusetts General Hospital*  
B.N.S., University of Alberta  
M.S., University of California

SYLVIA DRAKE PAIGE  
*Professor Emerita*  
B.A., Marietta College  
M.S.N., Yale University  
D.N.Sc., Boston University

PHYLLIS R. SILVERMAN  
*Professor Emerita*  
B.A., Brooklyn College  
M.S.S., Smith College  
Sc.M.Hyg., Harvard University  
Ph.D., Brandeis University

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

## Faculty 1996-97

LINDA C. ANDRIST

*Assistant Professor*  
Diploma, The Johns Hopkins Hospital  
School of Nursing  
B.S.N., University of Maryland  
M.S., Russell Sage College  
Ph.D., Brandeis University

JULIE ATWOOD

*Professor*  
B.A., University of Massachusetts  
M.Ed., Boston University

CORINE BICKLEY

*Assistant Professor*  
B.S., Iowa State University  
M.S., Washington State University  
Ph.D., Massachusetts Institute of Technology

CHRISTINE BRIDGES

*Clinical Assistant Professor*  
B.S., Hunter College  
M.S., D.N.Sc., Boston University

RUSSELL B. BUTLER

*Associate Professor*  
*Past President, Medical Staff, Emerson Hospital*  
B.S., Cornell University  
M.D., University of Chicago

CHERYL A. CAHILL

*Amelia Peabody Professor in Nursing Research*  
Diploma, St. Joseph's Hospital  
School of Nursing  
B.S.N., Boston College  
M.N., University of Washington  
Ph.D., University of Michigan

MARY CAREY

*Professor*  
*Interim Academic Dean*  
*Administrative Director, Graduate Program in*  
*Communication Sciences & Disorders*  
B.A., College of St. Catherine  
Dietetic Internship, Massachusetts  
General Hospital  
M.S., Ph.D., University of Minnesota

MEREDITH CENSULLO

*Associate Professor*  
Diploma, The Johns Hopkins  
School of Nursing  
B.S., M.S., Boston University  
Ph.D., Boston College

EMILY CHANDLER

*Assistant Professor*  
B.S., M.S., Boston University  
M. Div., Harvard Divinity School

JOHN M. COOPER

*Instructor*  
*Director, Operations & Finance*  
B.A., Wake Forest  
M.P.A., University of North Carolina  
Ed.D., Harvard University

INGE B. CORLESS

*Associate Professor*  
Diploma, Bellevue School of Nursing  
B.S., Boston University  
M.A., University of Rhode Island  
Ph.D., Brown University

SUSAN CROSS-SKINNER

*Assistant Professor*  
B.S.N., University of Delaware  
M.S.N., University of Pennsylvania

EUNICE M. DRAGONE

*Assistant Professor*  
*Director of Nursing,*  
*Spaulding Rehabilitation Hospital*  
Diploma, Mount Auburn Hospital  
School of Nursing  
B.S., Boston College School of Nursing  
M.S., Boston University School of Nursing

DANIEL A. DYREK

*Assistant Professor*  
*President, Orthopaedic Physical Therapy*  
*Services, Inc.*  
B.A., Canisius College  
B.S., State University of New York  
M.S., Boston University

KATHLEEN M. GILL-BODY

*Assistant Professor*  
*Neurologic Clinical Specialist,*  
*MGH Physical Therapy Services*  
B.S., Simmons College  
M.S., MGH Institute of Health Professions

KATHLEEN GRIMES

*Assistant Professor*  
*Cardiac Clinical Specialist, Rehabilitation*  
*Services, Newton-Wellesley Hospital*  
B.S., Columbia University  
M.S., Medical College of Virginia

MAUREEN W. GROËR

*John Hilton Knowles Professor*  
*President, MGH Institute of Health Professions*  
Diploma, Children's Hospital  
B.S., Newton College of the Sacred Heart  
M.A., Boston University  
M.S.N., University of Tennessee  
Ph.D., University of Illinois

ANDREW A. GUCCIONE

*Associate Professor*  
*Director, MGH Physical Therapy Services*  
A.B., Boston College  
M.A., Temple University  
M.S.P.T., Ph.D., Boston University

BETTE ANN HARRIS

*Assistant Professor*  
*Director, Graduate Programs in Physical Therapy*  
B.S., Simmons College  
M.S., MGH Institute of Health Professions

CHARLES W. HAYNES

*Assistant Professor*  
B.A., Harvard College  
M.S., San Francisco State University  
Ed.D., Harvard University

ANN-MARIE HENNESSEY

*Instructor*  
B.S., Boston University  
M.A., New York University

ROBERT E. HILLMAN

*Professor*  
*Director, Graduate Program in*  
*Communication Sciences & Disorders*  
*Director, Voice and Speech Laboratory,*  
*Massachusetts Eye and Ear Infirmary*  
B.S., M.S., Pennsylvania State University  
Ph.D., Purdue University

MAUREEN K. HOLDEN

*Assistant Professor*  
B.S., Boston-Bouve College,  
Northeastern University  
M.M.Sc., Emory University  
Ph.D., Brandeis University

PAMELA E. HOOK

*Assistant Professor*  
A.B., University of Illinois  
M.A.T., Harvard University  
Ph.D., Northwestern University

SUSAN C. HOUE

*Assistant Professor*  
B.S., Lowell State College  
M.S., University of Lowell  
Ph.D., Brandeis University

CAROL H. KAMMER

*Associate Professor*  
*Director, RN Program*  
B.S.N., University of Iowa  
M.S.N., Ed.D., Indiana University

COLLEEN M. KIGIN

*Assistant Professor*  
*Project Coordinator,*  
*Partners HealthCare System, Inc.*  
B.S., University of Colorado  
M.S., Boston University  
M.P.A., Kennedy School of Government,  
Harvard University

AIMEE B. KLEIN

*Assistant Professor*  
*Department of Rehabilitation Services,*  
*Beth Israel Hospital*  
B.S., M.S., Boston University



MARY S. KNAB  
Assistant Professor  
Academic Coordinator of Clinical Education,  
Graduate Programs in Physical Therapy  
B.A., University of Steubenville  
M.S., Texas Woman's University

DAVID E. KREBS  
Professor  
Director, MGH Biomotion Laboratory  
B.S., M.A., Columbia University  
Ph.D., New York University

LEROY S. LAVINE  
Professor  
Director, Rehabilitation Orthopaedics,  
Spaulding Rehabilitation Hospital  
A.B., M.D., New York University

ARLENE LOWENSTEIN  
Professor  
Director, Graduate Program in Nursing  
B.S.N., Fairleigh Dickinson University  
M.A., New York University  
Ph.D., University of Pittsburgh

PAUL A. MACARUSO  
Associate Professor  
B.S., Brown University  
Ph.D., University of Connecticut

LESLEY A. MAXWELL  
Instructor  
Coordinator of Clinical Education,  
Communication Sciences & Disorders  
B.A., University of California  
at Santa Barbara  
M.S., Boston University

CLAIRE F. MCCARTHY  
Associate Professor  
Director, Department of Physical Therapy,  
Children's Hospital Medical Center  
B.S., M.S., Boston University

JANICE BELL MEISENHOLDER  
Associate Professor  
B.S., Wagner College  
M.S., D.N.Sc., Boston University

THERESA HOSKINS MICHEL  
Assistant Professor  
Cardiopulmonary Clinical Specialist,  
MGH Physical Therapy Services  
B.A., Earlham College  
Physical Therapy Certificate,  
University of Pennsylvania  
M.S., Boston University

PATRICE K. NICHOLAS  
Associate Professor  
B.S.N., Fitchburg State College  
M.S., D.N.Sc., Boston University

ALEXANDRA PAUL-SIMON  
Assistant Professor  
Academic Coordinator of Clinical Education,  
Graduate Program in Nursing  
B.S., M.S., Boston University  
Ph.D., Boston College

PENELOPE PEOPLES  
Instructor  
Director of Development & Public Relations  
B.A., Pomona College  
Ph.D., University of Wisconsin-Milwaukee

LESLIE GROSS PORTNEY  
Associate Professor  
Associate Director, Graduate Programs in  
Physical Therapy  
Director, Professional Program in  
Physical Therapy  
B.A., Queens College  
Certificate in Physical Therapy,  
University of Pennsylvania  
M.S., Medical College of Virginia  
Ph.D., Boston University

CATHY E. SALCICCIA  
Instructor  
B.A., Rutgers University  
M.S., Columbia University

KATHLEEN H. SOLOMON  
Instructor  
B.S.N., Worcester State College  
M.S., University of Lowell

LINDA A. STEINER  
Assistant Professor  
Clinical Associate in Orthopaedics,  
MGH Physical Therapy Services  
B.A., Rutgers University  
B.S., State University of New York  
M.S., MGH Institute of Health Professions

KENNETH N. STEVENS  
Professor  
B.A., M.A., University of Toronto  
Sc.D., Massachusetts Institute of Technology

PATRICIA E. SULLIVAN  
Associate Professor  
B.S., Boston-Bouvé College,  
Northeastern University  
M.S., Northeastern University  
Ph.D., Boston University

NANCY M. TERRES  
Assistant Professor  
B.S.N., University of North Dakota  
M.S., Boston University

JOHN G. TWOMEY, JR.  
Assistant Professor  
B.S., Catholic University of America  
M.S., Boston College  
Ph.D., University of Virginia

MARY P. WATKINS  
Clinical Associate Professor  
B.S., M.S., Sargent College  
at Boston University

GAIL K. WEISSMAN  
Professor  
Vice President, Patient Care Services,  
Partners HealthCare System, Inc.  
Certification, Harvard University  
B.S.N., Vanderbilt University  
School of Nursing  
M.A., Ed.D., Columbia University

BARBARA K. WILLSON  
Assistant Professor  
Diploma, College of St. Catherine  
B.S., M.A., University of Minnesota  
M.S.N., University of Lowell  
Ph.D., Brandeis University

KAREN ANNE WOLF  
Assistant Professor  
Diploma, The Johns Hopkins  
School of Nursing  
B.S., M.S., Boston University  
Ph.D., Brandeis University

ELAINE W. YOUNG  
Associate Professor  
Diploma, St. Francis Hospital  
School of Nursing  
B.S., M.S., Boston University  
Ph.D., Pennsylvania State University

CYNTHIA COFFIN ZADAI  
Assistant Professor  
Director of Rehabilitation Services,  
Beth Israel Hospital  
B.S., Boston University  
M.S., Northeastern University

---

## Lecturers

ELIZABETH BLACKINGTON  
Lecturer  
Diploma, MGH School of Nursing  
B.S.N., Saint Anselm College  
M.S., Simmons College  
M.Ed., Cambridge College

KATHLEEN CARLIN  
Lecturer  
B.S., Boston University  
M.Ed., Northeastern University

LINDA ADAMS LESLIE  
Lecturer  
B.S., Cornell University  
B.S.N., Rush University  
M.S., University of Illinois

# Trustees, Faculty, & Administration

TALLI CRAIG McCORMICK  
*Lecturer*  
B.S., University of Massachusetts  
M.S.N., MGH Institute of Health Professions

SHARON N. McLEAN  
*Lecturer*  
B.S., M.S., Pennsylvania State University

KIMBERLY HALL OAS  
*Lecturer*  
B.S.N., M.S.N., University of Texas

NANCY A. TELIAN  
*Lecturer*  
B.A., University of Connecticut  
M.S., Boston University

JOANN T. TRYBULSKI  
*Lecturer*  
B.S., Fordham University  
M.S.N., Simmons College

---

## Staff

VALERIE A. ABRAHAMSEN  
*Registrar*

CHARLOTTE AGOSTINI  
*Bursar*

GRACE A. ELSON  
*Manager of Planning & Program Development*

DEBRA L. GEBHARD  
*Executive Office Assistant*  
Graduate Program in Nursing

ARKADY GOLDENSHTEIN  
*Support Engineer*  
Information Technology Services

VALERIE J. GRANDE  
*Executive Office Assistant*  
Graduate Programs in Physical Therapy

SONJA A. HOOD  
*Coordinator of Admissions & Financial Aid*

DENEYA M. JACKSON  
*Secretary*  
Information Technology Services

C. LILLIAN JOHNSON  
*Development & Public Relations Assistant*

C. RONALD KAVANAGH  
*Financial Database Coordinator*

GERALDINE McCARTHY  
*Office Assistant*  
Graduate Program in  
Communication Sciences & Disorders

LAURA B. McDONOUGH  
*Administrative Assistant*  
Graduate Program in Nursing

JOSE-ALBERTO MENDOZA  
*Staff Assistant*  
Office of Student Affairs

LOU H. MITCHELL  
*Alumni Affairs Coordinator*

ALESSANDRIA M. MUCCI  
*Executive Office Assistant*  
Graduate Programs in Physical Therapy

LINDA S. NELSON  
*Staff Assistant*  
Office of Student Affairs

DIANE L. NOLAN  
*Faculty Personnel and Administration Support*  
Office of the President

ANN O'MALLEY  
*Office Assistant*  
Office of Student Affairs

LOUISE A. ORNSTEIN  
*Administrator*  
Graduate Programs in Physical Therapy

NICOLE S. PARISI  
*Technology Assistant*  
Ruth Sleeper Learning Center

HANNAH S. POTTER  
*Executive Assistant to the President*

MARY SALEEM  
*Executive Office Assistant*  
Graduate Program in Nursing

JAMES P. SULLIVAN  
*Manager of Information Technology Services*

SANDRA L. SUMNER  
*Administrative Assistant*  
Graduate Program in  
Communication Sciences & Disorders

The MGH Institute of Health Professions reserves all rights to change any courses, programs, specialties, tuition or fees subsequent to publishing this catalog.

The MGH Institute of Health Professions is fully accredited as a graduate educational institution by the New England Association of Schools & Colleges.

It is the policy of the MGH Institute of Health Professions not to discriminate on the basis of race, color, religion, creed, gender, sexual orientation, age, disability, veteran status, marital status or national origin. The Institute respects and values the diverse backgrounds of all people and welcomes all students to participate fully in all the rights, privileges, programs and activities generally accorded or made available to the IHP community.

This policy incorporates, by reference, the requirements of Title VI of the Civil Rights Act, Title IX of the 1972 Educational Amendments and all relevant federal, state and local laws, statutes and regulations.

---

## Acknowledgements

*Design:* Cindy Guernsey  
Donya Melanson Advertising

*Photography:*

Petty & Hemmer

*Cover:* 5 color profiles, PT & NS photos, *Inside covers*  
*Text pages* (1, 5, 7, 8, 11, 15, 19, 21, 22, 23, 25, 27, 29, 31, 33, 34, 35, 37, 58)

Jeff Thiebault

*Cover:* CI & CD photos

*Text pages* (9, 10, 12, 14, 17, 18, 20, 24, 26, 28, 30, 32, 36, 38, 39, 40, 42, 43, 44, 55, 57, 60)

Richard W. Green

*Text page* (6)

Len Rubenstein

*Text page* (16)

*Printing:* RPJ Associates

*Project Manager:* Lea Johnson

The Institute would like to thank St. Anthony Shrine in Boston (*photo*, p. 25), the Courageous Sailing Center in Charlestown (*photo*, p. 29), and the Cambridge Dance Complex in Cambridge (*photo*, p. 31), for graciously permitting student profile photography on location.

© 1996 MGH Institute of Health Professions, Inc.  
All rights reserved. Printed in the USA







MGH Institute of Health Professions  
101 Merrimac Street • Boston, Massachusetts 02114 • Phone: 617-726-3140

