



MGH Institute *of* Health Professions

at Massachusetts General Hospital

Where world-class education meets real-world healthcare



1999-2001 CATALOG

Information Sessions

Monthly Information Sessions are held at the Institute to provide information regarding the following graduate programs:

- Clinical Investigation
- Communication Sciences & Disorders
- Nursing
- Physical Therapy

This is an opportunity to learn more about the programs as well as information regarding admissions, prerequisites, financial aid, and the curriculum. *Sessions will be held from 6:00-8:00 pm.*

The dates are as follows:

Academic Year 1999-2000

Thursday,
September 30, 1999

Thursday,
October 21, 1999

Thursday,
November 18, 1999

Friday,
December 17, 1999

Friday,
April 7, 2000
*(Clinical Investigation,
RN and post-MSN,
post-PT programs only)*

Academic Year 2000-2001

Thursday,
September 28, 2000

Thursday,
October 19, 2000

Thursday,
November 16, 2000

Friday,
December 15, 2000

Friday,
April 6, 2001
*(Clinical Investigation,
RN and post-MSN,
post-PT programs only)*

Please RSVP: 617-726-3140

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The purpose of this publication is to provide information about the MGH Institute of Health Professions to persons who work and study at the Institute, to persons who may be interested in applying for admission, and to the general public. While every effort has been made to ensure the accuracy of the information in this publication, the Institute reserves the right to make changes at any time with respect to course offerings, degree requirements, services provided, or any other subject addressed in this publication.

The catalog provides the policies and procedures in effect at the time of printing. Although subject to change, the published program requirements for students who enter the Institute during the terms covered by this publication must be satisfied by the student for the successful completion of any program.

The MGH Institute of Health Professions is an affirmative action/equal opportunity institution and prohibits discrimination 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.

Accreditation

The Institute is accredited by the New England Association of Schools and Colleges. The Graduate Program in Nursing is approved by the Board of Registration in Nursing of the Commonwealth of Massachusetts and is accredited by the National League for Nursing. The Professional Program in Physical Therapy is accredited by the Commission on Accreditation in Physical Therapy Education. The Graduate Program in Communication Sciences and Disorders is accredited by the American Speech-Language-Hearing Association.



Ann W. Caldwell

Dear Applicant:

We are delighted that you are interested in becoming a part of the MGH Institute of Health Professions for your graduate education. The Institute, which was founded in 1977 by the world-renowned Massachusetts General Hospital, is a unique learning environment dedicated to providing you with a rigorous academic experience integrated with intensive clinical education.

You will find at the Institute a rich and varied curriculum which combines courses specific to each discipline with those that are interdisciplinary and multidisciplinary and are designed to prepare you for the dramatically changing health care environment. You will also find here an excellent faculty with a deep commitment to teaching, research, and practice in the health professions. And finally you will join a student body that brings with them a variety of backgrounds and experiences that will enrich your learning.

If you choose the Institute for your graduate education, you will benefit from the Institute's clinical affiliation with over 600 health care providers, including our primary relationship with our parent corporation, the Massachusetts General Hospital, as well as the Partners HealthCare System of which MGH is a part. Every matriculated student at the Institute receives some clinical learning experience at the Massachusetts General Hospital, as well as exposure to the wide variety of settings in which health care is now practiced.

The Institute is relatively small, and you can expect to receive a highly personalized education from faculty who will get to know you well and who will help you to shape both your academic course of study and your professional goals. You will be assigned your own academic advisor. In addition, our Office of Enrollment Management and Student Affairs is ready to help you throughout your graduate program from admission to graduation. You will also have access to a growing network of Institute graduates, now numbering over 1000 and practicing around the country and the world.

We hope you will choose the MGH Institute of Health Professions for your graduate education. I look forward to welcoming you personally into this very special community of teachers, researchers, clinicians, and students.

Sincerely,

A handwritten signature in black ink that reads "Ann W. Caldwell". The signature is written in a cursive, flowing style.

Ann W. Caldwell
Interim President

1999-2000 Academic Calendar

Fall Semester

SEPTEMBER 7 TO DECEMBER 23, 1999

Payment deadline for returning students	July 30
Open registration	Aug.30-Sept. 3
Labor Day - Holiday, Institute Closed	Sept. 6
Orientation	Sept. 7
New student registration and classes begin	Sept. 8
Last day for 100% refund	Sept. 14
Last day for 75% refund	Sept. 21
Add/Drop and Pass/Fail deadline	Sept. 23
Last day for 50% refund	Sept. 28
Last day for 25% refund	Oct. 5
Columbus Day - Holiday Institute closed	Oct. 11
Last day to withdraw	Oct. 22
Advisement period for Spring Semester	Oct. 27-Nov. 5
Registration for Spring Semester	Nov. 8-19
Veterans' Day - Holiday, Institute closed	Nov. 11
Thanksgiving Break	Nov. 24-28
Classes end at 4:00pm on	Nov. 24
Classes resume on Monday	Nov. 29
Classes end	Dec. 13
Reading period	Dec. 14-15
Final examinations	Dec. 16-22
Deadline for completion of all thesis requirements for January 2000 diploma	Dec. 17

Spring Semester

JANUARY 10 TO MAY 3, 2000

Payment deadline for returning students	Dec. 15
Classes begin	Jan. 10
Last day for 100% refund	Jan. 14
Martin Luther King Day - Holiday, Institute closed	Jan. 17
Last day for 75% refund	Jan. 21
Add/Drop and Pass/Fail deadline	Jan. 26
Last day for 50% refund	Jan. 28
Last day for 25 % refund	Feb. 4
President's Day - Holiday, Institute closed	Feb. 21
Last day to withdraw	Feb. 25
Spring Break	Mar. 6-10

Spring Semester continued

Advisement period for Summer and Fall Semesters	Mar. 13-24
Registration for Summer and Fall Semesters	Mar. 27-Apr. 7
Classes end	Apr. 24
Reading period	Apr. 25-26
Final examinations	Apr. 27-May 3
Deadline for completion of all thesis requirements for May 2000 diploma	Apr. 28
Commencement	May 13

MAY 8 TO AUGUST 16, 2000 SESSION I

Payment deadline for returning students	Apr. 28
Open registration	May 4-5
Classes begin	May 8
Last day for 100% refund	May 12
Last day for 75% refund	May 19
Add/Drop and Pass/Fail deadline	May 24
Last day for 50% refund	May 26
Memorial Day - Holiday, Institute closed	May 29
Last day for 25% refund	June 2
Last day to withdraw	June 23
Independence Day - Holiday, Institute closed	July 4
Classes end	Aug. 14
Final examinations	Aug. 15-16
Deadline for completion of all thesis requirements for September 2000 diploma	Sept. 1

Summer Term

SESSION II

Science Summer (Nursing) and CSD Prerequisites	June 5-Aug. 16
Payment deadline, first class meeting	Week of June 5
Add/Drop and Pass/Fail deadline	See SS brochure
Refund deadline	See SS brochure

SESSION III

Professional PT Students (New)	June 15-Aug. 16
Orientation and registration	June 15
Payment deadline	June 15
Add/Drop, Pass/Fail and "W" deadline	June 21
Last day for refund	June 21

2000-2001 Academic Calendar

SEPTEMBER 5 TO DECEMBER 18, 2000

Payment deadline for returning students	July 28
Open registration	Aug. 28-Sept. 1
Labor Day - Holiday, Institute Closed	Sept. 4
Orientation	Sept. 5 & 8
New student registration and classes begin	Sept. 6
Last day for 100% refund	Sept. 13
Last day for 75% refund	Sept. 20
Add/Drop and Pass/Fail deadline	Sept. 21
Last day for 50% refund	Sept. 27
Last day for 25% refund	Oct. 4
Columbus Day - Holiday Institute closed	Oct. 9
Last day to withdraw	Oct. 27
Advisement period for Spring Semester	Oct. 30-Nov. 10
Registration for Spring Semester	Nov. 13-17
Veterans' Day - Holiday, Institute closed	Nov. 10
Thanksgiving Break	Nov. 23-26
Classes end at 4:00pm on	Nov. 22
Classes resume on Monday	Nov. 27
Classes end	Dec. 8
Reading period	Dec. 11
Final examinations	Dec. 12-18
Deadline for completion of all thesis requirements for January 2001 diploma	Dec. 15

Fall Semester

JANUARY 8 TO APRIL 23, 2001

Payment deadline for returning students	Dec. 15
Classes begin	Jan. 8
Last day for 100% refund	Jan. 12
Martin Luther King Day - Holiday, Institute closed	Jan. 15
Last day for 75% refund	Jan. 19
Add/Drop and Pass/Fail deadline	Jan. 23
Last day for 50% refund	Jan. 26
Last day for 25% refund	Feb. 2
President's Day - Holiday, Institute closed	Feb. 19
Last day to withdraw	Mar. 2
Spring Break	Mar. 12-16

Spring Semester

Spring Semester continued

Advisement period for Summer and Fall Semesters	Mar. 19-30
Registration for Summer and Fall Semesters	Apr. 2-6
Classes end	Apr. 13
Reading period	Apr. 16
Final examinations	Apr. 17- 23
Deadline for completion of all thesis requirements for May 2001 diploma	Apr. 27
Commencement	May 5

MAY 7 TO AUGUST 14, 2001 SESSION I

Payment deadline for returning students	Apr. 27
Open registration	May 3-4
Classes begin	May 7
Last day for 100% refund	May 11
Last day for 75% refund	May 18
Last day for 50% refund	May 25
Memorial Day - Holiday, Institute closed	May 28
Add/Drop and Pass/Fail deadline	May 22
Last day for 25% refund	June 1
Last day to withdraw	June 22
Independence Day - Holiday Institute closed	July 4
Classes end	Aug. 10
Final examinations	Aug. 13-14
Deadline for completion of all thesis requirements for September 2001 diploma	Aug. 31

Summer Term

SESSION II

Science Summer (Nursing) and CSD Prerequisites	June 4-Aug. 17
Payment deadline, first class meeting	Week of June 4
Add/Drop and Pass/Fail deadline	See SS brochure
Refund deadline	See SS brochure

SESSION III

Professional PT Students (New)	June 14-Aug. 10
Orientation and registration	June 14
Payment deadline	June 14
Add/Drop, Pass/Fail, and "W" deadline	June 22
Last day for refund	June 22

m i s **s** i o n

The MGH Institute of Health Professions educates, in an interdisciplinary environment, health care professionals capable of becoming leaders in their clinical disciplines. The mission includes:

- *integrating academic and clinical curricula and instruction;*
- *expanding and refining the scientific basis for clinical practice through research and scholarship;*
- *developing innovative educational methods; and*
- *developing new models of practice to foster provision of effective, affordable, and ethical health care.*

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 on 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 Institute leadership and is the shared responsibility of the entire Institute community.

Introduction

the MGH Institute of Health Professions was created by the Massachusetts General Hospital in the late 1970s to respond to major changes in health care delivery and the changing educational needs of the health care professions. Separately incorporated under its own Board of Trustees in 1985, the Institute is a national model of health care education that prepares its students to excel in today's rapidly shifting health care environment.

The MGH Institute of Health Professions is a unique and innovative graduate school affiliated with the world-renowned Massachusetts General Hospital (MGH) in Boston. Putting a premium on creating new paradigms in health care education, the Institute integrates rigorous academics with clinical practice in diverse settings and trains students to take on leadership roles in their respective fields.

Accredited by the New England Association of Schools and Colleges, the Institute offers academic programs leading to a Master of Science degree in clinical investigation, nursing, physical therapy, and speech-language pathology. Within these fields, various tracks and specialties, as well as opportunities for specialized post-professional certification, are offered.

The hallmark of the MGH Institute of Health Professions is individualism and flexibility. The student body is made up of highly motivated individuals from an array of academic and professional backgrounds. Some students enter the Institute's programs immediately after college. Others enroll later in life, after making significant choices about their career goals. The result of this mixed student body is a school rich in unique and interesting individuals, whose perspectives and experiences challenge faculty and fellow students alike.

Integrating theory and practice is the Institute's guiding educational principle. The clinical setting is considered an essential environment to learn the skills needed for health care practice; faculty who teach the curriculum and supervise

the practicum are viewed as best equipped to integrate theory and practice. The classroom experience is further enhanced by Institute faculty actively engaged in clinical practice, who bring to the classroom the most innovative technologies, treatments, and care strategies. Similarly, students who work closely with faculty engaged in cutting-edge research are able to develop rigorous scientific thinking and gain hands-on exposure to the next wave in treatment options.



Classroom instruction prepares students for clinical experience

The Institute also offers an impressive student-faculty ratio of 7:1, which enables students to gain personalized attention from faculty and staff and promotes small-group interactions that foster important professional relationships.

In addition to its special relationship with the MGH, which oversees the largest hospital research budget in the United States, the Institute is affiliated with the Partners HealthCare System—including the Brigham and Women's, McLean, and Spaulding Hospitals, and a vast network of primary care organizations and practices. These affiliations create unprecedented

practica opportunities in diverse health care environments and assure that Institute programs are in the forefront of addressing current and future health needs. Students also have access to the MGH Treadwell Library and the Countway Library of Medicine at Harvard Medical School, major resources that feature basic science, medical and nursing collections, periodicals, and on-line computer databases.

Reflecting the state-of-the-art as much as the state-of-the-world, the Institute's cross-disciplinary agenda offers dynamic, complementary programs and a strong foundation in scientific methodology, which hone students' ability to critically evaluate the effectiveness of both clinical practices and research efforts. By training in multidisciplinary settings, students become equipped to function as effective members of health care teams, a skill critical throughout their careers. In addition to focusing on scientific knowledge and technical skills, the Institute is highly committed to developing students' awareness of ethical and humanistic aspects of professional practice.

Location

In 1992, the Institute moved from its historic site at the Massachusetts General Hospital to a newly constructed building very near the MGH at 101 Merrimac Street. Its downtown location provides convenient access to Faneuil Hall, the North End, the waterfront, restaurants, shops, hotels, museums, banks, art galleries, and public transportation. Boston is home to numerous colleges and universities, with a combined student population of more than 200,000 within its metropolitan area. As well, Boston is recognized around the world as a center for medical research and quality health care.

Scope of Services

The Office of Enrollment Management and Student Affairs (EMSA), located on the fifth floor of 101 Merrimac Street, includes Admissions, Registrar, Financial Aid, Bursar and Student Services, providing a number of services that support the academic programs and assist



*Bulfinch Building on the
MGH campus*

Institute students with the administrative aspects of their education. Here students will find information and assistance with admissions applications, financial aid, academic records and transcripts, class scheduling, registration, and student billing. Forms required for these and other administrative and academic procedures are available in the fifth floor office. Students are encouraged to make appointments with staff members for personal assistance or information. The EMSA phone number is (617) 726-3140. The office is open from 8:30 a.m. to 5:00 p.m.

Located on the third floor is Student Services which provides support in the promotion of diversity, oversight of new student orientation, counseling for students with disabilities, support to the international student community, assistance with student government and student organizations, and planning of social and recreational activities. For a more detailed description of the scope of services offered through this office, please consult the Institute's Student Handbook.

p r o g r a m s



The Interdisciplinary Curriculum

The Institute's curriculum is multifaceted and broad. The weaving of interdisciplinary activities with discipline-specific ones is of primary importance to fulfilling the mission of the Institute. The curricular goals that are common to all programs include the following:

- engage in critical thinking to guide professional practice and scholarly inquiry;
- integrate knowledge and theories into professional practice;
- use effective communication and collaboration skills;
- influence health policy and practices in evolving systems of health care delivery in a pluralistic society;
- incorporate ethical and professional values and standards in the delivery of health care.

The interdisciplinary aspects of the curriculum include required courses for different levels of students, elective courses, shared clinical experiences, and research efforts that contribute to the students' competence as health care practitioners. Thirteen didactic course offerings are truly interdisciplinary in nature. Programs offer specialized courses that are of interest to students in other disciplines. Nine courses are prerequisite courses for our degree programs and are open to students with a variety of backgrounds. Faculty have developed case conferences and are continuing to develop interdisciplinary clinical seminars where the focus is

on clinical issues, patient care management, teamwork, collaboration, and the perspectives and roles of various health care providers. In many clinical sites, there are students from more than one discipline; enabling interaction and shared experiences. Finally, students have the opportunity to become involved in research. These collaborative activities may involve faculty from a variety of disciplines and the real world of practice.



Registering for an interdisciplinary clinical seminar

Clinical Investigation

The field of clinical investigation has developed rapidly over the past ten years. World-wide, expenditures on clinical investigations are estimated to be in the range of \$40 to \$50 billion. Representatives of government, industry, and academia have participated in global conferences addressing the issues of clinical investigation. Their reports have emphasized an increasing need for clinical scientists who are more rigorously trained in research design, data analysis, and human studies research.

Many factors are driving this increased emphasis on clinical investigation. Among these factors are the following:

- advanced knowledge and complexity of scientific techniques resulting from new biological and genetic advances;
- the rising cost of developing and marketing new medications, medical devices, and other interventional procedures;
- the growing attention to the necessity and development of more consistent global rules and regulations;
- the increased global competition along with issues of cost-containment resulting in new categories of research modalities (e.g., outcomes research, evidence-based research, pharmacoeconomics, and translational research);
- newly formed alliances and consortia established to optimize current resources available for cost-efficient, high-quality clinical research.

These factors as well as others have resulted in the recognition that not enough people are trained in the complexities of clinical investigation to meet current and future needs. To date, educational programs have emphasized the preparation of the lead clinical investigator but not the many other health professionals who play major roles on clinical investigation teams and who will bear increasing levels of responsibility as clinical investigation moves into the 21st century.

The MGH Institute of Health Professions has



"The mentored field experiences, the interdisciplinary nature of the program, a caring faculty— all of these elements add to the superb quality of the Clinical Investigation program. It gave me hands-on experience with state-of-the-art technology, exposed me to the premier research organizations in Boston and even led to my new position with Partners."

Delia Yi-Dan Wolf, MD
Clinical Investigation, Class of '99
Associate Director for Quality Assurance and Human Subject Protection, Partners HealthCare System, Inc.

developed the Graduate Program in Clinical Investigation in direct response to this need. Clinical research professionals who complete this innovative program are in demand and have potential opportunities to work in academic health centers, pharmaceutical or biotechnology companies, contract research organizations, site management organizations, government, or other evolving settings. The next ten years promise to be intellectually, scientifically, and financially rewarding for those individuals who accept the challenges offered by the Graduate Program in Clinical Investigation.

Program Description

The Graduate Program in Clinical Investigation grants the degree of Master of Science in Clinical Investigation. The field of clinical investigation generates knowledge about health, illness, interventions, and outcomes and contributes to the current development and future direction of health care.

The goal of clinical investigation is to provide valid data and information that will ultimately improve health care for all populations through the development of new medications, devices, and treatment modalities.

Clinical investigation is a comparatively new academic field. Clinical investigators and the clinical investigation team, unlike bench research scientists, interact directly with human subjects, who may or may not be patients. The clinical investigation team is responsible for study design, committee reviews, human studies approval, informed consent, and subject/patient enrollment and may care for the patient throughout the study while performing the specified research.

This program will introduce students to new ideas and professional issues by drawing upon a variety of faculty, ongoing research studies, and program resources. It will encourage new relationships among health care professionals and clinical scientists, fostering opportunities to develop collaborative clinical research projects. The program provides students with sound ethical guidelines for decision-making and offers a mentored field experience that will provide practical experience and participation in clinical investigation.

Graduates of this program who have MD, DMD, Pharm D, or PhD degrees may be principal investigators and would apply the knowledge gained in this program to their clinical research studies. Those without doctoral preparation will assume roles as project managers, study coordinators, or study specialists in industry, government, or academic health care settings. Graduates of the program will be leaders in clinical research through their contributions to new and improved therapies, assessments of existing therapeutic interventions, evaluations

of patient needs and the appropriateness of health care service settings, and studies of cost-effectiveness of current and proposed health care interventions.

Program Philosophy

The mission of the Graduate Program in Clinical Investigation is to prepare multidisciplinary, pre-doctoral, and post-doctoral health care professionals and clinical scientists for a variety of roles in the design and implementation of human clinical research. The program offers rigorous clinical and didactic graduate education, providing a core of courses that include scientific, patient monitoring, and ethical considerations essential to the development of a broadly prepared, multiskilled leader in clinical investigation. It is expected that graduates of the Clinical Investigation Program will:

- apply the frameworks, philosophies, and constructs of scientific research to clinical investigation studies, employing principles of good clinical practice to produce valid data;
- ensure that ethical principles and values are upheld in human subjects research;
- use current statistical knowledge and methods in the design, implementation, and assessment of clinical research;
- communicate effectively, both orally and in writing, with other investigators and participants in human clinical research, grantors and contractors of clinical research support, administrators, and other public and private participants.

Special Features of the Program

The Graduate Program in Clinical Investigation has a number of special features. These include:

- affiliation with the world-renowned Massachusetts General Hospital, Brigham and Women's Hospital, and Partners HealthCare System, Inc., with access to diverse clinical research resources;
- applicability of theory in clinical research to students' ongoing professional activities;
- flexibility allowing both part-time and full-time study;

- a variety of health care professionals in a graduate level, interdisciplinary clinical investigation program that emphasizes the theory and practice of ethical research conduct;
- links to academia and industry for practical and research purposes;
- in-depth mentored field experiences;
- a career ladder for those who wish to advance their responsibilities, knowledge, and income over an extended period of time.

Mentored Field Experience

The required Mentored Field Experience courses are structured so that students will have mentors, in addition to faculty advisors, to supervise their clinical investigation projects. In order to receive in-depth exposure, students may remain in the same mentored field experience throughout the program. Institute faculty are involved in many clinical investigation projects, and numerous opportunities for field experiences are available through affiliations with the Partners HealthCare System, Inc., the Massachusetts General Hospital, and the Brigham and Women's Hospital. Mentors and advisors are selected for the nature of their clinical research, experience, commitment, and reputation as teachers. A national and international network of associations with mentors drawn from other health care organizations, industry, and government is developing. As a result of these associations, students may draw upon prominent and internationally respected clinical investigators.

Applied clinical research experience is supported by didactic classroom teaching and by individualized mentor and advisor interactions. Interactive student, faculty, and site evaluations will facilitate continued improvement of these experiences. The strong mentoring component of the program permits students to work with a clinical investigator and gain hands-on experience in research methods, design, implementation, and outcomes.

Curriculum Outline

In order to receive a Master of Science in Clinical Investigation degree, a matriculated student must complete a minimum of 36 credit hours. The four major components of the curriculum are:

- the core courses, some of which are taken with graduate students from other Institute programs, e.g., Nursing, Physical Therapy, and Communication Sciences and Disorders;
- courses specific to clinical investigation that focus on research design, data collection, data management and analysis, and ethical and legal aspects of the research enterprise;
- the Mentored Field Experience;
- a Clinical Investigation Project.

Certificate of Advanced Study

A Certificate of Advanced Study may be obtained on a part-time or full-time basis. A minimum of 15 course credits are required.

Courses include the following:

CIM 740	Introduction to Clinical Investigation (3)
CIM 810	Ethics and Socially Responsible Clinical Investigation (3)
CIM 831	Law and Health Policy Governing Clinical Research (3)
HP 720	Designing Clinical Research (3)
HP 721	Statistics for Clinical Research (3)

Students must achieve a grade of B or better in courses that will be applied toward the certificate. Students working toward the certificate may apply for entry into the MS program at any time through the standard application process. However, matriculated students with a cumulative GPA of 3.0 or better who have completed at least 9 credits toward the certificate may convert to the MS program by written petition to the CI faculty through their advisor. Participation in the certificate program does not grant automatic entry into the MS program. For part-time students, the certificate program must be completed within three years.

Financial aid is not available for students in the certificate program.

Admission Requirements

Students accepted to the Graduate Program in Clinical Investigation may already have a master's or doctoral degree in a clinical discipline but will have strong research interests and want more formal instruction in research and design methodology.

Pre- or post-doctoral applicants and clinical scientists may include, but are not limited to, physicians, dentists, nurses, physical and occupational therapists, dietitians, social workers, psychologists, speech-language pathologists, physician assistants, pharmacists, and others who have been in a health care provider relationship. Those without degrees in the applied clinical sciences will be considered for admission. Additional course work related to human health needs and aspects of clinical care will be required prior to, or during, the first semester of study. Specific requirements will be determined on an individual basis. All students must have a

baccalaureate degree. The admissions committee will make the final determination of eligibility to matriculate into the Graduate Program in Clinical Investigation and may require applicants to successfully complete a "science summer" or take other prerequisites prior to enrolling in the Fall semester.

All applicants are required to submit an application and GRE scores. GRE scores are not required of those holding a master's degree or higher from an English-speaking country. They are also not required of applicants to the Certificate of Advanced Study Program. Also required are all official transcripts, three letters of reference, a personal essay, and the application fee. Please see the admissions application for more complete instructions and deadlines.

Students who do not speak English as their first language and who do not hold a degree from an English-speaking country are required to take the TOEFL in addition to the GRE.

Clinical Investigation

Curriculum Outline

First Semester

CIM 740 Introduction to Clinical Investigation (3)

CIM 810 Ethics and Socially Responsible Clinical Investigation (3)

HP 720 Designing Clinical Research (3)

HP 721 Statistics for Clinical Research (3)

Second Semester

CI 800 Mentored Field Experience I (3-6)*

CIM 820 Applied Clinical Research (3)

CIM 821 Intermediate Statistics for Clinical Investigation (3)

CIM 831 Law and Health Policy Governing Clinical Research (3)

Third Semester

CI 801 Mentored Field Experience II (3-6)*

CI 880 Clinical Investigation Project (3)

Electives (6)

Six credits of elective courses are required (to be arranged). Please see page 44 for recommendations and descriptions.

Students choosing to attend part-time are encouraged to take HP 720 Designing Clinical Research and HP 721 Statistics for Clinical Research during their first semester of study. Enrolling in HP 720 is highly recommended prior to or concurrent with enrollment in HP

721. Similarly, CIM 820 Applied Clinical Research should be taken before or concurrent with CIM 821 Intermediate Statistics for Clinical Investigation. CIM 740 Introduction to Clinical Investigation is required before or concurrent with the CI 800 Mentored Field Experience I. Sequencing of remaining courses is based on scheduled course offerings.

*A three-credit mentored field experience will require an approximate 210 hours of time in the clinical placement. The daily or weekly schedule will be arranged to accommodate the student and the mentor.

Communication Sciences and Disorders

The Graduate Program in Communication Sciences and Disorders (CSD) offers the Master of Science degree in Speech-Language Pathology. The Program is fully accredited by the American Speech Language-Hearing Association (ASHA). 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 phonological 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.

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 provide 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, and 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.



A CSD student performs flexible fiberoptic endoscopy under the careful supervision of an instructor

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 field. For example, the program currently offers Reading and Writing in the Schools (CD 825) to reflect the growing consensus that written and spoken language should be addressed simultaneously (see below: Dual Teaching Certification in both Speech-Language-Hearing Disorders 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 increasingly integrate into the curriculum knowledge about the influence of multicultural factors on the diagnosis and treatment of communication disorders, as well as to provide students 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.



"My practicum at the MGH was an intensive learning experience. I learned how to work as part of a diverse medical team and to make clinical assessments and treatment plans. At MGH, they really know how to make a good clinician out of you."

Sasha Yampolsky, MS, CCC-SLP
Communication Sciences and Disorders, Class of '96
Fulbright Scholar

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 core of academic and clinical course work, 350 hours of supervised clinical practice, 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.

Communication Sciences and Disorders students must complete all degree requirements within five academic years from the time of initial registration.

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 wide range of faculty research interests and the affiliation with the Partners HealthCare 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 Disorders 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 Graduate

School of Education: In addition to its own core curriculum and advanced electives, the CSD Program also has a cross-registration arrangement with Harvard. 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.

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. In fact, much of the academic course work 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 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.

Admissions Requirements

The Graduate Program in Communication Sciences and Disorders is open to individuals with a bachelor's degree in various fields including, but not limited to, communication disorders, psychology, linguistics, the biological sciences, or related fields. All applicants must submit scores from the Graduate Record Examination. An undergraduate grade point average of 3.0 on the basis of a four-point scale is required. Those who have unusual circumstances are invited to contact the director of the program. Also required are the admissions application, official transcripts, three letters of reference, a personal essay, and the application fee. Please see the application form for more complete instructions and deadlines.

All accepted students must complete the following required prerequisite courses prior to matriculation:

- Introduction to Communication Disorders;
- Phonetic Transcription and Introduction to Acoustic Phonetics;
- Anatomy and Physiology of Speech and Hearing Mechanisms;
- Speech and Language Acquisition.

All of these courses are offered at the Institute each summer.

Communication Sciences and Disorders

Curriculum Outline

	Year 1	Year 2
Fall Semester	<p>CD700 Clinical Practicum Lab Seminar (3)</p> <p>CD721 Physiology, Acoustics, and Perception of Speech (3)</p> <p>CD732 Phonological/Articulation Disorders (3)</p> <p>CD743 Disorders of Spoken and Written Language I (3)</p> <p>CH720 Foundations of Spoken/Written Language and Cognition (3)</p> <p><i>Core Graduate Credits: 15</i></p>	<p>CD751 Aural Rehabilitation (3)</p> <p>CD832 Voice Disorders (3)</p> <p>CD834 Dysphagia (3)</p> <p>CD843 Acquired Cognitively Based Communication Disorders (2)</p> <p><i>Core Graduate Credits: 11 + Clinical</i></p> <p><u>Elective:</u></p> <p>CD871 Special Topics in CSD (2)</p>
Spring Semester	<p>CD700 Clinical Practicum Lab Seminar (3)</p> <p>CD722 Neuroanatomy and Neurophysiology of Communication and Swallowing (3)</p> <p>CD744 Disorders of Spoken and Written Language II (3)</p> <p>CD745 Diagnostic Methods and Clinical Processes in Communication Disorders (3)</p> <p>CD750 Audiology (3)</p> <p><i>Core Graduate Credits: 15</i></p> <p><u>Elective(s):</u></p> <p>CD871 Special Topics in CSD (2)</p> <p>CH871 Special Topics in CSD: Theoretical and Practical Approaches to Counseling Across the Life Span (2)</p>	<p>CD723 Language, Culture and Cognition (2)</p> <p>CD836 Genetics in Communication Disorders (2)</p> <p>CH835 Augmentative Communication (2)</p> <p>HP820 Ethical Issues in Health Care (2)</p> <p><i>Core Graduate Credits: 8 + Clinical</i></p> <p>CD880 Thesis Research I (2)</p> <p><u>Elective(s):</u></p> <p>CD825 Reading/Writing in the Schools*</p> <p>CD871 Special Topics in CSD (2)</p> <p>CH871 Special Topics in CSD: Theoretical and Practical Approaches to Counseling Across the Life Span (2)</p>
Summer Semester	<p>CD725 Research Design and Proposal in Communication Disorders (3)</p> <p>CD833 Neuromotor Speech Disorders (2)</p> <p>CD839 Aphasia in Adults: Assessment and Intervention (3)</p> <p>HP721 Statistics (3)</p> <p><i>Core Graduate Credits: 11 + Clinical</i></p> <p><u>Elective:</u></p> <p>CD871 Special Topics in CSD: Pediatric Feeding and Swallowing (2)</p>	<p>CD740 Contemporary Issues in Health Care Settings (1)</p> <p>CD841 Fluency Disorders (3)</p> <p><i>Core Graduate Credits: 4 + Clinical</i></p> <p>CD881 Thesis Research II (2)</p> <p><u>Elective(s):</u></p> <p>CD855 Language-Based Disorders in Cognitive Neuropsychology* (3)</p> <p>CD871 Special Topics in CSD: Pediatric Feeding and Swallowing (2)</p>

CORE CLINICAL REQUIREMENTS:

- 1 CREDIT - AUDIOLOGY PRACTICUM (CD803)
- 9 CREDITS - OUTPLACEMENT PRACTICUM (CD800)

(Students register for CD803 in the semester they begin their audiology practicum; registering for CD803 will replace CD800 for that semester)

*Courses required for Reading Certification

CORE COURSES MUST BE TAKEN FOR LETTER GRADE. MINIMUM CREDITS REQUIRED FOR GRADUATION: 80

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. Advanced preparation increases the nurse's ability to guide and support persons and their families in participation in health decisions. Advanced practice nurses work in diverse 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 is 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 programs of study, designed to be congruent with the individual student's prior preparation:

- Master of Science in Nursing degree for non-nurse college graduates (Entry-Level Program);
- Master of Science in Nursing degree for Registered Nurses with a bachelor's degree in Nursing or other discipline;
- Certificate of Advanced Study in Primary Care for Registered Nurses with a Master of Science in Nursing degree. A Certificate of Advanced Study in Psychiatric/Mental Health and a Certificate of Advanced Study in Acute Care are available for Nurse Practitioners holding a Master of Science in Nursing degree.



Lea A. Johnson '97 checks breath signs of her young patient

Upon successful completion of the generalist courses (at the end of the Fall semester, Year II), entry-level students are eligible to sit for the examination for registered nurse licensure, administered by the Massachusetts Board of Registration in Nursing. All entry-level students achieve RN licensure prior to entering the final year of their program.

Upon graduation, all students are eligible to sit for one or more nurse practitioner certification examinations within selected clinical tracks. Current specialties include General Adult, Pediatric, Family, Acute Care, and dual tracks in Adult/Gerontology, Adult/Women's Health, Adult/HIV/AIDS and Adult/Psychiatric/Mental Health. Additions or changes to specialty tracks will be announced to applicants and students.

The Graduate Program in Nursing is approved by the Board of Registration in Nursing of the Commonwealth of Massachusetts and is accredited by the National League for Nursing.



*Carolyn Tolman, Nursing '98,
gives instructions to a patient*

Program Philosophy

The Graduate Program in Nursing is based on the philosophy that nursing is both an art and science that cares for the body, mind, and spirit of persons in relation to their environments. Nursing's caring perspective views human beings as persons-in-relation at every level of human existence and connection: individuals, families, groups, and communities. The concept of human beings as persons-in-relation provides the framework from which nursing addresses the potential for promotion, maintenance, and restoration of health. This framework underscores the importance of examining the political, economic, and social forces that impact a person's agency and right to health. The infinite complexity of these forces creates a diversity of environments within which nursing seeks to maximize health at every level of human existence.

Special Features of the Program

Nursing students entering the program come from a wide variety of disciplines. Building on diverse backgrounds enhance learning opportunities for all. Exposure to different ideas is provided, and the development of skills and ability for critical thinking and collaboration are strengthened.

The Graduate Program in Nursing has an outstanding faculty with strong academic preparation and clinical expertise, reflecting diverse backgrounds 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/AIDS, spirituality and health, and cultural diversity. Through their practice, research, and scholarship, faculty provide excellent role models for student learning and professional practice.

The variety of specialty track offerings demonstrates the Graduate Program in Nursing's ability to respond to the changing health care environment, the needs of its students, and the nursing profession. The Institute's affiliations with the Massachusetts General Hospital, Brigham and Women's Hospital, and Partners HealthCare System, Inc., provide the opportunity to work with expert clinicians in preceptorship experiences. Students work with clinicians in a wide variety of settings: community health centers, homeless shelters, outpatient clinics, elderly housing, private practices, health maintenance organizations, nurse-managed clinics, school-based clinics, and various acute care settings among others. 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 judgment, and ability to make a valuable contribution to improving health care within society.

Entry-Level Program

Admissions Requirements

Entering students are graduates of baccalaureate programs in fields other than nursing. Applicants submit an application, GRE scores, official transcripts, three letters of reference, a personal essay, and the application fee. Further details with deadlines are included on the application form.

Students must complete prerequisite course work in anatomy, physiology, chemistry, microbiology, nutrition, and statistics before matriculation. Applicants deficient in these areas may complete those prerequisites offered at the Institute in the summer preceding matriculation. (Note that some summer courses offered at the Institute are designed to provide a basic understanding of concepts needed to enter the Institute program and may not be transferable to other schools and colleges.)

Applicants to the nursing program must apply to specific Nurse Practitioner specialty tracks (see below). Application decisions are made competitively within these tracks. If you indicate that you only want to apply to one track, you will only be considered for that track. By indicating more than one track, you will be considered for your other choices if you are not admitted to your first choice. Once admitted to a track, transfer into another track at a later date will only be considered if there is space for additional students in that track. The following advanced practice nurse practitioner tracks are currently available: General Adult; Adult/Women's Health; Adult/HIV/AIDS; Adult/Gerontology; Adult-Psychiatric/Mental; Pediatric, Family and Acute Care.

Curriculum

The course of study is three academic years, full time. Refer to the Entry-Level curriculum plan for all tracks. The first three semesters are considered generalist level, which prepares students to become Registered Nurses. Upon successful completion of the generalist courses (end of Fall semester; Year II) entry-level students receive Certificates of Completion and must then become licensed as registered nurses by the Massachusetts Board of Registration in Nursing through successful completion of the NCLEX examination.

Course work specific to track selection is considered the advanced level and begins in the Spring semester of Year II. Total credits for the program will range from 88-96 depending on the track chosen. Upon graduation, students receive a Master of Science in Nursing (MSN) and are eligible to sit for certification exams in their specialties.



"The faculty at the Institute are not only teaching us, but training us to be their colleagues and to collaborate with other disciplines. I loved the ethics course with the speech-language pathologists and the physical therapists. We really mixed things up. It forced me to look beyond my own track."

Krista Chavez Peltz
Nursing Class of 2000

Entry Level Program in Nursing Curriculum Outline

Advance Practice Modules

HIV/AIDS DISEASE	GERONTOLOGY	WOMEN'S HEALTH	PSYCH/MENTAL HEALTH	PEDIATRIC	ADULT
NP 817 Epidemiology HIV/AIDS (2) NP818 Inf Control (1) NP819 Immunol HIV Dis (1) NP820 Psychophysiol Resp HIV(1) NP821 Acute Care Clin AIDS(1-3) NP822 Adv Assess Sex/HIV (1) NP823 Drug Abuse HIV (1) NP824 Prev HIV Clin (1-3) NP825 Psychosoc Resp HIV(1) NP826 Life Threatening Illness HIV Clinical (1-3) NP27 Case Mgmt HIV/AIDS Client (1) NP828 Commun Clinical (3)	NP805 Prim Care Older Adult (3) NP806 Gerontol Nsg Practicum (3) NP807 Clin Issues in Care of Frail Elders(3) NP808 Gerontol Practicum (3 or 6) HP822 Living with Death, Living with Grief (3)	NP809 Perinatal Issues Theory (3) NP810 Perinatal Clinical (3) NP811 Special Topics in Women's Health (3) NP812 Women's Health Practicum (6) NP851 Women's Health Clin Seminar (1)	NP862 Psychobiology and Psychopharmacology (3) NP861 Advanced Assessment & Mgmt of Common Psychiatric Symptoms Theory (3) NP860 Psych/MH Nsg Practicum I (3-4) NP863 Adv Assess Complex Psych Problems Theory (3) NP864 Psych/MH Nsg Practicum II(3-4) NP865 Psych/MH Nsg Practicum III(3-4)	NP813 Adolescent Health (3) NP814 Adolescent Health Clinical (3) NP815 Behavioral Issues in Pediatrics(3) NP816 Behavioral Issues in Clinical Pediatrics (3 or 6)	NP833 Primary Care III Theory (3) NP834 Primary Care III Clinical (3) MISCELLANEOUS NP800 Adv. Assess Sexual Health (3) NP829 Complementary Healing Strategies for Primary Care Providers(3) HP703 Pain Management (3)

	ADULT	FAMILY	PEDIATRIC	ACUTE CARE
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	ADULT	FAMILY	PEDIATRIC	ACUTE CARE
3rd Spring	Advanced Practice Modules [see above] (9) NS839 Professional Issues (2) NS882 Scholarly Project (3) HP820 Ethical Issues in Health Care (2)	NP843 Family Health Practicum III (6) NS839 Professional Issues(2) NS882 Scholarly Project(3) HP831 Organizational Perspectives, Theory and Action (3) HP820 Ethical Issues in Health Care (2)	Pediatric Advanced Practice Modules [see above] (9) NS882 Scholarly Project (3) NS839 Professional Issues (2) HP820 Ethical Issues in Health Care (2)	NP876 Acute Care Mgmt III Theory (3) NP877 Acute Care Practicum III (9) NS839 Professional Issues (2)
3rd Fall	Advanced Practice Modules [see above] (6) HP831 Organizational Perspectives, Theory and Action (3) NS822 Nursing Mgmt Adult: Primary Care II Theory (3) NS823 Nursing Mgmt Adult: Primary Care II Clinical (3)	NP842 Family Health Practicum II (6) HP809 Perinatal Issues Theory (3) NP847 Family Theory: A Comprehensive Approach (2) NS826 Nursing Mgmt Child: Primary Care II Theory (3) NS822 Nursing Mgmt Adult: Primary Care II Theory (3)	Pediatric Advanced Practice Modules [see above] (6) HP831 Organizational Perspectives, Theory, and Action (3) NS826 Nursing Mgmt Child: Primary Care II Theory (3) NS827 Nursing Mgmt Child: Primary Care II Clinical(3)	NP866 Acute Care Mgmt II Theory (3) NP867 Acute Care Practicum II(6) HP831 Organizational Perspectives, Theory, and Action (3) NS882 Scholarly Project (3)
2nd Spring	NS820 Nursing Mgmt Adult: Primary Care I Theory (3) NS821 Nursing Mgmt Adult: Primary Care I Clinical (3) NS739 Advanced Pharmacology (3) HP720 Designing Clinical Research (3)	NS820 Nursing Mgmt Adult: Primary Care I Theory (3) NS824 Nursing Mgmt Child: Primary Care I Theory (3) NP841 Family Health Practicum I (3) NS739 Advanced Pharmacology (3) HP720 Designing Clinical Research (3)	NS824 Nursing Mgmt Child: Primary Care I Theory(3) NS825 Nursing Mgmt Child: Primary Care I Clinical (3) NS739 Advanced Pharmacology (3) HP720 Designing Clinical Research (3)	NP856 Acute Care Mgmt I Theory (3) NP857 Acute Care Practicum I (3) HP820 Ethical Issues in Health Care (2) NS739 Advanced Pharmacology (3) HP720 Designing Clinical Research (3)
2nd Fall	NH730 Health Care Policy and Politics (3) NS727 Maternal Child Nursing (3,3)		NS738 Advanced Assessment & Diagnostic Reasoning, Adult (3,2) OR NS740 Advanced Assessment & Diagnostic Reasoning, Pediatric (3,2)	
1st Spring	HP622 Pharmacology(3) NS625 Community Principles and Theories (3,2)		NS621 Nursing Practice: Common Problems in Adult Health (3,3) NS623 Health Assessment (2, 1)	
1st Fall	NS624 Biobehavioral Principles & Theories (3,2) HP621 Pathophysiology (3)		NS737 History of Nursing Ideas (3) NS620 Nursing Practice: Process and Skills (3,3)*	

Prerequisites, completed summer prior to entry or via course work completed elsewhere:

NH402 Chemistry	NH404 Microbiology	HP721 Statistics
NH405 Nutrition	NH450 Human Anatomy	NH451 Human Physiology

 Advanced Practice Level Courses
 Generalist Level Courses

* Credit hours noted in parentheses: didactic=1hr/wk/credit; clinical or practicum = 3hrs/wk/credit. Thus, a course designated (3,3) includes 3 hrs of lecture or other didactic learning and 9 hrs/wk of clinical experience.

Note: The Nursing Program reserves the right to modify the curriculum with appropriate notification of students.

Program for Registered Nurse Students

Admissions Requirements

Registered Nurses with a baccalaureate degree in nursing (BSN) or another discipline are eligible to apply for admission to the Graduate Program in Nursing. Applicants must submit an application, GRE scores, official transcripts, three letters of reference, a personal essay, and the application fee. Following acceptance to the program, RN students with non-BSN degrees are required to successfully complete the NLN Mobility Profile II Exam (administered several times a year at the Institute). An undergraduate or graduate statistics course and a current Massachusetts RN license are required for all RN students prior to matriculation. Applicants select from the current offerings of General Adult, Adult-Gerontology, Adult-Women's Health, Adult-HIV/AIDS, Adult-Psychiatric/Mental Health, Pediatric, Family or Acute Care tracks.

Curriculum

Students may begin study in Fall, Spring, or Summer terms and complete the curriculum on a part- or full-time basis. Each RN student will receive an individualized course of study plan, based on track selection and designed reasonably to meet the needs of the student. Courses are sequenced based on course availability, course prerequisites, and individual needs. Courses are available during the day or evening. Certain courses are available only once per year during limited hours. Non-BSN students may be required to complete additional course work. Full-time students typically complete a course of study in one to one and one/half years, depending on track selected and prior preparation. A typical part-time course of study may be completed in two years for BSN graduates and two years and a semester for non-BSN graduates. Continuous enrollment is not required, although students who do not enroll in a given semester will be required to complete a Leave of Absence form. Students who complete the program will receive the MSN and be eligible for nurse practitioner or clinical nurse specialist certification in the one or two specialties selected. Total credits depend on the track selected (see curriculum plans).



"The Institute is the only place I know where practice, teaching and research come together so naturally. It all just flows: your clinical practice leads to ideas for research which brings results which can be incorporated into your teaching and applied to patient care. The 'ideal' comes to fruition."

Nancy Terres, RN, PhD
Graduate Program in Nursing

Advanced Placement for Advanced Practice Modules

Experienced RNs are eligible to receive up to 6 credits for validated advanced practice life experience. Credit may be awarded for existing advanced practice modules or Advanced Practice Module for Life Experience. Advanced Practice Module for Life Experience is designed to offer experienced professionals an opportunity to receive credit for life experiences or course work in areas different from existing advanced practice modules. Advanced placement may be considered when individual program plans are developed. Students develop a portfolio that defines their unique advanced practice focus areas and describe and validate how their experiences complement their advanced practice foci.

If approved, a non-refundable fee of 10% of course tuition is charged. Students should consult program policies for guidelines and time table.

Program for Registered Nurses

Curriculum Outline

Advance Practice Modules

HIV/AIDS DISEASE
NP 817 Epidemiology HIV/AIDS (2)
NP818 Inf Control (1)
NP819 Immunol HIV Dis (1)
NP820 Psychophysiol Resp HIV(1)
NP821 Acute Care Clin AIDS (1-3)
NP822 Adv Assess Sex/HIV (1)
NP823 Drug Abuse HIV (1)
NP824 Prev HIV Clin (1-3)
NP825 Psychosoc Resp HIV (1)
NP826 Life Threatening Illness HIV Clinical (1-3)
NP827 Case Mgmt HIV/AIDS Client (1)
NP828 Commun Clinical (3)

GERONTOLOGY
NP805 Prim Care Older Adult (3)
NP806 Gerontol Nsg Practicum (3)
NP807 Clin Issues in Care of Frail Elders (3)
NP808 Gerontol Practicum (3 or 6)
HP822 Living with Death, Living with Grief (3)

WOMEN'S HEALTH
NP809 Perinatal Issues Theory (3)
NP810 Perinatal Clinical (3)
NP811 Special Topics in Women's Health (3)
NP812 Women's Health Practicum (6)
NP851 Women's Health Clin Seminar (1)

PSYCH/MENTAL HEALTH
NP862 Psychobiology and Psychopharmacology (3)
NP861 Advanced Assessment & Mgmt of Common Psychiatric Symptoms Theory (3)
NP860 Psych/MH Nsg Practicum I (3-4)
NP863 Adv Assess Complex Psych Problems Theory (3)
NP864 Psych/MH Nsg Practicum II (3-4)
NP865 Psych/MH Nsg Practicum III (3-4)

PEDIATRIC
NP813 Adolescent Health (3)
NP814 Adolescent Health Clinical (3)
NP815 Behavioral Issues in Pediatrics (3)
NP816 Behavioral Issues in Clinical Pediatrics (3 or 6)

ADULT
NP833 Primary Care III Theory (3)
NP834 Primary Care III Clinical (3)
NP850 Roles Adv. Prac. Nsg. (3-6)

MISCELLANEOUS
NP819 Adv. Assess Latency Adolescent (3)
NP800 Adv. Assess Sexual Health (3)
NP829 Complementary Healing Strategies for Primary Care Providers(3)
HP822 Living with Death, Living with Grief (3)
HP703 Pain Management (3)

TRACK

PRIMARY CARE*			ACUTE CARE
Pediatric [49-58/56-65 credits] ▼	Adult [49-58/56-65 credits]	Family [60-63/67-70 credits]	Acute Care [49-54/56-61 credits]

Pediatric Advanced Practice Modules [see above] (6-9)
NS824 Nursing Mgmt Child: Primary Care I Theory (3)
NS825 Nursing Mgmt Child: Primary Care I Clinical (3)
NS826 Nursing Mgmt Child: Primary Care II Theory (3)
NS827 Nursing Mgmt Child: Primary Care II Clinical (3)

Advanced Practice Modules [see above] (6-21)
NS820 Nursing Mgmt Adult: Primary Care I Theory (3)
NS821 Nsg Mgmt Adult: Primary Care I Clinical (3)
NS820 Nursing Mgmt Adult: Primary Care I Theory (3)
NS821 Nsg Mgmt Adult: Primary Care I Clinical (3)

Advanced Practice Modules [see above] (9)
NS820 Nursing Mgmt Adult: Primary Care I Theory (3)
NS824 Nursing Mgmt Child: Primary Care I Theory(3)
NP841 Family Health Practicum I (6)
NS822 Nursing Mgmt Adult: Primary Care II Theory (3)
NS826 Nursing Mgmt Child: Primary Care II Theory(3)
NP842 Family Health Practicum II (6)
NP847 Family Theory: A Comprehensive Approach (2)
NP809 Perinatal Issues in Primary Care (3)
NP843 Family Health Practicum III (6)

NP856 Acute Care Mgmt I Theory (3)
NP857 Acute Care Practicum I (3)
NP866 Acute Care Mgmt II Theory (3)
NP867 Acute Care Practicum II (3-6)
NP876 Acute Care Mgmt III Theory (3)
NP877 Acute Care Practicum III (6-9)

CORE COURSES

NS882 Scholarly Project (3)	HP720 Designing Clinical Research (3)	HP621 Pathophysiology (3)
NS839 Professional Issues (2)	NH730 Health Care Policy & Politics (3)	HP831 Organizational Perspectives, Theory and Action (3)
N739 Advanced Pharmacology (3)	NS737 History of Nursing Ideas (3)	NS738 Advanced Assessment and Diagnostic Reasoning (3, 2)

Courses required of Non-BSN RN students: **HP820** Ethical Issues in Health Care (2) (NB: These two courses offered only in spring semester)
NS625 Community Principles and Theories (3,2)

* Experienced RNs may be eligible for advanced placement for 6 credits of Advanced Practice Modules; a minimum of 9 credits (6 clinical) of Advanced Practice modules must be taken while matriculated.
 ▼ With BSN degree/With non-BSN baccalaureate
 Note: Curriculum plans are individualized for each student and may include daytime or evening, part- or full-time study. Study may begin in any term, but selections may be limited by course availability

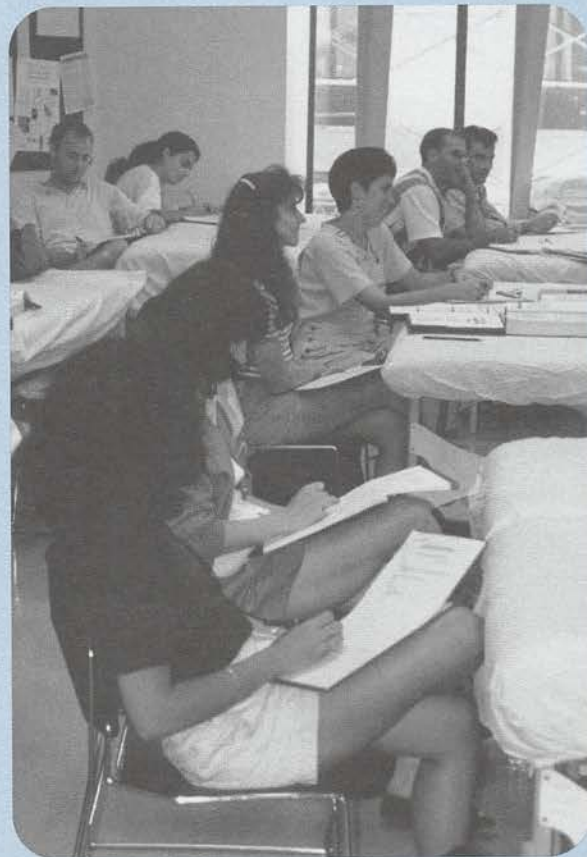
Note: The Nursing Program reserves the right to modify the curriculum with appropriate notification of students.

Post-MSN Certificate of Advanced Study

Individuals with an MSN are eligible for programs leading to preparation as Adult, Pediatric or Acute Care Nurse Practitioners or Psychiatric/Mental Health Clinical Specialists. Additional tracks may be added and will be announced to applicants and students. Students may begin this program any term and complete the course of study in three, four, or five terms. Most classes are available in the evening, but some daytime hours may be required to complete clinical components of the curriculum. Continuous enrollment is not required, although students who do not enroll in a given semester will be required to complete a Leave of Absence form. Financial aid is not available to students in the certificate program.

Admissions Requirements

Requirements include an MSN, an application, official transcripts (including undergraduate work), three letters of reference, a personal essay, and the application fee. Please see the application for more complete instructions.



Physical Therapy

the physical therapy profession offers many exciting opportunities for growth and challenge in health care. Physical therapists work with people to restore or improve function and to prevent or reduce physical disability and pain. The essential science of physical therapy is the study of movement dysfunction and techniques for evaluation and treatment of disorders of the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems of the body. The overall goal of physical therapy is to promote optimal physical function. Physical therapists work with people of all ages in hospitals, private practice settings, long-term care facilities, industrial settings, sports clinics, schools, and home care. Therapists 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.

The faculty of the Graduate Programs in Physical Therapy are known around the world for their expertise as educators, researchers, and master clinicians. Our faculty represent specialties in physical therapy including neurologic, orthopaedic, sports, pediatric, geriatric, and cardiopulmonary physical therapy. Several have earned doctoral degrees in a variety of fields, and many hold credentials as board-certified clinical specialists. Our faculty hold joint clinical appointments with medical institutions in the Boston area, providing continuous opportunities to contribute to the advancement of physical therapy practice.

Faculty are involved in a wide range of research and scholarship, including cardiopulmonary issues in geriatric practice, risk factors for falls in the elderly, effects of exercise programs in the aging population, posture and balance in patients with vestibular disease patients, gait



"There's no better place in the world to do research than the MGH Institute. When I wake up in the morning, I know I'm going to interact with people—students, faculty, and colleagues—who are bright, compassionate and motivated to work on interesting problems."

*David Krebs, PhD, PT
Professor, Graduate Program in
Physical Therapy
Director, MGH Biomotion Laboratory*

assessment in the neurologically impaired, effects of exercise on in vivo hip contact pressures, and clinical education methods. Faculty serve as clinical, research, or educational consultants across the country and abroad. Recently, faculty members have served as visiting professors at the University of Southern California, Washington University, the University of Kuwait, Curtin University in Australia, and the Karolinska Institute in Sweden. Many serve in leadership roles in the state and national American Physical Therapy Association.

The Graduate Programs in Physical Therapy are strengthened by the interaction of entry-level and post-professional students in academic and clinical activities. As part of the Massachusetts General Hospital health care community, the Institute's programs afford many opportunities for professional growth and unique collaborative clinical relationships.

Professional Program in Physical Therapy

The Professional Program in Physical Therapy at the MGH Institute of Health Professions prepares students who hold a bachelor's degree in another field to become physical therapists. The program consists of a three-year curriculum that includes academic, clinical, and research experiences. The academic portion of the curriculum is full-time over two years, including summers. During these two years, students participate in didactic and clinical experiences. The program begins in June for first-year students. The third year is designed to include a full-time paid clinical internship in one facility. Upon successful completion of the curriculum, the student is awarded the Master of Science in Physical Therapy degree.

The Professional Program in Physical Therapy is fully accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. Graduates are eligible to apply for licensure to practice physical therapy in each of the 50 states.

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. The program prepares generalists for practice in a variety of settings throughout the continuum of health care.

The Professional Program in Physical Therapy also encourages collaboration and cooperation

among academic and clinical faculty and students. Because class size is small, we are able to maintain a sense of community within the program that fosters mentorship and allows students to address individual needs. As a post-baccalaureate program, students bring interesting and varied backgrounds to the class, enriching the academic environment and contributing varied insights to problem solving and analysis.

Clinical Education

The program of study at the Institute provides a unique atmosphere for clinical education because of its affiliations with several major teaching institutions in Boston, including Massachusetts General Hospital, Spaulding Rehabilitation Hospital, Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Newton-Wellesley Hospital, and Children's Hospital Medical Center, among others. Students are given early opportunities to participate in clinical activities, to become familiar with a variety of clinical environments, and to experience the varied approaches to patient care that comprise the scope of physical therapy practice. Students have the opportunity to practice their skills during clinical experiences integrated throughout the curriculum and during full-time clinical experiences.

Clinical Experiences

As part of professional education, all students are required to spend concentrated time in the clinic to practice their skills. The Institute affiliates with clinical facilities throughout the country, including acute care hospitals, outpatient centers, rehabilitation facilities, private physical therapy practices, and specialty clinics. Students complete a total of 34 weeks of clinical experiences prior to graduation.

Part-time clinical experiences are integrated throughout the two-year academic curriculum, allowing students to become familiar with clinical environments and to practice what they learn in class. Two eight-week, full-time clinical experiences are scheduled, one in the summer following the first academic year and one in the winter of the second year. Finally, following completion of the academic program, students

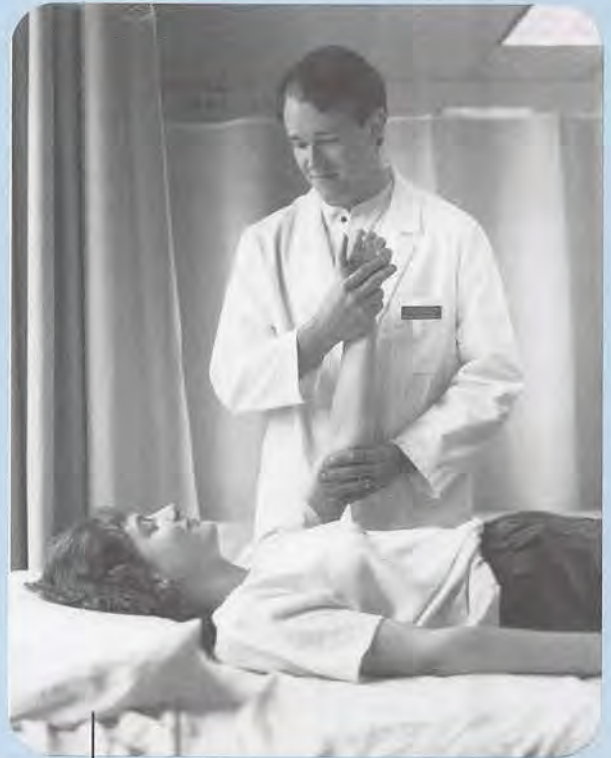
participate in a final clinical internship, typically in a one-year paid position in a single facility. Internship sites offer different settings and rotations, providing opportunities for varied exposure and long-term professional development.

Clinical Internships

The Professional Program in Physical Therapy at the MGH Institute of Health Professions is the only physical therapy program in the country with a curriculum designed to culminate in a full-time, one-year clinical internship. This type of extended experience provides unique opportunities for students to develop and evaluate the full range of clinical skills. Our program is based on a philosophy that supports the type of comprehensive experience only a long-term internship can provide. We have worked closely with our affiliating institutions to create coordinated clinical education programs that will maximize the student's application of basic and clinical science in preparation for a career as a scholarly clinician. Varied models for internship, including shorter, unpaid experiences, may be implemented based on the availability of clinical resources.

Graduates of our program will enter the profession with a strong clinical background and diverse experiences that will allow them to move into varied practice settings with confidence and skill. In addition, the internship allows students to begin paid employment sooner. The type and amount of compensation for the internship is determined by each clinical facility.

Year-long internships begin following the second year of the academic program and continue for one calendar year. Students graduate from the Institute midway through the clinical internship. The intern is then eligible to sit for state licensure and to complete the internship year as a licensed physical therapist. Graduates make a commitment to the internship facility for the full calendar year.



Johan de Besche '98 practices range of motion exercises

Students are assigned to clinical experiences and internships by the Academic Coordinator of Clinical Education (ACCE). The student is involved in the decision-making process, but final decisions are based on the learning needs of each student and the availability of specific clinical sites. The internship is arranged in cooperation with the clinical site following student interviews and a matching process.

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

Research Projects

The Professional Program in Physical Therapy has a strong commitment to the research mission of the Institute and the physical therapy profession. Throughout the curriculum, students participate in a sequence of courses in Critical Inquiry, culminating in a group research project in the second year. The research project serves as an introduction to the full scope of the research process, providing an opportunity to question the foundations of practice and clinical decision-making by integrating academic and clinical knowledge and scientific inquiry.

Students work in groups of four with faculty and clinical consultants from a variety of research sites to develop research questions of clinical significance on the relationship between physical impairments and functional outcomes in patients with orthopaedic, neurologic, and cardiopulmonary deficits. Available data bases provide an interesting variety of research opportunities, such as studies on characteristics of patients with amyotrophic lateral sclerosis; total knee replacements, or allograft surgery for bone tumors; balance characteristics of senior athletes and patients with vestibular disorders; and functional assessments of patients in rehabilitation centers. Through a review of scientific literature and statistical computer analyses, students work with the data to draw conclusions and discuss implications for clinical practice. The final project is presented to the Institute faculty and students as a platform or poster presentation. Student projects have also been presented at regional and national conferences.

Curriculum Outline

The Professional Program in Physical Therapy requires a three-year full-time commitment, including part of each summer. The program begins with an eight-week summer session, starting in June. The academic program consists of one summer session and four semesters. Each student participates in two eight-week full-time clinical experiences during the first two years of the program, one in the summer following the first academic year, and one in the spring of the second year. The final clinical experience is a one-year clinical internship.

The curriculum has been carefully integrated to address the major principles set forth in the program's mission and philosophy. The scope of didactic materials reflects entry-level expectations and current directions of practice as outlined in the *Guide to Physical Therapist Practice*. Course content is organized around the disablement model, emphasizing impairments and functional limitations, and the process of evaluation and treatment used to address them.



"Thanks to the Institute, I have a solid base to begin my career as a physical therapist. My year-long clinical internship at the MGH was a special experience that allowed me to grow both as a professional and a person."

Kristina Haas
(shown with Marjorie Ionta)
PT '98

Professional Program in Physical Therapy

Curriculum Outline

	Year 1	Year 2
Summer I	<p>PT 606 Professional Socialization (2)</p> <p>PT 620 Gross Anatomy (4)</p>	
Fall Semester	<p>PT 621 Gross Anatomy II (2)</p> <p>PT 622 Functional Anatomy (3)</p> <p>PT 631 Field Experience I (.5)</p> <p>PT 640 Clinical Pathophysiology (2)</p> <p>PT 645 Fundamentals of Physical Therapy Practice (6)</p> <p>PT 661 Clinical Seminar I (1)</p> <p>PT 681 Professional Issues I: Communication and Teaching (2)</p> <p>PT 685 Critical Inquiry I (2)</p>	<p>PT 633 Field Experience III (.5)</p> <p>PT 648 Evaluation and Management of Musculoskeletal Disorders II (6)</p> <p>PT 652 Neuromuscular Pathophysiology II (2)</p> <p>PT 655 Evaluation and Management of Neuromuscular Disorders (6)</p> <p>PT 663 Clinical Seminar III (1)</p> <p>PT 683 Professional Issues III: Administration and Management (2)</p> <p>PT 687 Critical Inquiry III (1)</p>
Spring Semester	<p>PT 632 Field Experience II (.5)</p> <p>PT 641 Musculoskeletal Pathophysiology</p> <p>PT 646 Evaluation and Management of Cardiopulmonary Disorders I (6)</p> <p>PT 647 Evaluation and Management of Musculoskeletal Disorders I (6)</p> <p>PT 651 Neuromuscular Pathophysiology I (2)</p> <p>PT 662 Clinical Seminar II (1)</p> <p>PT 682 Professional Issues II: Health Care Policy (2)</p> <p>PT 686 Critical Inquiry II (2)</p>	<p>HP 820 Ethical Issues in Health Care (2)</p> <p>PT 634 Field Experience IV (.5)</p> <p>PT 636 Clinical Experience II (3)</p> <p>PT 653 Neuromuscular Pathophysiology III (2)</p> <p>PT 656 Rehabilitation Management Across the Lifespan (4)</p> <p>PT 664 Clinical Seminar IV (1)</p> <p>PT 670 Special Topics in Physical Therapy (1)</p> <p>PT 688 Critical Inquiry IV (1)</p>
Summer II	<p>PT 635 Clinical Experience I (3)</p>	
		<p>Year 3</p> <p>PT 690 Clinical Internship (6)</p>

The above curriculum is subject to change as necessary.

Each semester includes six components:

- Clinical Science, including anatomy and pathophysiology;
- Physical Therapy Management, addressing evaluation, diagnosis, and intervention across the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems;
- Professional Issues related to communication, teaching, ethics, health policy, and administration;
- Critical Inquiry, examining research and clinical decision-making processes;
- Case analysis within weekly seminars to integrate clinical knowledge and skills;
- Clinical Education, including part-time weekly experiences and full-time experiences.

Together, these components reflect the scientific, clinical, psychosocial, environmental, and political elements that influence practice. Content is integrated across courses to reinforce the scope of critical analysis and clinical decision-making, and to address increasingly complex cases.

Admissions Requirements

The following requirements must be met by all applicants:

1. Undergraduate Education

Applicants must hold a bachelor's degree from an accredited college or university prior to entering the physical therapy program.

2. Prerequisites

A Prerequisite Checklist, included with the application, must be completed by each applicant, listing all courses taken to meet prerequisite requirements.

The following courses must be completed prior to enrollment:

- Anatomy (with lab)
(Human anatomy recommended; vertebrate or comparative accepted)
- Human Physiology
(May take 1 year of a combined Anatomy-Physiology course to meet the Anatomy and Physiology requirements)



Tracy Liu '97 monitors blood pressure during upper extremity exercises

- Biology (1 semester - with lab)
- Exercise Physiology
- Chemistry (1 year*- with lab)
- Physics (1 year*- with lab)
- Developmental Psychology
(May be Child Psychology; must include childhood development)
- Abnormal Psychology (Psychopathology)
- Statistics (including inferential statistics)
- At least 3 additional courses in social sciences or humanities (Examples: art, history, sociology, economics, foreign language, literature, political science, psychology, or philosophy)
- CPR certification (to be maintained while enrolled)

**One year is equivalent to courses over two semesters or three quarters.*

Only grades of C or above are accepted for prerequisite courses. Prerequisite credit cannot be given for courses with a grade of Pass/Fail.

Applicants may have up to two prerequisite courses in progress at the time of application.

3. Graduate Record Examination

Report from the Graduate Record Examination (GRE) for Verbal, Quantitative, and Analytical scores, taken within the last five years.

4. References

Applicants must submit three references from individuals who can evaluate their academic ability, potential for professional development, maturity, and motivation. These references should come from professors and employers. At least one letter must be an academic reference. Do not include references from family friends or relatives.

5. Experience/Exposure to Physical Therapy

A knowledge of the field of physical therapy is important for those who are interested in pursuing this profession. Applicants must have some experience or exposure to varied types of physical therapy practice, with a minimum of 10 hours of volunteer, work, or observational experience. An application is strengthened by the applicant expressing an understanding of the scope of the profession, motivation to become a physical therapist, and investigation of the field. Applicants must include a list of these experiences on the application form under "Work Experience."

6. Essays

Applicants are required to submit three essays (see application for questions).

International Applicants

Applicants who received their undergraduate education in another country must demonstrate equivalency of a bachelor's degree. Transcripts and grades for prerequisite courses must be evaluated by an outside credentialing agency and forwarded to the Institute directly from that agency. The applicant must be able to submit materials demonstrating appropriate content for

prerequisite courses and must cooperate with any inquiries by the Institute on related matters. Course titles alone will not be accepted for courses completed outside the United States. All transcript evaluations must be received by the application deadline.

Applicants whose native language is not English and who did not receive a degree from an institution in an English-speaking country are required to take the Test of English as a Foreign Language (TOEFL) exam.

For additional information, international applicants should contact the Office of Enrollment Management and Student Affairs at 617-726-3140.

Information Sessions

To facilitate the admissions process, the Professional Program in Physical Therapy holds monthly information sessions beginning in the Fall (exact dates on the inside cover of this catalog). These sessions are scheduled late in the day at the Institute. At each session, applicants are given information about admissions procedures and time is allotted for individual questions. Because of the large volume of interest in the program, we are unable to schedule personal meetings for applicants.

Application Procedures

The application deadline is in late January. Applications must be complete, including all supporting documents and test scores, by the application deadline (see application). Applications that are received after the deadline will be returned. Applications that remain incomplete by the deadline will not be reviewed.

A complete application includes the following:

- a completed application form;
- essays (typed, double-spaced, 3 pages maximum);
- Prerequisite Checklist;
- three letters of reference in sealed, signed envelopes;
- official transcripts;
- \$50.00 application fee;

- report of GRE scores (sent directly to the Institute);
- report of TOEFL score (if applicable).

Applicants must follow all instructions for completing the application to assure a full review of application materials. Please see the application form for more complete instructions.

Review of Applications

The Admissions Committee will begin to review applications as they are received. Applications are reviewed based on overall GPA, prerequisite GPA, GRE scores, and quality of the essay and references. The admissions process is a competitive one; however, the Admissions Committee tries to look at each individual's breadth of experience to determine his or her potential for professional graduate study. The first level of review will be completed by the beginning of March, and competitive applicants will be invited for an interview in late March.

Interviews

A personal interview is required for those being considered for admission. The purpose of the interview is twofold. First, the faculty will have an opportunity to meet each applicant, to review each one's experiences and background. Secondly, and equally important, applicants will be able to meet our faculty and students, see our facilities, and ask questions about our program to determine if the Institute's program meets their needs.

Admissions Decisions

Admissions decisions will be mailed in April.

Early Decision

Applicants who are interested in early decision must submit a complete application by mid-November (see application for exact date). A cover letter requesting consideration for early decision must accompany the application.

The following criteria must be met:

1. Grade point average for prerequisite courses (excluding humanities) must be at least 3.5 out of 4.0.



PT Grads: Todd Piver; Frank Rabadam; and Steve Messineo

2. GRE scores must be at least 1800 for combined verbal, quantitative, and analytical subtests.

All other standard requirements must be met. Competitive applicants will be invited for interviews in January. Early decisions will be made by the first week in February. Candidates who are accepted under early decision must withdraw applications from all other programs. Candidates who are not accepted under early decision will be placed in the applicant pool for regular admission.

Please call the Office of Enrollment Management and Student Affairs (617/726-3140) with questions about your application or the admissions process. For specific questions about prerequisites, submit course descriptions or other explanatory materials with your written request to:

Leslie G. Portney, PhD, PT
 Director, Professional Program in
 Physical Therapy

MGH Institute of Health Professions
 101 Merrimac Street
 Boston, MA 02114
 Fax: 617/724-4854
 E-mail: Lportney@partners.org

Post-Professional Program in Physical Therapy

The Post-Professional Program in Physical Therapy offers a Master of Science degree. This program is designed to prepare experienced physical therapists to become advanced clinicians. The program provides students an opportunity to broaden theoretical knowledge, to become informed consumers of research, and to learn advanced clinical skills. Students develop a high level of expertise in patient evaluation and treatment and gain the theoretical and practical competence needed to participate in testing, refining, and expanding the profession's body of knowledge.

Students complete a core curriculum of essential analytical and methodological courses and select an area of specialization from the following areas: Cardiopulmonary Physical Therapy, Neurologic Physical Therapy, or Orthopaedic Physical Therapy. Students also have the option to develop an Individualized Program of Study that crosses specializations to meet unique interests.

In addition to content courses, all students complete an individualized clinical preceptorship that emphasizes advanced clinical skills, a clinical thesis, and electives chosen from the many interdisciplinary courses offered by the Institute.

Program Philosophy

The Post-Professional 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 role 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.

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

- Master of Science in Physical Therapy degree;
- International Scholars Program;
- 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 out-patient service. Physical therapy services are also available in two community health centers and numerous ambulatory clinics. Additional clinical sites include Children's Hospital Medical Center, the Physical Therapy Department of the Beth Israel-Deaconness Medical Center, Lahey Clinic, and Brigham and Womens Hospital. The program also enjoys a close affiliation with MIT's Newman Laboratory for Biomechanics and Human Rehabilitation and New England Research Institute.

Master of Science in Physical Therapy

Degree Requirements

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

To be eligible for the Post-Professional Master of Science in Physical Therapy degree, students must complete the following course work:

Core Courses: 13 credits

HP 720	<i>Designing Clinical Research (3)</i>
HP 721	<i>Statistics for Clinical Research (3)</i>
PT 720	<i>Foundations of Clinical Assessment in Physical Therapy (3)</i>
PT 821	<i>Clinical Decision Making (3)</i>
PT 824	<i>Advanced Seminar in Physical Therapy (1)</i>

Clinical Specialization Courses (10)

Clinical Preceptorship in Specialization (6)

Thesis (6)

Electives (7)

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

Sample Plans of Study can be found on pages 40-41.

Part-time or Full-time Study

Program requirements may be completed through either full-time or part-time study. The program is active throughout the year and offers three 15-week semesters starting in September, January, and May. Part-time students may begin work in any term, but full-time students are generally advised to start in September. Part-time students are given special assistance in planning course selection, projects, and schedules to help them integrate graduate study with their work activities, and to make sure they can participate in the over-all academic and social life of the Institute. Full-time students may extend their study if they wish to take courses beyond the minimum requirements or allow more time for completing the thesis. Part-time students usually require three to four years to complete the program. Courses taken for credit can be applied toward the student's degree at the Institute for a period of up to seven years.

Credit by Life Experience

1. All students must complete 13 credits of core courses, 6 credits of preceptorship, and 6 credits of thesis. For core courses, students may receive credit by examination, they may petition to transfer credits from another school if the course was not applied toward another degree, or they may petition to waive core requirements based on past course work or experience. Credits for core courses will not be given for life experience. No alternative form of credit will be accepted for thesis, nor can these credits be waived.
2. To receive Credit by Life Experience for specific courses in the student's specialty area, students must petition the Physical Therapy Program Committee. The faculty responsible for each course will review the petition, including supporting materials, and make a recommendation to the Program Committee. A majority vote of the full Program Committee is needed to support the petition.

- Students can complete a maximum of 8 credits toward their degree by examination and/or life experience.

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 welcome to participate in most courses. Up to 12 credits may be earned as a Special Student toward the degree.

Educational Outcomes

Graduates of the program possess advanced skills in patient evaluation and treatment and broad knowledge of related scientific content in their area of specialization. They have demonstrated ability to test physical therapy theory and clinical methods, communicate research findings, and apply them to clinical practice. They have assumed positions of advanced clinical practice in hospitals, private practices, and other health care settings. Many hold academic faculty and clinical administrative positions across the country and abroad. Many students and graduates of the program have received board certification in a clinical specialty by the American Board of Physical Therapy Specialties.

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

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

- they hold a university baccalaureate degree and their university studies have included both social and natural sciences in addition to the professional courses needed for preparation as a therapist;



*Diane Plante, PT Professor,
works with a patient*

- their professional training and clinical work have been acquired in a country in which the pattern of education and clinical practice in physical therapy resembles that of the United States (Australia, Great Britain, and Canada are examples);
- they have completed entry-level physical therapy educational requirements that are equivalent to those required for licensure to practice physical therapy in Massachusetts (Applications to an agency that evaluates educational credentials are available from EMSA);
- they have at least two years' work experience as a therapist following graduation as a physical therapist, one of which must be in the United States;
- they will be full-time students in the program and can plan to be at the Institute for at least four full terms;
- they are licensed to practice in the United States.

International Scholar in Physical Therapy

International students who do not meet the above requirements must apply to the program as an International Scholar in Physical Therapy.

International Scholars may take the same advanced professional courses as degree candidates, but they are not eligible to complete a thesis or a formal clinical preceptorship. Because of visa and licensure restrictions as well as Institute policy, International Scholars have limited employment opportunities. Therefore, International Scholars should not come with the expectation of being employed while enrolled in the program. Their advisor can arrange for them to visit physical therapy departments at many Boston area hospitals.

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

- be graduates of a professional education program in physical therapy that is at least two (2) years in length and is recognized within their own country;
- have sufficient skill in written and oral English to take an active part in class discussions and complete assigned readings and written papers without assistance;
- take classes in English as a Second Language prior to enrollment;
- have clearly defined clinical interests based upon at least two years of professional experience as a physical therapist; and
- be full-time students in the program and plan to be at the Institute for at least two semesters (8 months); shorter programs will be arranged only in unusual circumstances.

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

Applicants from abroad must have all degree transcripts evaluated by a U.S. credentialing agency.

Conversion from International Scholar to Master of Science Degree Candidate

Physical therapists trained outside the United States who do not have the qualifications described under the admissions plan for degree candidacy begin their advanced study at the Institute as International Scholars. Application to the degree program may be made after the student has completed at least two semesters as a full-time Institute student. At any point after that time, students may formally request the Physical Therapy Program Committee to change their status to that of degree candidate, provided that they have maintained at least a 3.0 cumulative grade point average and have successfully completed a clinical evaluation of their clinical experience. The request for degree candidacy should be submitted in writing to the Physical Therapy Program Committee. If approved, students are then expected to complete all degree requirements. Any courses in which the student has received a grade of B or better while enrolled as an International Scholar may be counted toward degree requirements.

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 orthopedics, 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 of Advanced Study provides the opportunity to engage in advanced study of clinical material in a dynamic atmosphere of clinical learning and inquiry. 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.

Program Requirements

The Certificate of Advanced Study will be awarded in a specific clinical area, following successful completion of at least 6 courses, totaling a minimum of 15 credits.

Following acceptance, students will be assigned an academic advisor who will work with the student to develop a course of study. At least four courses must be taken in the student's area of clinical specialization, and two other courses may be electives in any area, including interdisciplinary courses in nursing, communication sciences, or ethics.

Specialization courses that are being applied toward the certificate cannot be taken on a Pass/Fail or audit basis, but must be taken for a grade. Students may choose the Pass/Fail option for one elective. Students must achieve a grade of B or better in courses that will be applied toward the certificate. Students may apply courses that are appropriate to their program of study if those courses were not applied toward a previous degree and only if they were taken at the MGH Institute of Health Professions.



David Krebs works with students in the Biomotion Lab.

Students may attend the program on a full-time or part-time basis and may begin work in any term. However, students are encouraged to consider starting in September because of the sequencing of many related courses. Courses are generally offered only once a year. Full-time students can complete the program within one year. Courses can be applied toward the certificate for a period of up to seven years.

Financial aid is not available to students in the certificate program.

Conversion to the Master's Degree Program

Students who are working toward the Certificate of Advanced Study may apply for entry into the Master of Science program at any time through the standard application process. However, matriculated students who have completed at least 12 credits toward the certificate, with a cumulative grade point average of 3.0 or better, may convert to the Master of Science program by written petition to the Physical Therapy faculty through their academic advisor. Participation in the certificate program does not grant automatic entry into the Master of Science program. Any courses in which the student has received a grade of B or better while working toward the certificate may be counted toward the degree requirements. Students should consult with their academic advisor if they are interested in converting to degree status.

Admissions Requirements

Applicants to the Post-Professional Program must be graduates of accredited programs of physical therapy and have a minimum of one (1) year of work experience as a professional physical therapist.

Applicants who have been trained outside the United States must have completed an educational program that, by credentials evaluation, is determined to be equivalent to an entry-level physical therapist education in the United States. Applicants trained outside the United States seeking direct admission to the Master of Science degree program must have a minimum of two (2) years of work experience as a professional physical therapist prior to enrollment. In addition, applicants trained outside the United States applying directly to the Master of Science degree program must be licensed in the United States and have practiced as a physical therapist

for at least one year in the United States. Those seeking admission as International Scholars must have a minimum of two (2) years of work experience as a professional physical therapist prior to enrollment.

Students interested in the Certificate of Advanced Study must be licensed physical therapists with a minimum of one year of clinical experience and must submit a formal application.

Students interested in the post-professional program who have less than one year of work experience are encouraged to take courses as a special (non-matriculated) student.

Applications for admission are processed three times a year with priority deadlines in November, March, and July (see application for exact dates). All applicants must submit a completed application form, application fee, three references, official transcripts, GRE scores*, and a personal Statement of Purpose. When evaluating applications, the admissions review committee considers the following factors: 1) prior academic performance, 2) GRE scores, 3) professional experience and achievements, and 4) clarity of reasons for attending graduate school and the ability of the Institute programs to help students achieve their goals. Please see the application for more complete instructions and deadline information.

Applicants to the International Scholars Program must apply by March 1 to allow adequate time for processing visas. Admission to the International Scholars Program is for September only.

** GRE not required for Certificate of Advanced Study in Physical Therapy or for those students who have successfully completed three courses as a special student at the MGH Institute of Health Professions.*

Postprofessional Physical Therapy Curriculum Outline

Curriculum		Semester Offered Credits		
		Fall	Spring	Summer
Core/Analytical Skills: 13 Credits				
HP 720	Designing Clinical Research	3	3	
HP 721	Statistics for Clinical Research	3	3	3
PT 720	Foundations of Clinical Assessment in Physical Therapy	3		
PT 821	Clinical Decision-Making		3	
PT 824	Advanced Seminar in Physical Therapy			1
Clinical Concentration: 10 Credits				
See attached list of courses for each specialty. Students who are in the individualized program of study may choose any course with the consent of their academic advisor				
Advanced Clinical Skills: 6 Credits				
PT 839	Clinical Preceptorship in Physical Therapy	3/6	3/6	3/6
Clinical Thesis: 6 Credits				
PT 880	Thesis Research I	2	2	2
PT 881	Thesis Research II	2	2	2
PT 882	Thesis Research III	2	2	2
Electives: 7 Credits				
Students may choose from a variety of interdisciplinary and Physical Therapy courses				

The above curriculum is subject to change as necessary.

Postprofessional Physical Therapy Specialty Courses

Curriculum		Semester Offered Credits		
		Fall	Spring	Summer
Cardiopulmonary Specialization				
HP 703	Interdisciplinary Approaches to Pain Management		3	
PH 739	Cardiopulmonary Clinical Laboratory		1	
PH 740	Management of Patients with Cardiopulmonary Dysfunction from the ICU to Home Care			3
PH 742*	Clinical Applications in Exercise Physiology	3		
PT 763	Therapeutic Exercise: Advanced Principles and Practice			3
PT 773	Biomechanics of Human Movement			3
PT 822	Diagnostic Screening for Physical Therapists: When to Treat? When to Refer?			3
PT 823	Special Topics in Physical Therapy	variable	variable	variable
PT 896-9	Independent Study in Physical Therapy	variable	variable	variable
Neurology Specialization				
PH 742	Clinical Applications in Exercise Physiology	3		
PH 760	Clinical Neuroanatomy and Neurophysiology	3		
PH 761	Clinical Neurology		3	
PH 775	Clinical Anatomy: Upper Quarter	1		
PH 776	Clinical Anatomy: Trunk and Spine	1		
PH 777	Clinical Anatomy: Lower Quarter	1		
PT 761	Seminar on Treatment Approaches to Neurologically Impaired		3	
PT 763	Therapeutic Exercise: Advanced Principles and Practice			3
PT 773	Biomechanics of Human Involvement			3
PT 822	Diagnostic Screening for Physical Therapists: When to Treat? When to Refer?			3
PT 823	Special Topics in Physical Therapy	variable	variable	variable
Orthopaedic Specialization				
PH 742	Clinical Applications in Exercise Physiology	3		
PH 774	Basic Orthopaedic Radiological Assessment	2		
PH 775	Clinical Anatomy: Upper Quarter	1		
PH 776	Clinical Anatomy: Trunk and Spine	1		
PH 777	Clinical Anatomy: Lower Quarter	1		
PT 763	Therapeutic Exercise: Advanced Principles and Practice			3
PT 770*	Concepts of Orthopaedic Physical Therapy	3		
PT 773	Biomechanics of Human Movement			3
PT 822	Diagnostic Screening for Physical Therapist: When to Treat? When to Refer?			3
PT 823	Special Topics in Physical Therapy	variable	variable	variable
PT 867	Musculoskeletal Dysfunction: Lower Quarter, Hip & Knee			2
PT 868	Musculoskeletal Dysfunction: Lower Quarter, Foot & Ankle			1
PT 869	Musculoskeletal Dysfunction: Upper Quarter		3	
PT 871	Musculoskeletal Dysfunction: Lumbopelvic Region		3	
PT 872	Musculoskeletal Dysfunction: Cervicothoracic & Craniomandibular Regions	2		

* Required course or credits by examination

Notes



c o u r s e s

Interdisciplinary

CH 720 FOUNDATIONS OF SPOKEN/WRITTEN LANGUAGE AND COGNITION

Prerequisite: Program prerequisite or by consent. This course will examine in depth theories of spoken and written language acquisition, stages of development, and methods of analysis. It will also include discussion of information processing concepts such as attention, perception, and memory. 3 credits

CH 835 AUGMENTATIVE COMMUNICATION

Prerequisite: Program prerequisite or by consent. Various low technology and high technology assistive devices for individuals with communication disorders will be discussed. Students will be exposed to both diagnostic and treatment considerations in augmentative communication. A unique feature matching approach will be emphasized with a case management format supplementing lectures. 2 credits

CH 871 SPECIAL TOPICS IN CSD: THEORETICAL AND PRACTICAL APPROACHES TO COUNSELING ACROSS THE LIFE SPAN

Prerequisite: Program prerequisite or by consent. Course work in developmental and acquired neurogenic disorders. This course will expose the clinician to a range of theoretical and practical paradigms relevant to the field of communication disorders. Application will be made to clients/families in developmental and acquired neurogenic populations. Lectures and small group sessions will allow presentation and peer review of counseling interactions. 2 credits

HP 621 PATHOPHYSIOLOGY

Prerequisites: anatomy, physiology. Pass/Fail and audit available. Common pathophysiological processes applied to common acute and chronic diseases. 3 credits

HP 622 PHARMACOLOGY

Prerequisite: none. Pass/Fail and audit available. 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

Prerequisite: none. Pass/Fail available. Beginning conversational Spanish to familiarize students with the Spanish language around health related issues. 3 credits

HP 703 INTERDISCIPLINARY APPROACHES TO PAIN MANAGEMENT

Prerequisite: Clinical experience as a health care worker. Pass/Fail and audit available. The basis of understanding the symptom of pain is discussed from physiological, anatomic, pathologic, and psychologic perspectives. Syndromes of acute/chronic pain are described and evaluation and management strategies presented. Examples of how health professionals from many disciplines can work together to assess and treat pain are examined through case studies. 3 credits

HP 710 TEACHING SKILLS FOR HEALTH CARE PROFESSIONALS

Prerequisite: none. Pass/Fail available; audit not available. This course helps clinicians learn principles of effective teaching/learning and emphasizes application of principles to patient education, staff training, clinical supervision of students, and classroom teaching. Classes are interactive and give learners opportunities to experience varied teaching techniques. 2 credits

HP 720 DESIGNING CLINICAL RESEARCH

Pass/Fail available. This course is an introduction to the basic elements of research design for clinical inquiry emphasizing the process of developing clinically relevant and feasible research questions, concepts of reliability and validity in measurement and design, and the application of a variety of research designs for answering questions of clinical interest. 3 credits

HP 721 STATISTICS FOR CLINICAL RESEARCH

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

HP 722 INTERDISCIPLINARY HEALTH PRACTICE: THE CARE OF THE AGED PERSON

Prerequisite: none. Pass/Fail and audit available. Teaches a comprehensive, integrated approach to professional practice; the ability to collaborate with other professions in health care; health problems and treatment approaches in the aged population. Taught at Harvard Medical School. 2 credits

HP 820 ETHICAL ISSUES IN HEALTH CARE

Prerequisite: none. Pass/Fail and audit available. 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

Prerequisite: none. Pass/Fail and audit available. 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

Prerequisite: none. Pass/Fail and audit available. 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

Prerequisite: none. Pass/Fail and audit available. 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 402 CHEMISTRY

Prerequisite: none. Pass/Fail grading only; audit not available. Focuses on topics and concepts integrated from chemistry which are crucial to clinical nursing practice. Serves as prerequisite to the first semester of three-year nursing program; not transferable to other schools. 0 credits

NH 404 MICROBIOLOGY

Prerequisite: none. Pass/Fail grading only; audit not available. Basic level course offering the beginning nursing student a practical knowledge of the concepts of microbiology. Serves as prerequisite to the first semester of the three-year nursing program; not transferable to other schools. 0 credits

NH 405 NUTRITION

Prerequisite: none. Pass/Fail grading only; audit not available. Focuses on the functions, sources, and utilization of macronutrients, vitamins/minerals, and fluid. Serves as prerequisite to the first semester of the three-year nursing program; not transferable to other schools. 0 credits

NH 450 HUMAN ANATOMY

Prerequisite: none. Pass/Fail available; audit not available. Provides a comprehensive overview of human anatomy, including the structure of all organ systems. Serves as prerequisite to the first semester of the three-year nursing program. 3 undergraduate credits

NH 451 HUMAN PHYSIOLOGY

Prerequisite: none. Pass/Fail available; audit not available. Provides a comprehensive overview of human physiology, including study of all organ systems. Serves as prerequisite to the first semester of the three-year nursing program. 3 undergraduate credits

NH 730 HEALTH CARE POLICY AND POLITICS

Prerequisite: none. Pass/Fail and audit available. Provides a forum for the discussion of policies related to health care such as the role of health care professionals in this process and delivery of health care. Students analyze health care policy from socio-economic, legal, ethical, political, and historical perspectives. 3 credits

NH 831 THE IMPACT OF HIV/AIDS ON WOMEN, CHILDREN AND FAMILIES

Prerequisite: none. Pass/Fail available, audit not available. This course examines the impact of chronic illness on family members coping with IV/AIDS with special emphasis on women and children. Issues that will be examined include those to HIV infected women caring for their children; the impact that infected fathers have on the family; consequential issues for children living with an ill parent; and, the impact on family dynamics and functioning. 1 credit

PH 739 CARDIOPULMONARY CLINICAL LABORATORY

Prerequisite: PT 646 or NS 621 or written consent of instructor. Pass/Fail available; audit not available. Experience and skill in the practice of taking and interpreting normal and abnormal Electrocardiograms (EKGs), Pulmonary Function Tests (PFTs), and Exercise Tolerance Tests (ETTs). Case studies with a variety of Arterial Blood Gas (ABG) test results will be offered to learn, analyze and interpret them. 1 credit

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

Prerequisite: PH 742, or written consent of instructor. Pass/Fail and audit available. Evaluation methods, including ventilation, respiratory muscle function, functional performance, hemodynamic responses, and aerobic capacity for critical care, as well as rehabilitation settings, will be presented. Treatment techniques, focused on maximizing whole body/performance, analysis of cases with multisystem involvement will provide the clinical judgment opportunities for cardiopulmonary care. 3 credits

PH 742 CLINICAL APPLICATIONS IN EXERCISE PHYSIOLOGY

Prerequisite: human physiology and clinical experience. Pass/Fail and audit available. This course provides an overview of normal and abnormal adjustments to exercise, considering the processes associated with aging and of various pathologies. Content includes pulmonary and cardiovascular responses, the oxygen transport system, components of muscle contraction and responses to learning, energy requirements, and long-term adaptation to training. 3 credits

PH 760 CLINICAL NEUROANATOMY AND NEUROPHYSIOLOGY

Prerequisite: human physiology. Pass/Fail and audit available. The course emphasizes neuroanatomy and pathology of the membranes, synapses, peripheral/cranial nerves, neuropathic processes, autonomic nervous system, spinal column, and reflexes. Laboratory sessions emphasize gross and surface anatomy of the nervous system, pathologic reactions and plasticity of the nervous system, electrophysiology and conduction velocities, and clinical examination of peripheral nerves. 3 credits

PH 761 CLINICAL NEUROLOGY

Prerequisite: none. Pass/Fail and audit available. This course examines the clinical problems of disorders of the motor system, sensory integration, cognitive functions of language and praxis, and the neurologic issues of aging, seizures, attention, memory, and learning. The laboratory consists of neuropsychological testing, clinical testing, electroencephalography, and neuroradiological techniques and findings. 3 credits

PH 774 BASIC ORTHOPAEDIC RADIOLOGICAL ASSESSMENT

Prerequisite: none. Pass/Fail and audit available. Introduction of radiological imaging principles and techniques as applied to orthopaedic physical therapy. Lectures are provided by radiologists and orthopaedic surgeons. Radiography, CT Scans, MRI, special studies, and arthrography are addressed. Case studies are used to illustrate selection of imaging techniques and integration of radiographic information with physical therapy. 2 credits

PH 775 CLINICAL ANATOMY: UPPER QUARTER

Prerequisite: Undergraduate course in human anatomy. Pass/Fail and audit available. Advanced study of the structure and function of the musculoskeletal system with a primary focus on the upper quarter. Includes lectures and dissection laboratory. Detailed cadaver dissection serves as the basis for discussion of orthopaedic dysfunction. 1 credit.

PH 776 CLINICAL ANATOMY: TRUNK AND SPINE

Prerequisite: Undergraduate course in human anatomy. Pass/Fail and audit available. Advanced study of the structure and function of the musculoskeletal system with a primary focus on the trunk and spine. Includes lectures and dissection laboratory. Detailed cadaver dissection serves as the basis for discussion of orthopaedic dysfunction. 1 credit

PH 777 CLINICAL ANATOMY: LOWER QUARTER

Prerequisite: Undergraduate course in human anatomy. Pass/Fail and audit available. Advanced study of the structure and function of the musculoskeletal system with a primary focus on the lower quarter. Includes lectures and dissection laboratory. Detailed cadaver dissection serves as the basis for discussion of orthopaedic dysfunction. 1 credit

Clinical Investigation

CIM 740 INTRODUCTION TO CLINICAL INVESTIGATION

Prerequisite: None. The course focuses on the infrastructure of the clinical investigation process, stressing the rigorous scientific multidisciplinary team responsibilities, including protocol review and feasibility, institutional review board direction, implementation of the trial, data management, and study completion. 3 credits

CI 800 MENTORED FIELD EXPERIENCE I

Prerequisite: consent of instructor. Audit not available. Provides hands-on mentored fieldwork with a clinical investigator or multidisciplinary team in the student's area of interest. Interfaces with the research-design application of material covered in HP 720 Designing Clinical Research and the concrete skills needed to perform research and scientific inquiry. 3-6 credits

CI 801 MENTORED FIELD EXPERIENCE II

Prerequisite: consent of instructor. Audit not available. Addresses the research-design application of material covered in CIM 820 Applied Clinical Research and builds on the knowledge, experience, and challenges developed during CI 800 Mentored Field Experience I. 3-6 credits

CIM 810 ETHICS AND SOCIALLY RESPONSIBLE CLINICAL INVESTIGATION

Prerequisite: None. This course investigates ethical issues inherent in the design and conduct of clinical (patient-oriented) research. Ethical issues pertinent to research participants, investigators, and the research team will be examined. Attention will be devoted to the justification and conduct of clinical research, protection of human subjects, scientific fraud and misconduct, and emerging issues in clinical research ethics. 3 credits

CIM 820 APPLIED CLINICAL RESEARCH

Prerequisite: HP 720. An intermediate-level research-design course on the use of scientific methods in the clinical research context. Students will design, test, and evaluate an investigational trial by designing an investigational protocol as a project team with minimal supervision. Critical thinking skills and teamwork are vital to this process to allow for trial and error in designing the most appropriate protocol. 3 credits

CIM 821 INTERMEDIATE STATISTICS FOR CLINICAL RESEARCH

Prerequisite: HP 721. This is a second-level, intermediate statistics course, focused on the issues specific to clinical research. Topics covered include statistical research-design considerations, including randomization and sample-size determination methods for analyzing statistical results from clinical investigations. This course includes both didactic and computer laboratory instruction. 3 credits

CIM 831 LAW AND HEALTH POLICY GOVERNING CLINICAL RESEARCH

Prerequisite: None. Presents principles of law governing clinical research, including contracts, negligence, product liability, as well as the regulatory framework of the state and federal governments. Addresses policy decisions and risk allocation from legal, social, ethical, and economic perspectives. 3 credits

CI 880 CLINICAL INVESTIGATION PROJECT

Prerequisite or Co-requisite: Mentored Field Experience II. Audit not available. 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 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

Experience I and II, or a critical review of the literature based on a meta-analysis in a given field. 3 credits

For interdisciplinary courses, see page 44

Recommended Electives

HP 622 PHARMACOLOGY

A review of applied clinical pharmacology with current and developing human therapies. Provides an introduction to the measurement and modalities of Phase I clinical testing.

HP 621 PATHOPHYSIOLOGY

This course focuses on the holistic interconnectedness of body, mind, and spirit in human illness states. Common pathophysiological processes will be explored and applied to a variety of acute and chronic diseases.

HP 710 TEACHING SKILLS FOR HEALTH CARE PROFESSIONALS

Teaches principles of effective teaching/learning and application of those principles to patient education, staff training, clinical supervision of students, and classroom teaching.

HP 820 ETHICAL ISSUES IN HEALTH CARE

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

HP 831 ORGANIZATIONAL PERSPECTIVES: THEORY AND ACTION

Describes specific steps and methods of organizing the elements, staffing requirements, and regulatory material necessary to manage clinical investigation.

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.

Communication Sciences and Disorders

Program Prerequisites:

CD410 INTRODUCTION TO COMMUNICATION DISORDERS

Prerequisite: None. Students will be given an overview of the nature and causes of disorders of communication and swallowing, and the clinical processes related to their evaluation and treatment. All students will participate in guided opportunities to observe and interpret actual clinical interactions. 3 credits

CD411 PHONETIC TRANSCRIPTION AND INTRODUCTION TO ACOUSTIC PHONETICS

Prerequisite: None. Training will be provided in using the International Phonetic Alphabet to transcribe sounds of American English, including experience with influences of dialect and speech disorders. An introduction to the fundamentals of the physics of sound and acoustic phonetics will also be provided. 3 credits

CD412 ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING MECHANISMS

Prerequisite: None. This course covers basic anatomy and physiology of speech mechanisms, including respiratory, laryngeal, and supraglottal systems. A particular focus is basic science foundations and application to clinical problem-solving. The course serves as a foundation for several other courses. 3 credits

CD413 SPEECH AND LANGUAGE ACQUISITION

Prerequisite: None. This course will provide students with a basic overview of normal speech and language development. Theories of language acquisition will be introduced and morphology, syntax, semantics, and pragmatics will be addressed. 3 credits

Graduate Curriculum:

CD700 CLINICAL PRACTICUM LAB SEMINAR

Program Prerequisites. This seminar provides ongoing practical support and guidance for students seeing clients in the Language Lab. It addresses either spoken or written language issues, depending on the student's placement. Presentations and discussions help students draw connections between academic course work and initial clinical experiences. 3 credits

CD721 PHYSIOLOGY, ACOUSTICS AND PERCEPTION OF SPEECH

Program Prerequisites or by consent. This course will cover advanced topics in the physiology and acoustics of speech production, and perception of speech. Laboratory methods for studying the production and perception of speech will also be presented. 3 credits

CD722 NEUROANATOMY AND NEUROPHYSIOLOGY OF COMMUNICATION AND SWALLOWING

Program Prerequisites or by consent. The student will receive a comprehensive background in anatomy and physiology of the central and peripheral components of the human nervous system, with special focus given to the communication pathways and mechanisms of swallowing. 3 credits

CD723 LANGUAGE, CULTURE AND COGNITION

Program Prerequisites or by consent. Models of human language and cognition are presented. Attention is devoted to the various levels of language, including phonology, morphology, syntax, semantics, and pragmatics. Students are also exposed to cognitive operations associated with language processing. 2 credits

CD725 RESEARCH DESIGN AND PROPOSAL IN COMMUNICATION DISORDERS

Program Prerequisites or by consent. The major goal of this course is to prepare students to be critical consumers of the research literature. The course focuses on the types of research, and research designs that are commonly utilized to investigate normal and disordered human communication. 3 credits

CD 732 PHONOLOGICAL/ ARTICULATION DISORDERS

Program Prerequisites or by consent. This course will address disorders of speech production. Current theories will be discussed, and clinical procedures relating to diagnosis and remediation will be presented. 3 credits

CD740 CONTEMPORARY ISSUES IN HEALTH CARE SETTINGS

Program Prerequisites and at least one Clinical Placement. Study of issues faced by practicing Speech-Language Pathologists in health care settings. Topics range from the models of delivery of care, reimbursement, case management, quality improvement, speech assistants, supervision, technology, and adapting to change. 1 credits

CD743 DISORDERS OF SPOKEN AND WRITTEN LANGUAGE I

Program Prerequisites or by consent. The 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

Prerequisite: CD743. This course will provide 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. 3 credits

CD745 DIAGNOSTIC METHODS AND CLINICAL PROCESSES IN COMMUNICATION DISORDERS

Prerequisite: CH720, CD743, or by consent. This course introduces basic diagnostic methods and clinical processes of spoken/written language disorders. Topics: steps in clinical problem solving, fundamental concepts of clinical measurement, models of diagnosis, clinical history and interviewing techniques, report writing. 3 credits

CD750 AUDIOLOGY

Program Prerequisites. Beginning with a review of anatomy and physiology of the ear, this course meets the ASHA minimum requirement for study of the pathologies of the auditory system and assessment of auditory disorders, including hearing screening, hearing measurement, and differential diagnosis of hearing loss. 3 credits

CD751 AURAL REHABILITATION

Prerequisites: CD750 or equivalent. This course meets the ASHA minimum requirement for study of habilitative/rehabilitative procedures with speech and language problems associated with hearing impairment. Effects of hearing loss on speech and language development, assistive devices, alternative modes of communication, and therapeutic methods are covered. 3 credits

CD800 OUTPLACEMENT PRACTICUM

Prerequisite: CD700. Students will receive clinical practicum in the Massachusetts General Hospital, the Spaulding Rehabilitation Hospital, and other affiliated training sites. Students register each semester in which they expect to engage in supervised practice. 3 credits

CD803 AUDIOLOGY PRACTICUM

Prerequisite: CD750 or equivalent. Students will receive clinical practicum at the Massachusetts Eye and Ear Infirmary and other affiliated training sites in the areas of Audiology and Aural Rehabilitation. 1 credit

CD825 READING AND WRITING IN THE SCHOOLS

Program Prerequisites or by consent. Accompanies field placements preparing students for teaching reading in schools. Issues addressed include: developmental reading, children's literature, inclusion, group instruction, cooperative learning, reading across the curriculum, and consulting skills. Analysis of on-site placement experiences will be emphasized. 2 credits

CD832 VOICE DISORDERS

Program Prerequisites or by consent. This course will provide 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. 3 credits

CD833 NEUROMOTOR SPEECH DISORDERS

Prerequisite: CD722 or by consent. The course will focus 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 apraxia. 2 credits

CD834 DYSPHAGIA

Prerequisite: CD722 or by consent. This introductory course in swallowing disorders reviews anatomy and physiology of normal and abnormal swallowing in adults and children. Specific etiologic categories are discussed. Clinical and instrumental diagnostic methods are described and emphasis is given to treatment methods using a critical decision making model. 3 credits

CD836 GENETICS IN COMMUNICATION DISORDERS

Program Prerequisites or by consent. This course is an overview of genetics and common syndromes that result in craniofacial anomalies and/or communication disorders. Evaluation and treatment of craniofacial anomalies and associated communication disorders, with a special emphasis on genetic based communication disorders related to specific language impairment, stuttering, and phonological disorders will be addressed. 2 credits

CD839 APHASIA IN ADULTS: ASSESSMENT AND INTERVENTION

Prerequisites: CD722, completion of coursework in general clinical practice and neuroanatomy, or by consent. This course will address the nature, evaluation and remediation of individuals with aphasia. 3 credits

CD841 FLUENCY DISORDERS

Program Prerequisites or by consent. This course will address differences in fluency, disfluency and stuttering. Theories, current research findings, evaluation and management of stuttering disorders in both children and adults will be presented. 3 credits

CD843 ACQUIRED CONGNITIVELY BASED COMMUNICATION DISORDERS

Prerequisite: CD839 or by consent. This course will address the nature, evaluation, and remediation of adults with cognitive-linguistic impairment. 2 credits

CD855 LANGUAGE-BASED DISORDERS IN COGNITIVE NEUROPSYCHOLOGY

Prerequisites: CD720, CD744, or by consent. A cognitive neuropsychological approach to the study of acquired disorders in language processing is presented. Emphasis is placed on research examining disorders in comprehension and production of spoken words, and in single-word reading and spelling. 3 credits.

CD871 SPECIAL TOPICS IN COMMUNICATION SCIENCES AND DISORDERS

Program Prerequisites or by consent. 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

Prerequisite: CD725. 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. 2 credits

CD881 THESIS RESEARCH II

Prerequisite: CD880. Continuation of CD880. 2 credits

CD896-899 INDEPENDENT STUDY IN COMMUNICATION SCIENCES AND DISORDERS.

Prerequisite: None. Students will work with a faculty member to develop/further their knowledge of a particular topic. These interactions may take the form of directed readings and discussions, a tutorial experience, or the conduct of a minor research project. 1-3 credits variable

CH720 FOUNDATIONS OF SPOKEN/WRITTEN LANGUAGE AND COGNITION.

Program Prerequisites or by consent. This course will examine in depth theories of spoken and written language acquisition, stages of development and methods of analysis. It will also include discussion of information processing concepts such as attention, perception and memory. 3 credits

CH835 AUGMENTATIVE COMMUNICATION

Program Prerequisites or by consent. Various low technology and high technology assistive devices for individuals with communication disorders will be discussed. Students will be exposed to both diagnostic and treatment considerations in augmentative communication. A unique feature matching approach will be emphasized with a case management format supplementing lectures. 2 credits

CH871 SPECIAL TOPICS IN CSD: THEORETICAL AND PRACTICAL APPROACHES TO COUNSELING ACROSS THE LIFE SPAN

Program Prerequisites or coursework in developmental and acquired neurogenic disorders. This course will expose the clinician to a range of theoretical and practical paradigms relevant to the field of communication disorders. Application will be made to clients/families in developmental and acquired neurogenic populations. Lectures and small group sessions will allow presentation and peer review of counseling interactions. 2 credits

CD111 THESIS CONTINUATION

Use this designation when registering for thesis continuation. After completing 4 credits of thesis research (CD880 and CD881), a student is required to register for thesis continuation for each term that the thesis is incomplete. 1 credit

For interdisciplinary courses, see page 44.

NS 620 NURSING PRACTICE: PROCESS AND SKILLS

Prerequisites: Anatomy, Physiology, Microbiology, Chemistry, and Nutrition or equivalent. Pass/Fail and audit not available. 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

Prerequisites: NS 620, NS 624. Co-requisite: HP 622. Pass/Fail and audit available. 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

Prerequisites: Science Summer offerings or equivalent. Pass/Fail and audit not available. 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

Prerequisites: Anatomy, Physiology, Microbiology, Chemistry, and Nutrition or equivalent. Co-requisite: NS 620. Pass/Fail and audit not available. 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

Prerequisites: NS 621, NS 623, or RN status. Pass/Fail and audit available. 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

Prerequisites: NS 621, NS 623, NS 624, HP 622. Pass/Fail and audit not available. 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

Prerequisite: none. Pass/Fail and audit available. 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

Prerequisites: NS 623, NS 624, NS 625, or RN status. Pass/Fail and audit not available. 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, diagnosis of common problems, and exploration of treatment options. 5 credits

NS 739 ADVANCED PHARMACOLOGY

Prerequisite: HP 622 or RN status. Pass/Fail and audit available. 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 740 ADVANCED HEALTH ASSESSMENT OF THE PEDIATRIC CLIENT

Prerequisites: NS 623, NS 624, NS 625. Comprehensive health assessment and interpretive diagnostic process is explored. Students are provided opportunity for further development of clinical reasoning in holistic evaluation of well clients and those with deviations from normal from birth through adolescence within a social context. 5 credits

NS 819 ADVANCED HEALTH ASSESSMENT AND DIAGNOSTIC REASONING OF THE LATENCY AND ADOLESCENT PATIENT

Prerequisites: A physical assessment course or proven competency in physical assessment or NS 623. Comprehensive health assessment and interpretive diagnostic process as it specifically relates to the latency child and adolescent is explored. Students are provided opportunity for further development of clinical reasoning in holistic evaluation of well clients and those with deviations within a social context. 3 credits

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

Prerequisite: NS 738. Pre- or co-requisite: NS 739. Pass/Fail not available; audit available. 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

Prerequisite: NS 738. Pre- or co-requisite: NS 820. Pass/Fail not available; audit available. 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

Prerequisite: NS 820. Pass/Fail available; audit not available. 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

Prerequisite: NS 820. Pass/Fail and audit not available. 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 OF THE CHILD: PRIMARY CARE I THEORY

Prerequisite: NS 738. Pre- or co-requisite: NS 739. Pass/Fail not available; audit available. 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 OF THE CHILD: PRIMARY CARE I CLINICAL

Prerequisite: NS 738. Pre- or co-requisite: NS 824. Pass/Fail not available; audit available. 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 OF THE CHILD: PRIMARY CARE II THEORY

Prerequisites: NS 738, NS 824. Co-requisites: NS 827 or NP 842. 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 OF THE CHILD: PRIMARY CARE II CLINICAL

Prerequisites: NS 738, NS 825. Co-requisite: NS 826. Clinical experience in utilizing skills in the management of common episodic and chronic health problems of children. 3 credits

NP 833 NURSING MANAGEMENT OF THE ADULT; PRIMARY CARE 111 THEORY

Prerequisites: NS 820, NS 821. Co-requisite NP 822, 823. Theoretical content emphasizes the application of critical thinking and diagnostic reasoning skills in the management of complex health problems. The nursing goals of health promotion and maximization of wellness and functional ability are highlighted along with the holistic, culturally and developmentally sensitive assessment and management of the adult patient. The specific focus is on the complexity of health care for special populations of adults in a variety of practice settings. 3 credits

NP 834 NURSING MANAGEMENT OF THE ADULT; PRIMARY CARE 111 PRACTICUM

Prerequisites: NS 820, and co-requisite NP 833 (Primary Care 111 theory). This is the third Primary Care practicum, preparing students for advanced practice as adult nurse practitioners. Students have opportunities to maintain their primary care clinical practice as well as selecting a specialty within adult care practice. Clinical practice focuses on the application of theory and skill in the delivery of care to special populations having a complex health situation. 3 credits

NS 839 PROFESSIONAL ISSUES

Prerequisite: NS 820 or RN status. Pass/Fail and audit available. Contemporary issues which affect professional development of advanced practice nurses, including regulation of practice, political activism, and professional responsibilities. 2 credits

NS 896 INDEPENDENT STUDY IN NURSING

Prerequisite: written consent of instructor.

NS 899 INDEPENDENT STUDY IN ADVANCED PRACTICE

Prerequisite: written consent of instructor. Pass/Fail available; audit not available. 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

Prerequisite: none. Pass/Fail available; audit not available. 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 805 PRIMARY CARE OF THE ELDERLY CLIENT

Prerequisites: RN status, NS 738. Pass/Fail not available; audit available. 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

Prerequisite: RN status. Pass/Fail and audit not available. 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

Prerequisites: NS 820, NS 822, or RN status. Prerequisite: Pass/Fail and audit available. 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 II

Prerequisites: NS 820, NS 822, or RN status. Pass/Fail and audit available. 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

Prerequisite: NS 738 or RN status with written consent of instructor. Pass/Fail and audit available. 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

Prerequisite: RN status. Pass/Fail and audit not available. 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

Prerequisite: NS 738 or written consent of instructor. Pass/Fail and audit available. 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

Pre- or co-requisite: NP 811. Pass/Fail and audit available. 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

Prerequisites: NS 738; NS 820 or NS 821. Pass/Fail available; audit not available. Biophysical and psychosocial factors that affect adolescent growth and development. Includes health and legal, political, and ethical issues encountered when caring for adolescents. 3 credits

P 814 CLINICAL PRACTICUM IN ADOLESCENT HEALTH

Prerequisite: none. Co-requisite: NP 813. Pass/Fail and audit available. Experience in a clinical setting that provides adolescent health care. Clinical seminar is offered weekly. 3 credits

NP 815 BEHAVIORAL ISSUES IN PEDIATRICS

Prerequisite: NS 821 or RN status with written consent of instructor. Pass/Fail and audit available. 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

Prerequisite: none. Co-requisite: NP 815. Pass/Fail and audit available. 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

Prerequisite: RN or written consent of instructor. Pass/Fail and audit available. 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

Prerequisite: completion of generalist level, RN status, or written consent of instructor. Pass/Fail and audit available. 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

Prerequisite: none. Pass/Fail and audit available. Exploration of the molecular biology, virology, pathogenesis, and pathophysiology of HIV/AIDS. 1 credit

NP 820 PSYCHOPHYSIOLOGICAL RESPONSES AND CARE OF THE PATIENT WITH HIV DISEASE

Prerequisite: NP 819. Pass/Fail and audit available. Biobehavioral responses and current approaches to treatment of persons with HIV disease. 1 credit

NP 821 ACUTE CARE CLINICAL IN HIV/AIDS CARE

Prerequisite: none. Pass/Fail and audit not available. 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

Prerequisite: none. Pass/Fail and audit available. 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

Prerequisite: RN status. Pass/Fail and audit available. 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

Prerequisite: matriculated students only. Co-requisite: NP 823; NP 822 or NP 800. 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

Prerequisite: none. Pass/Fail and audit available. 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

Prerequisite: matriculated students only. Co-requisite: NP 825. Pass/Fail and audit available. 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

Prerequisite: none. Pass/Fail and audit available. 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

Prerequisite: matriculated students only. Pass/Fail and audit available. 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

Prerequisite: NS 738 or RN status. Pass/Fail available; audit not available. Alternative nursing strategies are explored and applied to the clinical practice issues managed by nurse practitioners. 3 credits

NP 841 FAMILY HEALTH PRACTICUM I

Prerequisite: FNP students only. Pass/Fail available; audit not available. 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

Prerequisites: NS 738, NP 841, FNP students only. Co-requisite: NP 845. 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

Prerequisite: FNP students only. Pass/Fail and audit available. 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

Prerequisite: FNP student or RN status. Pass/Fail and audit available. 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

Prerequisites: NS 738, RN Program student, ANP student, written consent of instructor. Pass/Fail and audit available. 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

Pre- or co-requisite: NS 820. Pass/Fail not available; audit available. Critical thinking and diagnostic reasoning skills in the assessment and management of women and episodic health problems of women. 1 credit

NP 856 ACUTE CARE NURSING MANAGEMENT I THEORY

Prerequisites: NS 738, NS 739 This is the first of three theory courses in acute care nursing management. Concepts of health, disease and chronicity in acute care nursing management are explored. Using diagnostic reasoning as a foundation for practice, management of acute conditions is studied with focus on the diagnosis and treatment of non-acute health problems that accompany adults in the inpatient setting. 3 credits

NP 857 ACUTE CARE NURSING PRACTICUM I

Prerequisites: NS738, co-requisite NP 853. Consistent with the theory course, students will apply the theories of diagnosis and treatment of select acute care conditions. In collaboration with physicians, students will provide case management to a select group of acutely ill patients. 3 credits

NP 860 PSYCHIATRIC-MENTAL HEALTH NURSING PRACTICUM I

Pre-requisite or co-requisite: NP 861. Building on diagnostic and clinical reasoning skills, students will develop skill in interviewing, comprehensive assessment and intervention with clients experiencing a disruption in mental health. Clinical seminar offered weekly. 3-4 credits

NP 861 ADVANCED ASSESSMENT AND MANAGEMENT OF COMMON PSYCHIATRIC SYMPTOMS.

Prerequisites: none. Designed to prepare students to conduct psychiatric evaluations using the DSM-IV multiaxial classification system. The etiology, course, assessment and intervention strategies for common psychiatric symptoms frequently encountered in primary care settings will be addressed. 3 credits

NP 862 PSYCHOBIOLOGY AND PSYCHOPHARMACOLOGY

Prerequisites: none. This course will build upon the knowledge base acquired in pathophysiology and advanced pharmacology, extending and applying this content to the neurobiology of psychiatric disorders. The etiology, course, and outcome of major psychiatric disorders will be explored, together with appropriate pharmacological interventions. 3 credits

NP 863 ADVANCED ASSESSMENT AND MANAGEMENT OF COMPLEX PSYCHIATRIC PROBLEMS

Prerequisites: none. The history of psychiatric-mental health nursing will provide the context from which to examine treatment modalities, ranging from the purely physical to strictly interpersonal, to more recent developments in holistic approaches to care. Management of acute and chronic problems for selected patient populations will be explored, with emphasis on the integration of social and cultural factors in treatment plans. 3 credits

NP 864 PSYCHIATRIC-MENTAL HEALTH NURSING PRACTICUM II

Pre-Requisite or co-requisite: NP 863. Students will use advanced assessment and intervention skills in the management of clients with psychiatric and/or physical problems. Selection of placement determined by student's clinical focus: age, problem or setting specific. Weekly individual and group supervision. 3-4 credits

NP 865 PSYCHIATRIC-MENTAL HEALTH NURSING PRACTICUM III

Prerequisites: NP 863, NP 864. A culminating clinical practicum will provide an opportunity for students to synthesize and integrate concepts from adult primary health care with their psychiatric/mental health knowledge base into comprehensive holistic management of adult health problems with selected vulnerable populations. Management of psychotropic drug regimens, self care, symptom management, and relapse prevention will prepare the student for practice in a variety of settings. 3-4 credits

NP 866 ACUTE CARE NURSING MANAGEMENT II THEORY

Prerequisites: NS 856. This is the second of three theory courses in acute care nursing management. Case management for specific health problems of the acutely ill patient is explored, with focus on cultural sensitivity, ethical domains of acute care practice and related research. 3 credits

NP 867 ACUTE CARE NURSING MANAGEMENT PRACTICUM II

Co-requisites: NS 866. Consistent with the theory course, students will apply the theories of diagnosis and treatment of select acute care conditions. Particular emphasis will be placed on development of culturally sensitive strategies in the care of the acutely ill patient. 3 credits

NP 876 ACUTE CARE NURSING MANAGEMENT III THEORY

Prerequisites: NS 866. This is the third of three theory courses in acute care nursing management. Case management of patients with selected topics, with special emphasis on co-morbid conditions is explored. Emphasis on health promotion, disease prevention and patient/family education as appropriate to the acute care setting. 3 credits



*Taking a break
between classes*

NP 877 ACUTE CARE NURSING PRACTICUM III

Co-requisites: NS 876. This practicum course is the last clinical rotation for the acute care nurse practitioner student. Students will select an acute specialty in which to concentrate the month long, full-time practice. 3 credits

NS 880 THESIS RESEARCH I

Prerequisite: none. Pass/Fail grading only; audit not available. 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 881 THESIS RESEARCH II

Prerequisite: NS 880. Pass/Fail grading only; audit not available. Continuation of NS 880. 3 credits

NS 882 SCHOLARLY PROJECT

Prerequisite: HP 720. Pass/Fail grading only; audit not available. 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 111 THESIS/SCHOLARLY PROJECT CONTINUATION

Prerequisite: NS 881. Pass/Fail grading only; audit not available. This designation is used for students who are continuing thesis research or scholarly projects. Students must register for thesis/scholarly projects continuation for each term that either is incomplete. 1 credit

For interdisciplinary courses, see page 44.

Professional Program in Physical Therapy

PT 606 PROFESSIONAL SOCIALIZATION

Prerequisite: none. Pass/Fail grading only; audit not available. An introductory framework for the practice of physical therapy, including ethics and standards of professional practice. Laboratory sessions and clinic visits included. 2 credits

PT 620 GROSS ANATOMY I

Prerequisite: human anatomy. Pass/Fail and audit not available. Regional gross structure and function of the musculo-skeletal, 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

Prerequisite: PT 620. Pass/Fail and audit not available. Anatomical structure and function of the spine and peripheral neurophysiology. Introduction to basic neuroanatomy. 2 credits

PT 622 FUNCTIONAL ANATOMY

Prerequisites: PT 606, PT 620. Co-requisite: PT 621. Pass/Fail and audit not available. 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 and posture analysis. 3 credits

PT 631 FIELD EXPERIENCE I

Prerequisites: PT 606, PT 620. Co-requisites: Fall Year I courses. Pass/Fail grading only; audit not available. 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. 0.5 credits

PT 632 FIELD EXPERIENCE II

Prerequisites: Fall Year I courses; Co-requisites: Spring Year I courses. Pass/Fail grading only; audit not available. Continuation of PT 631. 0.5 credits

PT 633 FIELD EXPERIENCE III

Prerequisite: PT 635. Co-requisites: Fall Year II courses. Pass/Fail grading only; audit not available. Continuation of PT 632. 0.5 credits

PT 634 FIELD EXPERIENCE IV

Prerequisite: PT 636. Co-requisites: Spring Year II courses. Pass/Fail grading only; audit not available. Continuation of PT 633. 0.5 credits

PT 635 CLINICAL EXPERIENCE I

Prerequisite: Year II students. Pass/Fail grading only; audit not available. Supervised full-time clinical learning experience for a period of 8 weeks. 3 credits

PT 636 CLINICAL EXPERIENCE II

Prerequisite: PT 635. Pass/Fail grading only; audit not available. Continuation of PT 635. Second full-time supervised experience for a period of 8 weeks. 3 credits

PT 640 CLINICAL PATHOPHYSIOLOGY

Prerequisite: PT 620. Co-requisite: PT 621. Pass/Fail and audit not available. 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

Prerequisites: PT 621, PT 622, PT 640, PT 645. Pass/Fail and audit not available. 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

Prerequisites: PT 606, PT 620. Co-requisite: Fall Year I courses. 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. 6 credits

PT 646 EVALUATION AND MANAGEMENT OF CARDIOPULMONARY DISORDERS

Prerequisites: PT 621, PT 640, PT 645, PT 681, PT 661, PT 631. Co-requisites: PT 662, PT 632. Pass/Fail and audit not available. 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
Prerequisites: PT 621, PT 622, PT 631, PT 640, PT 645, PT 661, PT 681. Co-requisites: PT 632, PT 641, PT 662. Pass/Fail and audit not available. 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. 6 credits

PT 648 EVALUATION AND MANAGEMENT OF MUSCULOSKELETAL DISORDERS II
Prerequisite: PT 635. Co-requisites: PT 633, PT 663. Pass/Fail and audit not available. 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
Prerequisites: PT 621, PT 640. Pass/Fail and audit not available. Introduction to neurophysiology, neuroanatomy, and clinical neurology as they relate to the practice of physical therapy. 2 credits

PT 652 NEUROMUSCULAR PATHOPHYSIOLOGY II
Prerequisite: PT 651. Pass/Fail and audit not available. Continuation of PT 651. 2 credits

PT 653 NEUROMUSCULAR PATHOPHYSIOLOGY III
Prerequisite: PT 636. Pass/Fail and audit not available. Continuation of PT 652. 2 credits

PT 655 EVALUATION AND MANAGEMENT OF NEUROMUSCULAR DISORDERS
Prerequisite: PT 635. Co-requisites: PT 633, PT 652, PT 663. Pass/Fail and audit not available. 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. 6 credits

PT 656 REHABILITATION MANAGEMENT ACROSS THE LIFE SPAN
Prerequisite: PT 636. Co-requisites: PT 634, PT 653, PT 664. Pass/Fail and audit not available. 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
Prerequisites: PT 606, PT 620. Co-requisites: Fall Year I courses. Pass/Fail grading only; audit not available. Weekly seminars focusing on patient cases that integrate content across courses, utilizing a problem-solving model for critical analysis of evaluation, goal setting, and treatment planning processes. 1 credit

PT 662 CLINICAL SEMINAR II
Prerequisites: Fall Year I courses. Co-requisites: Spring Year I courses. Pass/Fail grading only; audit not available. Continuation of PT 661. 1 credit

PT 663 CLINICAL SEMINAR III
Prerequisite: PT 635. Co-requisites: Fall Year II courses. Pass/Fail grading only; audit not available. Continuation of PT 662. 1 credit

PT 664 CLINICAL SEMINAR IV
Prerequisite: PT 636. Co-requisites: Spring Year II courses. Pass/Fail grading only; audit not available. Continuation of PT 663. 1 credit

PT 670 SPECIAL TOPICS IN PHYSICAL THERAPY
Prerequisite: PT 636. Pass/Fail available. Audit not available. Special topics provide an opportunity for students to explore a particular area of interest in greater depth. Topics include women's health, alternative therapies, cardiac rehabilitation, and evaluation of the foot/ankle. 1 credit

PT 681 PROFESSIONAL ISSUES I: COMMUNICATION AND TEACHING
Prerequisite: PT 606. Co-requisites: PT 631, PT 645, PT 661, PT 685. Pass/Fail available; audit not available. Foundation for interaction of the physical therapist with patients, families, supportive personnel, and other health professionals, focusing on communication, interpersonal skills, and teaching/learning skills. 2 credits

PT 682 PROFESSIONAL ISSUES II: HEALTH CARE POLICY
Prerequisites: PT 631, PT 661, PT 681. Co-requisites: PT 632, PT 662. Pass/Fail available; audit not available. 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

Prerequisite: PT 635. Pass/Fail available; audit not available. Overview of management principles applied to the practice of physical therapy, focusing on organizational behavior, resource allocation and planning, supervision and delegation, personnel policies, and monitoring of productivity and quality of care. 2 credits

PT 685 CRITICAL INQUIRY I

Prerequisites: introduction to statistics, PT 606, PT 620. Co-requisites: PT 622, PT 645, PT 681. Pass/Fail and audit not available. 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

PT 686 CRITICAL INQUIRY II

Prerequisite: PT 685. Co-requisites: PT 646, PT 647. Pass/Fail available; audit not available. Continuation of PT 685. 2 credits

PT 687 CRITICAL INQUIRY III

Prerequisite: PT 685. Co-requisites: PT 646, PT 647. Pass/Fail grading only; audit not available. 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. 1 credit

PT 688 CRITICAL INQUIRY IV

Prerequisite: PT 687. Pass/Fail grading only; audit not available. Continuation of PT 687. 1 credit

PT 690 CLINICAL INTERNSHIP

Prerequisites: all course work. Pass/Fail grading only; audit not available. A supervised full-time extended clinical learning experience 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. 6 credits

PT 691 CLINICAL INTERNSHIP CONTINUATION

Prerequisites: PT 690; Pass/Fail only; audit not available. Continuation of clinical internship following completion of entry-level requirements. 0 credits

Post-Professional Program in Physical Therapy

PT 600 US HOSPITAL PRACTICE SYSTEMS

Prerequisite: none. Pass/Fail grading only; audit not available. 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. 2 credits

PT 601 CLINICAL PERFORMANCE EVALUATION

Prerequisite: PT 600. Pass/Fail grading only; audit not available. This course is designed for International Scholars in physical therapy and consists of the clinical performance evaluation to determine the level of expertise and independence in physical therapy practice. The emphasis is on safety and appropriate professional behavior. 1 credit

PT 602 INTERNATIONAL SEMINAR

Prerequisite: none. CR/NC grading only; audit not available. This seminar designed to assist International Scholars' transitions into United States academic and clinical settings. It provides assistance with individual coursework and application of academic knowledge to clinical practice. Stresses continuing development of spoken and written English through discussion and small group work. 1 credit

PT 697 MEDICAL TERMINOLOGY FOR THE PHYSICAL THERAPIST

Prerequisite: none. Pass/Fail available; audit not available. This course focuses on understanding and appropriately using musculoskeletal, cardiopulmonary, and neurological terms, with an emphasis on practicing written and verbal English. 1 credit

PT 720 FOUNDATIONS OF CLINICAL ASSESSMENT IN PHYSICAL THERAPY

Prerequisite: none. Pass/Fail not available; audit available. 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

Prerequisite: none. Pass/Fail and audit available. This survey course examines the theoretical foundations of rehabilitative models for the evaluation and treatment of persons with neurological impairments. Topics include current issues in motor control theory, motor learning, posture and balance control adaptation, recovery of function, and systems theory. 3 credits

PT 761 SEMINAR ON TREATMENT APPROACHES TO THE NEUROLOGICALLY IMPAIRED

Prerequisite: none. Pass/Fail and audit available. This seminar critically analyzes physical therapy treatment approaches for the neurologically impaired. The focus is on the biomechanical, neurophysiological, and kinesiological basis of treatment interventions based on current concepts of motor control. Critical review of recent literature provides a basis for examining the effectiveness/ineffectiveness of various treatment techniques. 3 credits

PT 763 THERAPEUTIC EXERCISE: ADVANCED PRINCIPLES AND PRACTICE

Prerequisite: none. Pass/Fail and audit available. 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. Procedures are analyzed according to their biomechanical, neurophysiological, and motor control factors and treatment goals that can be achieved. 3 credits

PT 770 CONCEPTS OF ORTHOPAEDIC PHYSICAL THERAPY

Prerequisite: none. Pass/Fail and audit available. 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. Case studies are used throughout to enhance clinical relevance. This course is required for those in the orthopaedic specialization. 3 credits

PT 773 BIOMECHANICS OF HUMAN MOVEMENT

Prerequisite: none. Pass/Fail and audit available. This course focuses on the study and measurement of movement from a biomechanical perspective including application of instrumentation to evaluate muscle and movement systems and exploration of the theory and clinical analysis of force systems under static and dynamic conditions. Required for students using bioinstrumentation or biomechanical principles in the thesis. 3 credits

PT 821 CLINICAL DECISION-MAKING

Prerequisite: none. Pass/Fail and audit available. This course is a core requirement for 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. Theoretical models are presented with the goal of enabling students to formulate strategies for the management of patient problems. 3 credits

PT 822 DIAGNOSTIC SCREENING FOR PHYSICAL THERAPISTS: WHEN TO TREAT? WHEN TO REFER?

Prerequisite: none. Pass/Fail and audit available. Medical specialists present lectures and labs to illustrate how pathologies can cause confusing symptoms, and how interview techniques and physical examination can help screen for different medical entities. Selected case examples are presented to develop an algorithm describing the diagnostic decision making process. Students will select a case to analyze. 3 credits

PT 823 SPECIAL TOPICS IN PHYSICAL THERAPY

Prerequisite: none. Pass/Fail and audit available. Special topics relating to physical therapy practice are offered on a yearly basis. 2 credits

PT 824 ADVANCED SEMINAR IN PHYSICAL THERAPY

Prerequisite: specialty courses, PT 839. Pass/Fail available; audit not available. 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

Prerequisite: PT 720. Pass/Fail grading only; audit not available. Advanced clinical practice offered under the direction of a preceptor in the student's specialty. The practicum, designed to meet individual needs, provides a variety of clinical experiences to develop expertise in physical therapy evaluation and treatment techniques. Additional objectives may include acquiring skill in teaching and/or clinical research. 3 or 6 credits

PT 867 MUSCULOSKELETAL DYSFUNCTION: LOWER QUARTER, HIP AND KNEE

Prerequisites: PT 770, or written consent of instructor. Pass/Fail and audit available. This course focuses on musculoskeletal pain and dysfunction involving the lower extremity, especially problems involving the hip and thigh region. Lecture, laboratory, and discussions allow the student to gain skill in examination and treatment of lower extremity dysfunction with emphasis on decision making. Can be taken in conjunction with PT 868 or independently. 2 credits

PT 868 MUSCULOSKELETAL DYSFUNCTION: LOWER QUARTER, FOOT AND ANKLE

Prerequisites: PT 770, or written consent of instructor. Pass/Fail and audit available. This course, running consecutively with PT 867, focuses on musculoskeletal pain and dysfunction involving the lower extremity, especially the foot and ankle. Lecture, laboratory, and discussions allow the student to gain skill in examination and treatment of lower extremity dysfunction. Can be taken in conjunction with PT 867 or independently. 1 credit

PT 869 MUSCULOSKELETAL DYSFUNCTION: UPPER QUARTER

Prerequisites: PT 770, or written consent of instructor. Pass/Fail and audit available. This course focuses on musculoskeletal pain and dysfunction involving the upper extremity. Lecture, laboratory, and discussions allow the student to gain skill in examination and treatment of upper extremity dysfunction with emphasis on decision making. 3 credits

PT 871 MUSCULOSKELETAL DYSFUNCTION: LUMBOPELVIC REGION

Prerequisites: PT 770, or written consent of instructor. Pass/Fail and audit available. This course focuses on examination and treatment strategies and techniques for lumbopelvic pain and dysfunction. Significant pathomechanics and pathokinesiology of each region is discussed. Laboratory sessions provide instruction and practice of manual therapy techniques as well as analysis of possible treatment strategies. 3 credits

PT 872 MUSCULOSKELETAL DYSFUNCTION: CERVICOTHORACIC AND CRANIOMANDIBULAR REGIONS

Prerequisites: PT 770, or written consent of instructor. Pass/Fail and audit available. This course focuses on examination and treatment strategies for the temporomandibular joint, cervical spine, and thoracic spine. Significant pathomechanics and pathokinesiology of each region is discussed. Laboratory sessions provide instruction and practice of manual therapy techniques as well as analysis of possible treatment strategies. 2 credits

PT 880 THESIS RESEARCH I

Prerequisite: HP 720 and consent of advisor. Pass/Fail grading only; audit not available. Students work with two assigned readers to develop a research proposal, implement the study, and prepare the thesis. Students present a prospectus to the Physical Therapy faculty for approval of the topic then a formal oral presentation describing the final results. An ongoing seminar, held each semester, supports the thesis process. 2 credits

PT 881 THESIS RESEARCH II

Prerequisite: PT 880. Pass/Fail grading only; audit not available. Continuation of PT 880. 2 credits

PT 882 THESIS RESEARCH III

Prerequisite: PT 881. Pass/Fail grading only; audit not available. Continuation of PT 881. 2 credits

PT 896-899 INDEPENDENT STUDY IN PHYSICAL THERAPY

Prerequisite: written consent of instructor. Pass/Fail available; audit not available. 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

Prerequisite: PT 882. Pass/Fail grading only; audit not available. This designation is used for students who are continuing thesis research. Students must register for thesis continuation for each term that the thesis is incomplete. 1 credit

For interdisciplinary courses, see page 44.



g e n e r a l
i n f o r m a t i o n

applications are sought from men and women with diverse backgrounds who bring a wide range of education and experience to their graduate studies. Admission decisions are based upon a careful evaluation of each applicant's academic record, test scores, written application, essay, references, and life experiences. Prospective students are encouraged to attend one of the information sessions which are held onsite during the Fall and Spring. Dates are published on the inside cover of this catalog. You may contact the Admissions Office for further information or to arrange a campus visit.

Admissions Criteria

An undergraduate degree is a prerequisite for admission to any of the graduate programs. Admission requirements are program-specific and more fully outlined in the program section of the catalog; an application is included in the catalog as well.

Transfer Credit

Each Program Committee decides the number of outside credits that may be transferred into the program as credits for program completion prior to beginning study at the Institute. During study at the Institute, students may take approved courses at other colleges and universities. Approval of the student's program committee is required. A form to petition for transfer credit is available in the Office of Enrollment Management and Student Affairs. When transfer credit is awarded, no grade will be recorded and no fee charged. No transfer credit will be allowed from institutions or programs that lack appropriate accreditation or for courses for which the student received a grade of less than B. Transfer credit will not be allowed for courses counted toward another degree.

Application Process

Before the Admissions Committee can evaluate an application, the applicant's file must include the following:

- completed, signed application form along with the \$50 nonrefundable application fee;
- official transcripts for all academic work beyond high school whether a degree was received or not;
- official score report of GRE (Graduate Record Examination) — general test only. Tests are prepared and scored by the Educational Testing Service: GRE, PO Box 6000, Princeton, NJ 08541-6000 (Institute code: R 3513). The telephone number is 609/771-7670; fax 609/771-7906. The GRE is not required for entrance into certificate programs.
- three letters of recommendation submitted on the forms included in the application packet. Completed forms should be returned to the Admissions Office, following the instructions on the application. One reference must be academic.
- essay based on your program interest and questions contained in the application.
- TOEFL: Test of English as a Foreign Language. Applicants whose first language is not English, and who did not receive a degree in an English-speaking country, are required to take the TOEFL. The minimum TOEFL Score accepted by the Institute is 550.

Applicants are notified about the status of their admission file upon receipt of their application. While the Admissions Office periodically notifies applicants regarding the completeness of their files, it is the applicant's responsibility to ensure that all necessary documents are received in the Admissions Office by the published deadline. Applications become the property of the Institute.

Students with Disabilities

Disabilities services are coordinated by the Manager of Student Services. 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, along with supporting documentation. Evaluations which support a given disability must have been performed within five years of the date of submission. Otherwise, students will be asked to submit a current evaluation which is paid for at the student's expense. Students may also contact Student Services in the EMSA Office at 101 Merrimac Street, Boston, MA 02114 or by phone at 617/726-9577 for assistance in locating appropriate, licensed evaluators. All information provided will be held in strict confidence except as otherwise may be required by law.

Reactivating Applications

Contact the Admissions Office during the summer. It is during this time that the reapplication requirements for a given year are established. Admissions applications remain on file for one year to allow for reapplication the following year, if requested.

International Applicants

In addition to the other required materials, international applicants must submit the following information before a decision can be made on their application:

- Test of English as a Foreign Language (TOEFL) score, sent directly from the Educational Testing Service, for applicants whose first language is not English and who did not receive a degree from an English speaking country.
- Evidence of sufficient funds to maintain themselves for one year in the United States; funds must be on deposit in this country.
- All applicants who did not receive their degree in the US must have their credentials (transcript) evaluated by a US credentialing agency and must cooperate with the Institute in any related inquiries.

International students should read the insurance and immunization requirements information contained in this catalog. All international students are required to enroll in the health insurance plan offered by the Institute unless they can demonstrate comparable coverage by another US plan. Financial aid is not available to foreign students.

Non-Degree (Special) Students

Physical therapists, speech-language pathologists, nurses, and other health care professionals holding a bachelor's degree may enroll as Special Students in selected courses on a space-available basis. The number of credits earned by Special Students which may be applied toward a degree is at the discretion of each program. A Special Student brochure is published prior to the beginning of each semester which includes an application and a description of courses open to non-matriculated students. Institute payment plans and financial aid are not available to Special Students.



Decorating for a party

TUITION, FEES AND PAYMENTS

Students are not officially registered until their bills have been paid in full. While no time or deferred payments are allowed by the Institute, students unable to pay their semester bill all at once can, for a small fee, arrange payment with an outside tuition management agency, so long as they do so before the semester begins. Information about this option is available in the Bursar's Office.

The Institute reserves the right to make adjustments to tuition and fee charges and offers no guarantee that all course requirements can be completed at the current tuition rate. All charges are set by the Board of Trustees.

Tuition

Tuition for 1999-00

Full and Part time:	\$554 per credit
Audit:	\$277 per credit

Vouchers/Discounts

First-Course Discounts

Full-time employees of Partners HealthCare System, Inc. may take their first course at the Institute at one-half the current tuition rate. To be eligible, proof of full-time employment will be required at the time of payment. The definition of full-time is 40 hours/week unless explained otherwise on the Verification of Employment form which must accompany the application. If enrolling in more than one course, only one course may be taken at the half-price rate. All auditors must pay full audit price and all fees.

Vouchers

A voucher can only be redeemed in the semester in which it is presented for payment. If a student enrolls in a course using a voucher and then drops the course or withdraws from the Institute, the voucher will be forfeited. No monetary credit will be given for vouchers applied to one- or two-credit courses nor will credit be applied to a future semester.

Only official and valid Institute tuition vouchers can be accepted, and the top portion must be

completed by a department official prior to presentation to the Bursar. No faxed or photocopied vouchers will be accepted. Vouchers expire two years after date of issuance.

Matriculated students are eligible to apply a valid tuition voucher toward tuition only (fees not included). Students may use two three-credit vouchers. However, use of vouchers may result in an adjustment to student financial aid awards, if applicable.

Special Students are also eligible to apply a valid tuition voucher toward tuition only (fees not included). Special students may use two three-credit vouchers.

Fees

The following fees are in effect beginning with the Fall semester of the 99-00 academic year. They are subject to change by the IHP Board of Trustees.

Basic Fees

1. **Anatomy Fee.** This is a one-time laboratory fee assessed to students in the Professional Program in Physical Therapy in the first semester of their program study. The amount of the fee is \$400.
2. **Clinical Education/Lab Fee.** This fee covers costs incurred for the clinical/lab experience. The amount of the fee is \$150 per semester. A one-time fee of \$300 will be assessed to matriculated students in all other programs, including the Certificate of Advanced Study. Students exempted from this fee are Special Students and students registered in Science Summer (nursing) or CSD prerequisite courses.
3. **Learning Resource Fee.** Each student is required to pay this fee based on the number of semester credit hours for which he or she is enrolled. The cost is \$7.00 per credit hour, with a maximum amount of \$84 charged per semester. This fee is used to provide support for information technology and the maintenance of the Ruth Sleeper Learning Center.

4. **Student Activity Fee.** Each student is required to pay this fee based on the number of semester credit hours for which he or she is enrolled. The amount of the fee is \$2.50 per credit hour. This fee is used to provide resources for student organizations, for improvements to the student environment, and for operating monies for the Student Senate. Student representatives have a voice, along with the Manager of Student Services and the Administrative Council, in how the monies are spent.
5. **Continuing Enrollment Fee.** Students must be continuously enrolled in a degree program, the only exception being students who have been granted a leave of absence. Students who have completed all course work and are finishing a thesis or scholarly project will be required to enroll in one credit hour each semester until degree requirements are met.

General Fees

1. **Application Fee.** All applicants to the Institute pay a non-refundable fee of \$50 at the time of application.
2. **Program Deposit.** Applicants who have been accepted for admission submit a non-refundable deposit of \$300 which is applied to the first tuition bill.
3. **Orientation Fee.** A fee of \$40 is required of each student to defray the cost of orientation activities upon first enrolling.
4. **Graduation Fee.** Graduating students will be assessed a fee of \$50 to cover the cost of the diploma and regalia.
5. **Fee for Credit by Examination or Advanced Practice Module Advanced Placement.** This fee is 10 percent of the current tuition rate for each course.

Late Charges and Other Fees

1. **Transcript Fee.** Copies of a student's transcript are available upon written request to the Registrar's Office. A copy of the transcript includes only the academic record earned at the Institute; copies of transcripts furnished from other institutions become the property of the Institute and cannot be reproduced by the Institute. The cost of a transcript is \$4.00 per copy, payable in advance. All transcript requests must be made by the student and must be in writing. Adequate advance notice, normally 48 hours, is required for transcript processing. Students are furnished with a complimentary copy of their transcript upon graduation.
2. **Late Payment Fee.** A late payment fee of \$50 will be assessed the day following the Institute-established due date.
3. **Late Registration Fee.** Students permitted to register after classes begin will be charged a late registration fee of \$50.
4. **Late Pre-registration Fee.** Continuing matriculated students who fail to register during pre-registration period will be assessed a late pre-registration fee of \$100 when they register.
5. **Reinstatement Fee.** A student permitted to register and/or pay after the 12th class day of a semester will be assessed a reinstatement fee of \$100. This fee is in addition to the late payment penalty, the late registration fee, and the late pre-registration fee (if applicable).
6. **Key Access Deposit.** Students are charged a mandatory \$12.50 fee to receive a key to access floors in the building on which they have classes in a given semester, if said classes fall outside normal business hours. Key access codes are changed each semester depending on the student's class schedule and room assignments; the keys of students who, for whatever reason, are not enrolled in any given semester will be deactivated immediately. Requests for refunds must be received by the end of the semester following a student's last enrollment.
7. **CSD Language Lab Key Deposit.** CSD students are charged a mandatory \$2.50 fee to receive a key to access the CSD Language Laboratory on the 3rd floor of 101 Merrimac Street.

Requests for refunds must be received by the end of the semester following a student's last enrollment.

Refunds and Reductions in Tuition

A student who voluntarily withdraws from the Institute for any reason will be granted a refund according to the schedule below.

This refund schedule applies to each full-length term's tuition and is determined by the date of receipt of the appropriate form in the Office of the Registrar. Fees and deposits are non-refundable. Exact dates are shown on the academic calendar.

<i>1st five class days of semester</i>	<i>100% refund</i>
<i>2nd five class days of semester</i>	<i>75% refund</i>
<i>3rd five class days of semester</i>	<i>50% refund</i>
<i>4th five class days of semester</i>	<i>25% refund</i>
<i>21st class day of semester or after</i>	<i>no refund</i>

For courses of shorter duration, the Registrar will prepare a refund schedule that students should consult.

No deduction is made for temporary absence nor is any refund made if a student is suspended, dismissed, or leaves the Institute without formally withdrawing. In the event a refund of tuition is issued, the refund amount is paid by check directly to the withdrawn student, except in instances when the student has received financial aid.

Withdrawal from the Institute

If a student leaves the Institute through 1) withdrawal, 2) dismissal, or 3) leave of absence, the following procedure should be followed:

- request a Notice of Withdrawal or Leave of Absence form from the Registrar;
- obtain the approval and signature of the faculty advisor and the Program Director;
- obtain clearance in appropriate areas listed on the form;
- schedule an Exit Interview with the Student Financial Aid Office if in receipt of financial aid.

See Financial Aid Information for specific information concerning effects of withdrawal or Leave of Absence on financial aid received.

Administrative Withdrawal

In rare cases, a student is terminated for administrative reasons, e.g., for failure to pay tuition and fees by published deadlines, to register, or to comply with immunization requirements. In such cases, an administrative withdrawal is noted on the transcript.

For Federal Aid Recipients, Federal Refund Calculations will determine how much, if any, of the refund is given to the student or is returned to the lender. In some instances (especially when a student withdraws, is dismissed, or takes a leave of absence within the first 60% of the first year of study) a portion of the federal monies used to pay tuition may also need to be refunded to the lender.

Students are advised that they have legal obligations to repay loan obligations in accordance with the established grace periods and repayment terms. Lenders are notified of withdrawn students and withdrawal dates by the Institute. No student may withdraw in good standing until all current and past financial obligations to the Institute are paid in full, the completed Notice of Withdrawal form is filed, and all Institute property has been returned. All students receiving financial aid must contact the Financial Aid Office prior to leaving the Institute. Failure to do so may jeopardize future aid funding at the Institute and elsewhere.

Payment Information

The Bursar's Office handles payments of tuition and fees and distributes checks to students receiving refunds or Institute financial aid. The Bursar's Office will begin to distribute these checks during the first week of the semester or when available. Checks must be picked up by their recipients at the office on the 5th floor of the Institute.

Payment by Matriculated Students

Institute policy requires that no registration be considered complete until the semester charges are paid in full. Charges are computed on the basis of courses/programs for which students are registered. The initial bills are sent in July (for the fall semester) and in December (for the spring semester) to all students who have preregistered. Each student must pay all charges in full prior to the due date indicated on the initial bill to avoid late charges or cancellation of registration and financial aid. Late registrants are expected to make payment in full at the time of registration.

Overdue accounts will be considered sufficient cause for cancellation of registration, as Institute regulations prohibit final registration, graduation, or granting of credit for any student whose account with the Institute is unpaid. Any delinquent accounts will be cause for administrative withdrawal and must be paid prior to readmission to the Institute.

Payment by Non-matriculated Special Students

All non-degree-seeking students must pay in full when they register.

Payment Options

The Institute accepts checks, American Express, Discover, Mastercard, and VISA. Federal loan and any scholarship monies will also be applied to tuition and fees; however, if loans and scholarships do not cover the full cost of tuition and fees, the student must pay the amount due by the payment deadline.

Students may also choose to enroll in the Institute-approved payment plan administered by Tuition Management Systems, Inc. For more information regarding this option, contact the Bursar's Office.



Add/Drop Period

Students who add or drop courses during the add/drop period will be billed or have their refund processed, as the case may be, at the end of the add/drop period.

Open Registration

Full payment must be made at time of registration, unless the student has enrolled in the Institute-approved plan administered by Tuition Management Systems, Inc., or has been approved for a Stafford Loan. Bills will not be mailed.

FINANCIAL AID

graduate students who plan to attend the MGH Institute of Health Professions may be eligible for various types of financial aid. However, planning the financing of a graduate education can be 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. Financial assistance is available to students in the form of grants, loans, graduate assistantships, and scholarships.

Who is Eligible for Financial Aid?

To receive financial aid, a student must:

- complete the financial aid application process;
- be enrolled in at least six credits at all times;
- maintain satisfactory academic progress;
- be a US citizen or eligible non-citizen (international students are not eligible for financial aid);
- not be in default status on existing loans.

Students are made aware of their financial aid rights and responsibilities and truth-in-lending statutes at Entrance Interviews. Students who have not attended an entrance interview will not receive a financial aid disbursement. Entrance interviews are scheduled during Orientation and periodically throughout the school year.

Exit interviews are required of each student who receives financial aid before he or she leaves the Institute through graduation, withdrawal, dismissal, or leave of absence. Repayment of financial aid debts and debt management are covered at these sessions. Students receive repayment schedules and other critical information at this time.

How to Apply for Financial Aid

A financial aid application detailing deadlines and requirements is found in this catalog. Meeting financial aid deadlines will ensure that students will receive notification of their awards in a timely fashion. Late or incomplete applications will be subject to the availability of funds.

Financial Aid Application

For students applying to the entry-level programs with a January admissions deadline, a complete financial aid application and instructions will be sent to you the first week in February. If you would like to get a head start on the financial aid application process, you may get a Free Application for Federal Student Aid 1999-2000 (FAFSA) at your local library. These forms will be available in Libraries in the Fall of 1998. Please be sure to photocopy this document (to submit to the Office of Enrollment Management and Student Affairs) before you mail it to the Department of Education.

If you are applying to a program that admits three times a year, you will receive a complete financial aid application, including the FAFSA, when you submit your application for admission.

Types of Financial Assistance - Federal Loans

Federal Stafford Loan eligibility will automatically be determined for students who apply for financial aid. In most instances, students are eligible to borrow \$18,500 per year through the Federal Stafford Loan Program. Financial need determines which portion of this loan is subsidized (interest does not accrue until graduation) and which portion of this loan is unsubsidized (interest begins to accrue while in school). This is a low interest, flexible loan.

Scholarships and Special Funds

As a result of the generosity of several donors, the Institute has a number of named scholarships and scholarship funds from which to provide financial aid to our students. A limited number of these scholarships are awarded on the basis of academic achievement, diversity, and/or excellence in professionalism/patient care. The majority of these awards are made for the Fall semester. To be eligible for institutional grants and most named scholarships, a student must meet eligibility criteria based on financial information as reported on the FAFSA.

A partial listing of the named funds available for student financial aid and scholarships follows:

The Adams Scholarship Fund
The Judith Fong Bressler Nursing Scholarship Fund
The Mary Clapham Endowed Nursing Fund
The Marjorie K. Ionta Fund
The John Hilton Knowles Memorial Fellowships
The McElwee-Souretis Award Fund
The James C. Melvin Scholarship
The Memorial Scholarship Fund of the MGH School of Nursing
The Amelia Peabody Scholarship Fund
The Roxane Laboratories HIV/AIDS Fellowship
The Mary Hammond Taylor Nursing Scholarship Fund
The Trustees' Diversity Scholarships
The Virginia Delaware Zahka Scholarship

Disbursement

Financial aid refunds for students whose aid exceeds the cost of tuition will be released starting the first week of each semester, as the funds are received and the refunds processed. A list of students for whom a refund is available will be posted near respective department mailboxes. All other refunds will be calculated and processed at the end of the Add/Drop period.

Credit-based Loans

Credit-based loans are available to augment financial aid packages and to help with possible remaining educational costs after the maximum amount of Federal Stafford Loan monies (\$18,500 per year) has been borrowed. Unlike Federal Stafford Loans, credit-based loans are not guaranteed. Applicants must demonstrate a good credit history and must remain within certain debt to income ratios. The two credit-based loan programs in which the Institute participates are the Graduate Education Loan (GEL) and the EXCEL Preferred Grad. Credit-based loan applications will be mailed to students prior to matriculation in the Fall. Students applying for January or May admittance will be sent credit-based loan information upon request when they receive their financial aid awards.

Graduate Assistantships

Graduate assistantships permit eligible students who have completed the financial aid process 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 some of their educational costs. Positions are posted in the Fall, and students must apply for them on a competitive basis. Most graduate assistantships allow for 120 hours of work (\$1,200) per academic year. Graduate Assistantships are funded by the program/department employing the student. If a student would like to work beyond 120 hours in a given academic year, and the program/department is willing to continue funding the position, the student must first check with the financial aid office to ensure that the student is remaining within eligibility.

National Health Service Corps

The Department of Health and Human Services, through the National Health Service Corps Scholarship, will pay all tuition and fees, plus a generous monthly stipend, to those selected nursing students in the family specialization committed to working in underserved areas within the US upon graduation. In 1997-98, 10 Institute students were NHSC recipients. For more information, please call 1-800-221-9393.

Independent Student Status

The requirements for dependency status classification are subject to change annually. Currently, all Institute students are considered independent.

Changes in Students' Financial Situation

If a student's financial situation changes from that which was reported on the FAFSA or institutional application during the academic year, the student must report these changes to the Financial Aid Office. Some of the most common

instances of change in financial situation include:

- marriage/divorce;
- withdrawal from the Institute;
- leave of absence;
- dismissal from the Institute;
- change from full-time to part-time status;
- enrollment as a less-than-half-time student;
- increase in income;
- receipt of outside scholarship, loan, or financial gift.

Emergency Assistance

No student should consider dropping out of an educational program due to financial difficulties without first seeking counseling from a financial aid advisor. The Financial Aid Office can assist students with debt management, working out a budget, and short-term emergency loans. One such loan is the Morris F. Darling Emergency Loan Fund.



Students discuss their financial aid with a staff member.

Deferments

Deferments of previous educational loans are processed by the Registrar. Please obtain forms from your Servicer and submit them to the Registrar for processing. You will be certified for enrollment on file in the Registrar's Office; if you become disenrolled for any reason, you run the risk of losing your deferment status. You will also jeopardize your deferment status if you fail to complete a deferment form from your lender. Check with your lender to ascertain how often you should submit a deferment form during your program of study.

Verification of Enrollment

The Registrar's Office is responsible for verifying student enrollment at the Institute, past and present, to loan companies, employers, other academic institutions, and so on. To ensure accuracy, students should enroll properly each semester or obtain an official Leave of Absence.

Termination of Studies and Repayment of Loans

Repayment of loans begins when a student borrower "terminates studies." For financial aid purposes, study is "terminated" when the student is no longer enrolled at least half-time in a course of study, or is no longer in good academic standing. Therefore, when a student graduates, withdraws, or elects not to re-enroll each term, study is "terminated." Most loans have grace periods. The grace period is the period of time between "termination of studies" and the date the first payment is due on a loan. The grace period varies with loan programs, but is usually six months.

Refund Policy for Federal Title IV Funds

When a student withdraws from a program, federal calculations are used to determine if the student will be allowed to retain federal monies above and beyond the cost of tuition. There are instances, usually when withdrawal takes place within the 60th percentile of the first semester of the first year, when the student will be required to remit loan monies to the government.

FACILITIES, PROGRAMS, AND SERVICES

101 Merrimac Street

the Institute is located on four floors of the building at 101 Merrimac Street. Classrooms, labs, the student lounge, the student café, and the Ruth Sleeper Learning Center are located on 3rd floor. Administrative and faculty offices are on the 10th, 6th, and 5th floors. Normal building hours are Monday through Friday, 8:00 am to 6:00 pm. After 6:00 pm the front door, elevator, and access to classroom areas are controlled by an access key. These keys are available from the Student Services Assistant located on the 3rd floor. Office hours are 9:00am to 5:30 pm, Monday through Friday. (For more information on access keys and building access, please refer to the Student Handbook.)

Clinical Facilities

For practica and clinical research, the Institute has access to the full range of clinical facilities of Massachusetts General Hospital and its affiliates through Partners HealthCare System, Inc. Established in March 1994, Partners is the corporation created by the affiliation of the Massachusetts General Hospital and the Brigham and Women's Hospital. The Partners System also includes area community health centers and hospitals, the Institute, and many private primary care practices throughout New England. Partners provides primary and specialty care and serves as a referral center for patients throughout the region and around the world. Its clinical facilities are an extraordinary resource for the education of health care professionals. Affiliations are also arranged, as appropriate, with other Boston-area health care centers and community settings.

Transportation

The Institute is within walking distance of Massachusetts General Hospital. The free hospital shuttle van operates between the Portland Street entrance of 101 Merrimac Street and the Jackson Building entrance on Blossom Street on the MGH campus. The free hospital shuttle bus stops close by at North Station (Beverly Street) en route to MGH East in Charlestown and the main hospital campus stop at the Jackson Building on Blossom

Street for connections to other MGH sites and Brigham and Women's Hospital. Published shuttle bus schedules are available on the 3rd and 5th floors. Students are required to show the IHP ID badge to use the shuttle service.

Proximity to North Station provides easy access to Amtrak, the Massachusetts Bay Transportation Authority (MBTA) Red, Orange and Green Lines. Maps and schedules for both the MBTA and the MGH shuttle bus are available from the Office of Student Services division of EMSA on the 3rd floor. The Institute participates in the MBTA Semester Pass Program which enables students to purchase MBTA passes for trains, buses, and commuter rail at an 11% discount. This service is offered at the beginning of each semester only. There is no discount offered during summer session. Students must notify Student Services of their intent to participate in this plan several weeks before passes are issued. Payment is accepted only by check or money order. The cost varies according to the distance traveled. Specific information on the cost of this program is available in Student Services on the 3rd floor.

Parking

Parking is available at several nearby lots or at MGH. However, it is at a premium. Therefore, public transportation is recommended whenever possible.

Bicycle Racks

Bicycle racks are located in the parking garage at 101 Merrimac Street. Spaces are limited and availability is on a first-come, first-served basis. Locks are necessary. Neither the Institute nor the building management is responsible for bicycles. The parking garage is entered after hours by checking in with the concierge. Bicycles are not permitted on the elevators or anywhere in the building other than the garage and may not be stored overnight at 101 Merrimac Street. Through MGH, a Bike Program includes a parking cage, lockers, and showers on the MGH campus. Contact MGH Commuter Services at 617/724-6588.

REGULATIONS, PROCEDURES, AND GRADUATION REQUIREMENTS

Academic Advisement

faculty advisors are assigned by program. Students are encouraged to meet with their faculty advisors, who have established office hours, to discuss academic concerns. The student should have his/her schedule of classes approved by his/her program advisor at the time of registration. It is the student's responsibility to ascertain that the course schedule printed by the Registrar corresponds exactly to the courses listed on his/her registration form.

Attendance

The Institute has no general policy regarding attendance, with the exception of practica and field work. At the beginning of each course, the instructor will state the attendance requirement for the course. In the case of a practicum or field work in which the student has service or patient-care responsibilities, an unexcused absence may be cause for failure in the course and dismissal from the program.

In the event that a student receiving Title IV funding withdraws, is dismissed, or takes a leave of absence, the last day of attendance (required for Federal Refund Calculations) will be that which is noted on the withdrawal, dismissal, or leave of absence form.

If a student receiving Title IV funding simply ceases to attend class (without completing the appropriate form) the final date of attendance used for the Federal Refund Calculation will be when the Financial Aid Office is made aware of the absence (in writing).

Course Evaluation

Each semester, students are given the opportunity to evaluate courses and professors. Summarized evaluations are returned to faculty in each program. Uses of course and faculty evaluations include promoting faculty teaching effectiveness, faculty development, faculty reappointment and promotion, and curriculum development.

Enrollment and Course Registration

Students who have been granted admission to the Institute are expected to register for course work. Failure to register in the term for which admission is granted ordinarily requires the student to reapply for admission. Any student who fails to register during a one-year period, and who does not have an official Leave of Absence from study or deferral, is subject to review for readmission by the standards in effect at the time of reconsideration.

The details of registration are under the jurisdiction of the Registrar's Office which furnishes to each enrollee complete instructions for all steps in the procedure. Students should follow carefully such instructions and those found below. Preregistration for current students usually occurs in April for the Summer and Fall semesters and in November for the Spring semester. The exact dates may be found in the Academic Calendar. New students are notified of the registration dates upon acceptance.

Preregistration

Matriculated students, including those on Thesis Continuation, must preregister during the time allotted for this purpose in November and April, which includes summer and fall registration. Those students who fail to do so will be assessed a late preregistration fee and will be required to wait until Open Registration just prior to the semester's beginning to register. Preregistration allows continuing students first choice of courses and assists the Institute with enrollment planning. Unless otherwise indicated, registration takes place in person with the Registrar during regular business hours.

Continuous Enrollment

Every student is expected to complete the pre-registration process each semester in which he or she is a matriculated student at the Institute. (Preregistration is the period designated for course registration for returning students and

occurs several months prior to a given semester. When a student preregisters, he or she is considered duly registered for her or his courses.) Credit is not given for work done without proper registration; the Registrar has no obligation to vouch for a student's matriculated status if the student has not properly completed the registration process. If the student is not registering in a given semester, the appropriate box must be checked on the registration form and a Leave of Absence form completed.

Cross-Registration

An agreement with the Harvard University Graduate School of Education (HGSE) allows HGSE students, with advisor approval, to register for courses at the MGH Institute of Health Professions without paying any additional tuition fees. CSD students at the Institute, with advisor approval, may register for courses at the HGSE. Students will pay tuition to the Institute. A full course at HGSE is equivalent to 6 credits, and a half course is equivalent to 3 credits.

The Institute from time to time may contract for cross-registration agreements with other institutions of higher learning. Students enrolling in other colleges or universities that have made special agreements with the Institute must gain permission of their advisor. Cross-registration forms are available in the Registrar's Office. Students should be aware of registration procedures, different course credits, and academic calendars at the host institutions. Students are responsible for ensuring that the Institute Registrar receives transcripts of grades from host institutions.

Reinstatement

Reinstatement into a program of study at the Institute requires the permission of the program. A student permitted to register and/or pay after the 12th class day of a semester will be assessed a reinstatement fee of \$100. This fee is in addition to the late payment fee and the late registration fee.

Registration for Thesis

Students in the Post-Professional Program in Physical Therapy are required to register for 6 credits of Thesis Research; students in the Nursing and the Communication Sciences and Disorders Programs may elect to complete a thesis and enroll in Thesis Research; nursing students may choose to complete a Scholarly Project instead of a thesis. Students in the Communication Sciences and Disorders Program must complete a Research Proposal and have the choice of taking comprehensive examinations or writing a thesis.

In all cases, if the thesis has not been completed (final copy signed by committee members and received by the Registrar), a student is required to register for one credit of Thesis Continuation for the term immediately following the last semester in which a course or courses were taken and for all subsequent semesters until graduation. Students on thesis continuation should register with the Institute in accordance with all established preregistration, registration, and payment schedules.

Audit

Students who wish to audit a course are admitted on a space-available basis only after proper registration procedures have been completed and with the written consent of the instructor/coordinator on a Request to Audit form. Auditors may include students enrolled in the Institute and those with Special Student status. Auditors do not receive a grade; the symbol for "audit" is entered on transcripts. To drop an audited course, students must submit the Add/Drop or Withdrawal form by the posted deadline.

Leave of Absence

To request a leave of absence from the Institute, the student must have the Request for Leave of Absence form completed and returned to the Registrar prior to the start of the semester in which the leave is desired. A leave of absence does not extend the time a student has to

complete the program of study as defined elsewhere. A student must be in good academic and financial standing before a leave of absence will be approved.

Independent Study

An Independent Study course may be arranged as an elective when appropriate to the matriculated student's educational goals and with the approval of the student's advisor. Students must enroll for independent study under the guidance of an appropriate faculty member. Students wishing to receive credit for independent study must complete the appropriate form, available in the Registrar's Office, and follow guidelines established by the program.

Course Exemptions and Credit for Life Experience

Matriculated students may petition for exemption from a specific course in the curriculum on the basis of previous study or, on occasion, for life-experience; forms are available in the Registrar's Office. Students will be required to submit substantiating evidence of how their experiences have met specific course objectives. If an exemption is granted, no credit is given and no fee is charged for the exempted course(s). If the student enrolls in a course and then decides to exempt the course, a request to do so must be made to the student's faculty advisor and the course instructor no later than two weeks into the semester. The maximum number of credits students may exempt will be decided by each program.

Credit by Examination

Matriculated students with life/work experience related to specific courses in their fields of study at the Institute, who wish to receive credit for courses by taking special examinations, may do so by submitting the appropriate form (available from the Registrar) to his or her advisor, the course instructor, and the Program Director no later than two weeks into the term. The special examination must be given no later than two weeks after the request is approved. The student will be allowed to take the exam only once. Upon passing the examination, the student will receive

credit for the course and a grade of "CR". A student failing the exam will be expected to register for the course. The maximum number of credits students may obtain using this mechanism will be decided by each program. A non-refundable fee of 10 percent of course tuition is charged.

Full-Time Study

Full-time status in the Fall and Spring semesters is defined as enrollment in 12 credits or more (audits are not included in this count); part-time status is defined as enrollment in fewer than 12 credits. Students wishing to take more than 18.5 credits per semester need the permission of their advisor and their Program Director. In Summer Semester, full-time status is program-specific: 6 credits in the Professional Program in Physical Therapy; 9 credits in the Post-Professional Program in Physical Therapy; 9 credits in the Nursing Program; and 12 credits in Year I and 6 credits in Year II in the Communication Sciences and Disorders Program. See Financial Issues for further implications of full-time/part-time study.

Adding and Dropping Courses

Forms for adding or dropping a course, changing credits, and changing from credit to audit or vice versa are available in the Registrar's Office. Forms must be signed by the faculty member responsible for the course and the student's faculty advisor (or an approved substitute) before they are submitted to the Registrar to be validated.

- **Adding courses:** A student may add a course without penalty up to and including the 12th class day of the semester. Students adding courses must present their validated copy of the Add/Drop form to the faculty of the added class(es) in order to gain access. Prerequisite requirements and population limits are to be honored. Appeals to waive prerequisites and limits must be made to the faculty member responsible for the instruction of the course.
- **Dropping a course:** A student may drop a course, including a course taken for audit, up to and including the 12th class day of the semester without an entry appearing on the

transcript. Non-attendance does not constitute dropping a course.

Changes in credit loads made during the first four weeks of the semester will result in any appropriate tuition adjustments. (See Withdrawal Refund Policy.) Students receiving financial aid and/or international students should be aware that dropping courses may affect continued financial aid support and/or visa status.

Out-of-Sequence Courses

Students who enroll in classes which begin at times other than the beginning of the semester and who choose to add, drop, or request a grade change (pass/fail or audit) must do so prior to next scheduled class meeting.

Withdrawal from a Course after the Add/Drop Period (Request for Advance Grade of "W")

After the Add/Drop period, students may withdraw from course(s) until the posted Withdrawal deadline. Requests to withdraw from a course are initiated and processed on a Request for Advance Grade of "W" form available in the Registrar's Office. The form must be signed by the faculty member responsible for the course and the student's faculty advisor before it is presented to the Registrar for validation.

A final grade of "W" will be posted for each withdrawn course. Both the course title and the grade of "W" will appear on the student's transcript. Tuition adjustments will be made for withdrawn courses consistent with the Institute's withdrawal policy refund schedule found elsewhere in this catalog. Students who withdraw from all course work in a given semester will be considered withdrawn from the Institute unless the student has been granted a Leave of Absence. Requests to withdraw from a course after the posted deadline will require completion of the Late Drop Request form available in the Registrar's Office.

Grading Policy

The Institute uses a system of letter grades that are equivalent to numerical "quality points" according to the following table:

GRADE SCALE	QUALITY	POINTS
A	93 and above	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D	60-69	1.0
F	Below 60	0
W†	Withdrawal	
CR†	Credit	
NC†	No credit	
I†	Incomplete	
P†	Passing	
PR†	Work in progress; continuing fieldwork or registered for thesis credit and has a thesis advisor	
E†	Exempt	
TR†	Transfer credit	
*	Grade not submitted by instructor	
IP†	In Progress	
NP†	Nonpayment	

†Not used in determining Grade Point Average

In Progress (IP): Students who are enrolled in a course which overlaps another semester will receive an "IP" for a grade and will be required to re-enroll in the course for the following semester. Upon completion of the course, the "IP" will be converted to the appropriate grade. Students re-enrolling in a course under these circumstances will not be assessed additional tuition and fees for the course in question.

Nonpayment (NP): Students with outstanding financial obligations to the Institute will receive a grade of "NP" for that semester until such time as all amounts owing are paid.

"PR" is used to indicate continuing fieldwork or that a student is registered for thesis credit and has a thesis advisor. Upon completion of the thesis, the "PR" is converted to Pass/Fail for final credits.

Each faculty member or teaching team is responsible for developing criteria for grading, which shall be published, distributed to students at the beginning of the semester, and made available for review.

Semester and Cumulative Grade Point Average

Quality points represent the course credit multiplied by the numerical value of the letter grade received. The semester GPA is calculated by dividing the number of quality points earned in that semester by the number of credits attempted and graded in that semester. The cumulative GPA is obtained by dividing the total number of quality points earned by the total number of credits attempted and graded.

Satisfactory Academic Progress/ Academic Standing

All Institute students are required to maintain a minimum cumulative grade point average of 3.0 each semester. Failure to do so will result in a written academic warning issued by the appropriate Program Director. Students given an academic warning must regain a cumulative 3.0 GPA within the following semester or they will be subject to termination and loss of federal loan funding. In order to graduate, students must

complete the specified course of study approved by the program in which they are enrolled with a cumulative GPA of 3.0 or higher.

If a student is not able to regain a cumulative grade point average of 3.0 during the probationary period and is allowed by the program (through appeal based on extenuating circumstances) to continue for a second probationary period, the financial aid office will determine, on a case-by-case basis, whether to issue federal monies during the extended period.

Time Limits for Completion of a Program

Each program determines the number of years allowable for completion of program requirements. The student's program committee will review and act on petitions from students requesting extensions beyond the deadline established by each program. Obtain the appropriate form from the Registrar.

Pass/Fail Option

Certain courses are offered for Pass/Fail grading (Pass = A, B, or C). A student may indicate the Pass/Fail option on the registration form. Students wishing to change a graded course to the Pass/Fail option must complete the Pass/Fail form and submit it to the Registrar by the Pass/Fail deadline. The number of Pass/Fail options that a student may exercise is determined by each program.

Incompletes

A student who is unable to complete all requirements for a course may petition the instructor(s) for a temporary grade of Incomplete on a form available in the Registrar's Office. Students must make up an "I" grade within the time period stipulated by the instructor at the time the Incomplete is granted. If a student does not complete the required work within the stipulated time period, the instructor may, at his or her own discretion, change the grade to an "F." The student will be notified in writing of any grade changes. If the instructor does not change the grade, it will become a permanent "I" on the transcript.

Course Repeat/Retake

A student may elect to repeat a course only once. Program policy may specify certain courses that cannot be repeated.

Grade Change Policy

All grades with the exception of the grade of "I," "IP," "NP," or "PR" are considered final. If you believe an error has been made in calculating or recording a course grade, contact the professor immediately. Grade Change Notification forms are available only to faculty members or their staff. Forms are available in the Registrar's Office. Only Grade Change Notification forms signed by the instructor or Program Director can be accepted.

No grades will be changed following the awarding of the degree except in the case of clerical error.

Resolution of Grading Conflicts

Students who dispute a course grade must bring written notification of their concerns to the course instructor, the Program Director, and their faculty advisor within 10 days from receipt of the grade. The following steps are included in the grade conflict resolution process:

1. Course faculty and student: It is highly advisable that a student and the faculty member try every possible means of resolving the conflict between themselves. The faculty member will keep written documentation of the efforts to resolve the conflict program.
2. If the student and faculty member cannot resolve the conflict, a meeting will be held with the student, the faculty member, and the Program Director (or Directors) involved. The Program Director(s) shall attempt to mediate the conflict and will act as recorder(s) at the meeting in order to provide a written record of the mediation efforts.
3. The Chief Academic Officer: If steps 1 and 2 fail to resolve the conflict, the Chief Academic Officer, Program Director(s), faculty member, and the student will meet. The Chief Academic officer will mediate the conflict.
4. Final disposition: The final disposition of student-faculty conflicts regarding grading will rest with the faculty of record.

Transcript Policy

There are two types of transcripts:

- a) official transcripts that bear the Institute seal and the Registrar's signature are sent in sealed envelopes to the agency requiring the document.
- b) unofficial transcripts that do not bear the seal of the Institute or the Registrar's signature are issued to students.

The cost for either an official or unofficial transcript is \$4.00.

To request a transcript, complete a form available in the Registrar's Office; requests must include the student's signature. Transcripts will only be furnished for students or alumnae/i whose financial or other obligations to the Institute have been satisfied. Individuals requesting transcripts should allow at least 48 hours for processing. Please allow extra time during busy periods such as commencement, registration, examinations, etc. The Institute does not provide photocopies of other schools' transcripts or any other documentation contained in a student's permanent file.

Graduation Requirements

Statement of Intent to Graduate

Students must file an Intent to Graduate form with the Registrar by the established deadline in the semester in which they expect to graduate and must pay a one-time \$50 Graduation Fee. Should the student be unable to graduate as planned, he/she must complete the bottom portion of another Intent to Graduate form and submit to the Registrar. No additional fee will be required.

The student's name, as shown on the Intent to Graduate form, will appear on the diploma. Information provided by the student also appears in the Commencement program.

Registration in Semester of Graduation

Even though there is only one commencement exercise each year, there are three official graduation dates: January, May, and September. Every candidate for a degree must be registered at the Institute in the semester in which they



*Class of '98
Okwukwe Ibiam, CSD*

intend to graduate. Failure to graduate at the expected time requires such additional registrations as may be necessary until graduation.

Deadlines for Awarding of Degrees

The deadlines for completion of all thesis requirements, including submission of the final signed thesis, are as posted in the academic calendar, generally falling on the last Friday of August for a September graduation, the third Friday of December for a January graduation, and the last Friday of April for the May graduation. For degrees awarded in September and January, diplomas will bear the day of the Board of Trustees' vote. Diplomas will bear the date of graduation for degrees awarded in May.

Revocation of Diploma/Degree

The Institute reserves the right to revoke a student's diploma or degree if it is determined after notice and a hearing that the degree was received through fraud or deceit, including but not limited to: fraudulent representation during the admissions process; academic dishonesty during the degree process; and failure to pay tuition and fees. The student's records will be changed to reflect an administrative withdrawal from her or his program instead of graduation.

STUDENTS' RIGHTS AND RESPONSIBILITIES

Responsibility of Students

each student is expected to become thoroughly familiar with both program and Institute regulations and with the requirements for degrees. Failure to follow the regulations and requirements almost inevitably results in complications for which the Institute cannot assume responsibility. To facilitate communications, students should promptly notify the Registrar's Office of changes of address. Students' current address/phone number must be on file with the Registrar at all times.

Academic Integrity

The Institute expects all faculty and students to adhere strictly to standards of academic integrity. These are expressed through practices of intellectual honesty. In order to promote the integrity of the professions, the Institute embraces three broad principles: (1) Each faculty member and student should benefit from being able to count on the honesty of another; (2) Each faculty member and student is to be held personally accountable for being intellectually honest; (3) Each faculty member and student is to be held accountable for reporting observed violations of intellectual honesty. Any forms of cheating, plagiarism, distortion of materials related to a person's performance or collusion in another's dishonesty constitutes a fundamental violation of intellectual honesty and is unacceptable.

The Institute defines violations of academic integrity to include, but not limited to, the following:

Cheating is the attempt by a person to alter his or her performance by the use or attempted use of unauthorized aids in any material submitted for evaluation. This includes, but is not limited to, copying from another's work; the use of purchased essays, term papers, or preparatory research for such papers; submissions of the same written work in more than one course without prior written approval from the instructor(s) involved; misleading reasons given for requests for either extensions on papers or make-up examinations, theft of an exam prior to examination.

Plagiarism is the deliberate act of taking the words, ideas, data, illustrative material, or statements of someone else, without full and proper acknowledgment, and presenting them as one's own. It also includes ignoring proper forms for quoting, summarizing, and paraphrasing.

Distortion of materials includes forgery; alteration or knowing misuse of Institute documents including research data, graded examinations, other evaluation materials, grade lists, transcripts, letters of recommendation, and instruments of identification; and destruction of evaluation materials after submission for the purpose of covering up possible poor performance.

Collusion is assisting or attempting to assist another in an act of intellectual dishonesty.

Academic integrity is a very important matter. If you have any questions about what is acceptable or not acceptable conduct, it is your responsibility to discuss the matter immediately with the appropriate faculty member, your faculty advisor, or the Academic Dean.

Guidelines for Conduct

The following guidelines apply to all persons affiliated with the MGH Institute of Health Professions. The intent is to preserve freedom of expression and association and to protect civil, personal, and property rights. Conduct subject to disciplinary action includes but is not limited to:

1. Interference with freedom of speech or movement, or intentional disruption of teaching, research, administration, or any other functions at the Institute.
2. All forms of dishonesty, including cheating, plagiarism, unauthorized copying of software, giving false information to the Institute, forgery, and any alteration or misuse of Institute documents or instruments of identification.
3. Any behavior incompatible with the guidelines for professional and ethical conduct as established by each discipline.

4. Any action that endangers the health or safety of self-others. (See also Hazing Policy in the Student Handbook.)

Any person whose conduct is subject to disciplinary action is entitled to adequate notice of all charges and to a fair due process hearing. Conduct in affiliated institutions is also governed by the standards and rules of those institutions.

Resolution of Conflicts

Mediation

Mediation provides a student involved in a dispute with Institute faculty or administration the opportunity to discuss and negotiate, with the help of uninvolved parties, an arrangement that is mutually acceptable to all parties of the dispute. It is a first-step process designed to avoid, when possible, a resolution imposed by the Hearing Committee. Mediation is not open to students facing dismissal. Faculty members or students involved in the dispute are not eligible to serve as mediators.

Who may participate:

1. The student(s) and faculty member(s) or administrator(s) directly involved in the dispute.
2. Two mediators — a faculty member and student whose selection is facilitated by a Program Director. The mediators must be acceptable to all parties of the conflict.

Time requirements

The student must request mediation within 5 school days following the warning or suspension. Mediation may not exceed 15 school days from the time of the request. If there is no resolution within 15 school days, the student may initiate the student problem resolution process. Extenuating circumstances such as semester/summer breaks or temporary unavailability of faculty and/or student may necessitate a longer interval between the request for mediation and a resolution.

Process

1. The student writes a letter requesting mediation to the faculty member involved, with a copy to the student's Program Director.

2. The Program Director facilitates the appointment of two mediators, mutually acceptable to both sides of the dispute.
3. Two mediators must be selected within five school days from receipt of the student's letter to the Program Director and faculty member.
4. If the Program Director is directly involved in the disciplinary problems, he/she may be replaced by another Program Director for the purpose of facilitating the selection of mediators.
5. The mediators are responsible for having the first meeting within 5 school days of their appointment.

Disciplinary Action

The Institute reserves the right to initiate disciplinary action for any student whose conduct, clinical performance, or scholarship does not meet the standards deemed acceptable by the Institute. Disciplinary action may include any or all of the following:

1. Warning
2. Suspension
3. Dismissal

Students who are subject to any of the above actions will be notified in writing. The problem resolution process is available to students who wish to initiate such a procedure.

Warning

Institute faculty or administrators may issue a warning to a student for the purpose of specifying problematic behavior or performance, defining corrective action, and delineating the time frame for corrective action.

1. *Oral Warning:* A note documenting the oral warning will be placed in the student's permanent academic file in the Registrar's Office. Notification to review the statement will be sent to the student's advisor. In the case of oral warnings, no permanent record is retained after the student leaves the Institute. If expectations related to corrective action are not met in the delineated time, a written warning will be issued.

2. *Written Warning*: A letter stating “this is a written warning” will be issued to the student and a copy placed in the student’s permanent academic file in the Registrar’s Office. Notification to review the warning will be sent to the Program Director and the student’s advisor. In the case of a written warning, a record is retained in the permanent file with documentation regarding the outcome. If expectations related to corrective action are not met in the delineated time, suspension commences.

If a dispute with regard to an oral or written warning cannot be resolved, the student may initiate the student problem resolution process. The procedure must be initiated within 10 school days of the notification.

Suspension

Suspension is a disciplinary action in which the student is temporarily and immediately removed from the academic or clinical setting.

Written notification of the plan for corrective action/s that are required of the student prior to his or her return to responsibilities or initiation of the dismissal procedure must occur within 5 days of the suspension. This written notification will also include the reasons for and the duration of the suspension or dismissal. A copy of the written notification will be retained in the student’s official Institute file. Notification of the suspension with a copy of the plan for corrective action will be sent to the Program Director and the student’s advisor.

Dismissal

Dismissal is expulsion from the Institute when, in the judgment of the Program Committee, a student’s conduct, clinical performance, or scholarship is unacceptable.

To initiate a dismissal, a copy of the documentation of the problems and procedures involved to date must be submitted by the Institute faculty member to the student’s Program Committee. Each program will identify a committee for making recommendations for dismissal and the student appeal process at the program level. This process must preserve the student’s

right to receive adequate notice of the problematic conduct, to submit documents for review, and to appear before the programs’ designated committee. Based on the findings of this process, the program is responsible for the decision. The student will be informed in writing of the decision. A copy of the written decision will be placed in the student’s official file.

Once the dismissal procedure has been initiated, the process should be completed within ten school days. The only method to reverse a dismissal decision is through problem resolution.

Student Problem Resolution Procedure

The student problem resolution procedure provides a student who is involved in a dispute with Institute faculty the opportunity to appeal a warning or a dismissal. The Hearing Committee is composed of eight Institute faculty members, elected annually by the faculty, and eight students, selected through a discretionary process determined by the institute, all who serve as a panel pool. The committee will meet to select a faculty chairperson and delineate a process by which panel members will be chosen for each problem resolution. Each problem resolution panel will consist of three faculty members and two students chosen at random from the committee membership. Any member of the committee who is involved in the specific corrective action and mediation will be excluded from the panel while it hears the case in question. The individual bringing the problem will have the opportunity to exclude members from the panel if he or she can demonstrate a conflict of interest. If a problem resolution is in progress when the panel members’ one-year terms are completed, the members shall serve until a decision is made.

Time requirements

A student wishing to initiate a problem resolution procedure must submit a request in writing to the chairperson of the Hearing Committee within ten school days after unsuccessful mediation or notice of dismissal. The student problem resolution panel must hear the case within ten school days after receiving the request. Extenuating circumstances such as

term/summer breaks or temporary unavailability of faculty and/or student may necessitate a longer interval between the request and resolution, in which case the Committee Chairperson will reasonably inform the petitioning student of the expected process.

Process

To initiate a student problem resolution procedure, the student must submit a timely letter, as described above, to the chairperson of the Hearing Committee and send a copy of the letter to the student's Program Director and the faculty member/administrator involved. The letter must include information to support the claim of a violation, misinterpretation, or inequitable application of existing rules, procedures, and regulations. In addition, the letter should outline the actions taken to date. The chairperson of the Hearing Committee will convene a problem resolution panel, according to the committee's established procedure, to review and investigate the student's case. Both student and faculty or administrator involved have the right to seek and submit supporting documentation from Institute

faculty, administration, students, and counsel of choice. All evidence must be submitted to the panel chairperson 3 school days prior to the hearing for review by all panel members. A transcriber must be present at the hearing to record verbatim the entire proceeding. Neither party involved in the problem resolution may have an attorney present at the hearing. Both parties have the right to hear and question all witnesses. After hearing all evidence, the student problem resolution panel reaches a decision based on a simple majority rule. The chairperson of the problem resolution panel informs the student of the panel's decision, in writing, no later than 5 school days following the hearing. Copies of this letter are sent, at the same time, to the faculty or administrator involved, the student's Program Director, and the Institute's President.

The decision of the student problem resolution panel is final. No Institute Committee, Program Committee, faculty member, or administrator has the right to overrule the decision of the student problem resolution panel.



PTs helping out at the Boston Marathon

MISCELLANEOUS INFORMATION

Student's Absence Due to Religious Beliefs

massachusetts General Laws, Chapter 151C, Section 2B. Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section. Approved October 8, 1985.

Right to Privacy/FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the Institute receives a request for access.
2. Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. They may use a Right of Access form in the Office of Enrollment Management and Student Affairs. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, she shall advise the student of the correct official to whom the request should be addressed.
3. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students should ask the Institute to amend a record that they believe is inaccurate or misleading. They should write the Institute official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
4. If the Institute decides not to amend the record as requested by the student, the Institute will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
5. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
6. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the Institute in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the Institute has contracted (such as an attorney, auditor, collection agent, or National Student Loan Clearinghouse); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
7. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

8. Upon request, the Institute discloses education records without consent to officials of another school in which a student seeks or intends to enroll. FERPA requires an institution to make a reasonable attempt to notify the student of the records request.
9. The right to file a complaint with the US Department of Education concerning alleged failures by the Institute to comply with the requirements of FERPA.

The Institute does not release personally identifiable information contained in student education records, except as authorized by law. The Institute has designated certain types of

personally identifiable information as “directory information.” It includes the following: name, address, telephone number, program of study, dates of attendance, degrees, awards, and e-mail address.

If students wish to restrict release of this information, they must sign a form and return it to the Registrar’s Office no later than October 1.

The above rights to access information apply to matriculated students only. Materials submitted to the Institute during the admissions process become the property of the Institute and may not be reviewed by, or returned to, an applicant.



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Directions to the IHP

By Foot From Main MGH Campus

1. Leaving the Jackson or Gray lobby, turn right onto Blossom Street and left onto O'Connell Way. Follow the winding road until you reach Staniford Street. Turn left and walk to the lights. Turn right onto Merrimac Street. #101 is on the left.
2. Walk down Cambridge Street toward Government Center to Staniford Street (first street after Charles Plaza). Turn left and walk to first set of lights where you will then turn right onto Merrimac Street. #101 is on the left.

By Car

From the South

Follow I-93 North to North Station/Causeway Street exit. Turn left onto Causeway Street and then left at second set of lights onto Merrimac Street. #101 is on the left.

From the North

Take I-93 South to Storrow Drive, bear right onto Storrow Drive exit, stay left. Take Government Center exit onto Cambridge Street and continue past MGH. At second set of lights, turn left onto Staniford Street. At next set of lights, turn right onto Merrimac Street. #101 is on the left.

There is some on-street parking and garages and lots in the area.

By MBTA

Orange Line.

Take the Orange Line to North Station. Exit the station and turn left onto Causeway Street. Walk to the first set of lights and turn left onto Portland Street. There is an entrance to 101 Merrimac Street on Portland Street; entrance is on the right.

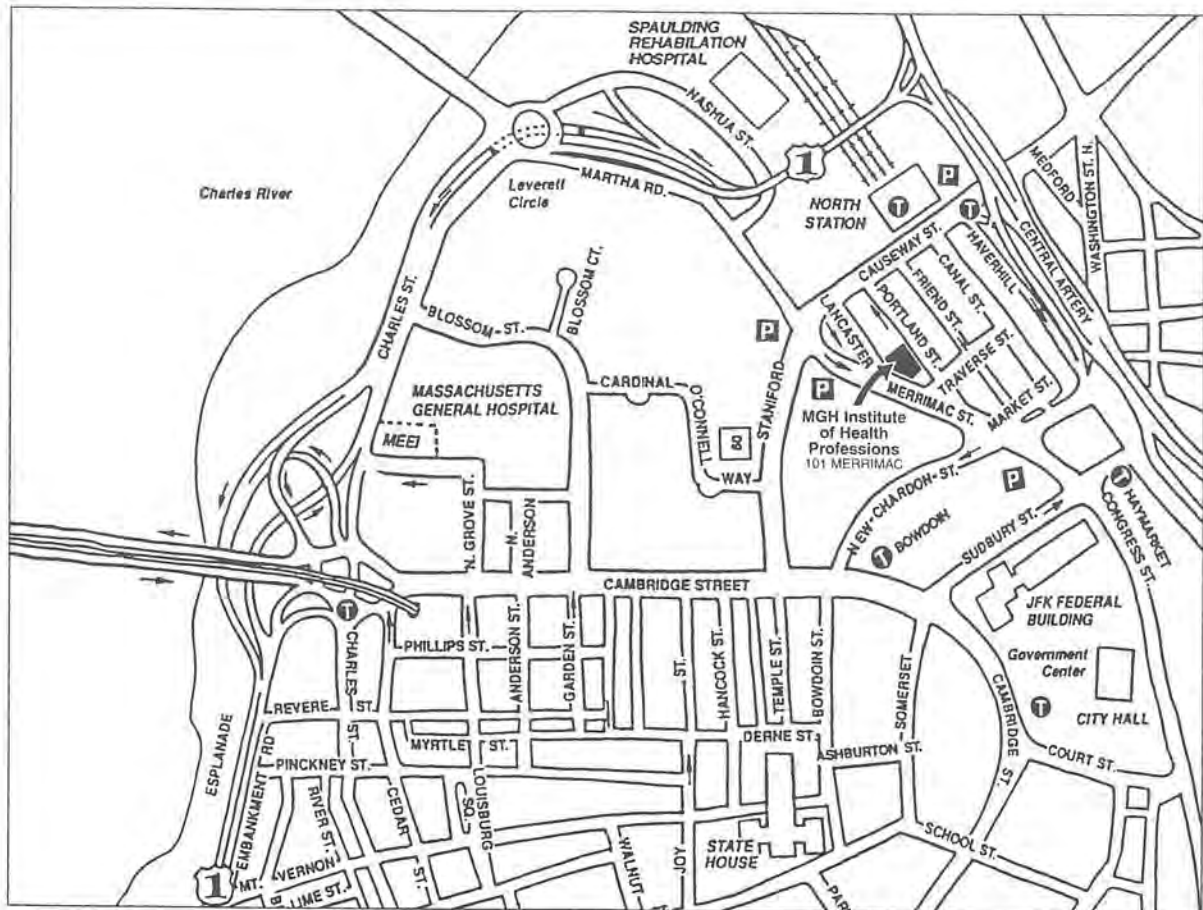
Green Line.

Take the Green Line to North Station and follow Orange Line directions from above to 101 Merrimac Street.

Red Line.

1. Take the Red Line to Charles Street/MGH Station. Follow signs to hospitals. Walk two blocks on Charles Street to Blossom Street and turn right. Walk down Blossom Street until you reach the entrance to the Jackson Building (third hospital entrance). Just past the entrance, you will see a shuttle stop where you may board a 101 Merrimac Street or North Station/Charlestown van (with valid MGH ID badge). If you take the shuttle to North Station, follow the Orange Line directions above to 101 Merrimac Street.

2. Take the Red Line to Downtown Crossing/Washington Street Station. Change to the Orange Line toward Oak Grove to North Station. Follow Orange Line directions from above to 101 Merrimac Street.



PLEASE CHECK YOUR PROGRAM OF STUDY:

- Professional Program in Physical Therapy** (for entry-level candidates)
Full-time, June Admission only Early Decision Deadline: November 19
 Application Deadline: January 21

- Post Professional Program in Physical Therapy** (for experienced physical therapists)
 January entry – November 29 priority deadline May entry – March 24 priority deadline
 September entry – July 28 priority deadline

International Scholars must apply by March 1. September Admission only.

Program: Master of Science Certificate of Advanced Study International Scholar (full-time only)

Full-time Part-time

Area of Specialization: Cardiopulmonary Neurology Orthopaedics
 Individualized Program of Study

Are you a US licensed physical therapist? yes no

Please include a copy of your licensure

If yes, what state(s) are you licensed in? _____ License number(s)? _____

- Communication Sciences and Disorders**, Full-time, September Admission only – Deadline: January 21

- Nursing** (for non-RN candidates with non-nursing bachelor degrees)
Full-time, September Admission only – Deadline: January 21

Rank your top three choices in order of priority. You must complete this section to be considered for admission.

Track of preference is not guaranteed, although every attempt will be made to give you your selection of choice.

- Pediatric General Adult Adult-Women's Health Adult-Psych/Mental Health
 Family Adult-Gerontology Adult-HIV/AIDS Acute Care

- Nursing** (for registered nurses with bachelor degrees): BSN non-BSN

Area of Specialization: Pediatric General Adult Adult-Women's Health
 Adult-Psych/Mental Health Family Adult-Gerontology
 Adult-HIV/AIDS Acute Care

Full-time Part-time

Rolling Admissions

- January entry – November 29 priority deadline May entry – March 24 priority deadline
 September entry – July 28 priority deadline

- Nurse Practitioner Certificate Program** (for registered nurses with master's degrees in nursing)
 Adult Track Pediatric Track Psych/Mental Health Track Acute Care Track

Rolling Admissions

- January entry – November 29 priority deadline May entry – March 24 priority deadline
 September entry – July 28 priority deadline

- Clinical Investigation**

Master of Science Degree Program Certificate Program

Full-time Part-time

Rolling Admissions

- January entry – November 29 priority deadline May entry – March 24 priority deadline
 September entry – July 28 priority deadline

WORK EXPERIENCE

List employment positions (include paid and volunteer positions) with the most recent positions first. Attach additional sheets if necessary. This section must be completed. Resumes may be submitted additionally.

Employer	Position /Type of Work	Dates From/To
_____	_____	_____
_____	_____	_____
_____	_____	_____

PROFESSIONAL ORGANIZATIONS AND/OR COMMUNITY ACTIVITIES

List all professional organizations and/or community activities in which you have been involved.

Organization	Year	Activity
_____	_____	_____
_____	_____	_____
_____	_____	_____

HONORS AND AWARDS/RESEARCH AND PUBLICATIONS

List any academic, professional, or community recognition you have received as well as any research or publications you have been involved in.

RECOMMENDATIONS

Please list persons you have asked to complete a *Recommendation Form*.

Name and Address	Relationship
1. _____	_____
_____	_____
2. _____	_____
_____	_____
3. _____	_____
_____	_____

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

Signature of Applicant

Date

It is the policy of the MGH Institute of Health Professions not to discriminate on the basis of race, color, 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 fully participate 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 VII of the Civil Rights Act, Title IX of the 1972 Educational Amendments, and all relevant federal, state, and local laws, statutes, and regulations.

APPLICATION INSTRUCTIONS

Application Materials: Applicants are asked to collect and submit their application materials, including sealed official transcripts and sealed letters of recommendation, in one envelope. However, test scores must be submitted directly to the Institute by the testing companies. Please make sure your full name is included on all materials being submitted. It is the applicant's obligation to insure that the application is complete.

Application and Filing Fee: Applicants should submit the completed application with a non-refundable \$50.00 application fee, making checks payable to the MGH Institute of Health Professions. We will acknowledge the receipt of all applications. Please be sure to note the application deadline for the program to which you are applying. All materials *must* be received by the stated deadline.

Resume: Applicants are encouraged to submit resumes, but not in lieu of completing any section of the application. A resume is required of applicants to the Graduate Program in Clinical Investigation and the Post Professional Program in Physical Therapy.

Transcripts: Applicants must request official transcripts from all colleges and universities attended, even if a degree was not received from that institution. Include undergraduate and graduate course work. Sealed official transcripts should be mailed with the application packet. *For courses in progress, transcripts should be forwarded once courses are completed.*

Recommendations: Applicants are required to submit three letters of recommendation. Write your name and social security number on each form. Give these forms to three individuals who can address your academic ability and potential for graduate and professional study. These recommendations should come from professors and employers (a current supervisor for Clinical Investigation applicants). However, at least one must be an academic recommendation. Give each referee a plain envelope with your name on the front. Ask him or her to place the completed letter in the envelope, seal it, **sign his or her name over the flap**, and return the sealed envelope to you. All three sealed recommendations should then be enclosed with your application. Only three recommendations will be reviewed as part of your application.

Test Scores: GRE scores must be submitted for the Verbal, Quantitative, and Analytical portions of the test and must have been taken within the last five years. Because it may take up to six weeks for the Institute to receive these scores, a copy may be submitted by the applicant pending receipt of official test results. Computer-based tests require approximately two weeks for reporting scores. The Institute code is R3513. GRE's are not required of applicants to the Clinical Investigation Program who have an M.D., Ph.D., or other graduate degree (unless international). They are also not required of applicants to the Nurse Practitioner Certificate Program or of applicants to the Certificate of Advanced Study in Physical Therapy. The TOEFL, Test of English as a Foreign Language, is required of all applicants whose native language is not English and who did not receive a degree from an English-speaking country.

Essay: Your essay is a very important part of your application and will be read with great care. It should be typed, double-spaced, and no more than a total of three pages in length.

International Students Only: Applicants, whose native language is not English and who did not receive a degree from an English-speaking country, are required to take the Test of English as a Foreign Language (TOEFL) in addition to the GRE. An official score report must be sent directly to the Institute by the Educational Testing Service. Applicants who did not receive their degree in the United States must have that degree transcript evaluated by an American credentialing agency. **International Scholars (Physical Therapy Program) must apply by March 1** in order to be considered for study in September of that year. This will allow adequate time for the processing of visas.

Professional Program in Physical Therapy Only: Complete the PREREQUISITE CHECKLIST by listing all the courses you have taken to satisfy the prerequisites for the program. A list of all prerequisite courses is provided in the program catalogue. If a course is in progress, indicate "IP" as the grade. *No more than two (2) prerequisite courses may be in progress at the time of application.* If you are expecting to take a course, indicate the term you will be taking it. **All pre-requisite courses must be completed prior to entry into the program.** Applicants may be requested to submit mid-term reports from their professors for certain prerequisite courses. Requests for prerequisite evaluations will be addressed in writing only.

ESSAYS

Applicants are required to answer all questions listed under the program in which they are interested. Answers should be **typed, double-spaced, and no longer than three pages in total**. Please make sure your full name is included on all pages.

Professional Program in Physical Therapy:

1. What qualities do you possess that are important for you to function as a physical therapist within the present health care environment?
2. You have been appointed director of a program to provide comprehensive (not just health-related) services for the homeless in a small city that does not have such a program. Describe what steps you would take to develop a program. *Do not describe the program itself.*
3. Physical therapists work with people of all ages, cultural backgrounds, and social circumstances. Describe a situation in which you had the opportunity to interact with someone very different from yourself. How did you react to this difference, and how did this influence your interaction?

Post-Professional Program in Physical Therapy or Communication Sciences and Disorders:

Discuss your personal and professional experiences, your academic interests and objectives, and your career aspirations. You should also address how and why you feel the MGH Institute of Health Professions can help you to achieve your academic and professional goals. Please include any other information you believe is relevant.

Nursing Programs:

Give your reasons for wanting to become a nurse practitioner. Though your comments may reflect your personal experiences and beliefs about health care that led you to choose the role of the nurse practitioner, they should focus on future goals and plans. Please elaborate on those personal experiences that have contributed to your decision to become a nurse practitioner. Specify what roles and responsibilities you carried out in these listed endeavors.

Clinical Investigation:

Explain in detail why you want to be involved in Clinical Investigation. What is the therapeutic area that interests you? As a Clinical Investigator, what are your future goals? If applicable, describe a mentor with whom you would like to train.

ALL APPLICATION MATERIALS SHOULD BE SENT TO:

Office of Student Affairs, MGH Institute of Health Professions, P.O. Box 6357, Boston, MA 02114

Please note that providing fraudulent information will result in the cancellation of your application.



APPLICATION FOR ADMISSION ACADEMIC YEAR 2000-2001

Last Name: _____

First Name: _____

Middle Initial: _____

Please Print

Other last name under which records may appear: _____

Social Security Number: _____

Current Address: _____ Until: _____ Permanent address if different from current address: _____

Street _____ Street _____

City _____ County _____ City _____ County _____

State _____ Zip _____ State _____ Zip _____

Country _____ Country _____

Home Phone () _____ Phone () _____

Place of Employment _____

Business Phone () _____

Fax Number () _____ Sex: Male Female

E-mail Address _____

How did you hear about the Institute? _____

Are you a United States citizen? Yes No If No: Of what country are you a citizen? _____

Do you hold permanent resident status in the US? Yes No Alien Registration #: _____
Please provide a copy of your card.

What is your expected visa status during your studies in the United States? _____

OPTIONAL

The MGH Institute of Health Professions provides equality of opportunity to all students. Ethnic and profile information are used to complete accurate reports required by the government.

- Black/African American
- Asian American/Pacific Islander
- Hispanic
- Native American/Alaskan Native
- White American
- Other

Date of Birth _____

STANDARDIZED TESTS

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

On what date did you request that your scores be sent to us? _____

If you have already taken the GRE, please provide your test results: _____

Verbal _____ Quantitative _____ Analytical _____

Report of official scores must be sent to the MGH Institute of Health Professions.

Applicants whose native language is not English and who did not receive a degree from an English-speaking country are required to take the Test of English as a Foreign Language (TOEFL).

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

On what date did you request that your scores be sent to us? _____

If you have already taken the TOEFL, please provide your test results: _____

Report of official scores must be sent to the MGH Institute of Health Professions.

EDUCATION

List all schools attended beyond high school including schools at which you are currently enrolled. Please list most recent first and report GPA only for institutions where you received a degree.

Name of College/University	Dates Attended From/To	Degree or Certificate	Major	GPA
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

List all courses (with dates) taken at the MGH Institute of Health Professions

Do you believe that your academic record accurately reflects your ability? Yes No

If not, please explain: *Attach additional sheets if necessary.*

RECOMMENDATION FORM

Name of Applicant: _____

Social Security no.: _____

Last

First

Middle Initial

The Family Educational Rights and Privacy Act of 1974 and its amendments guarantee students access to educational records concerning them. Students are also permitted to waive their right of access to recommendations. The following signed statement indicates the wish of the applicant regarding this recommendation. Failure to respond will be considered a waiver of the right of access to this recommendation. This waiver is not required for admission.

I do waive my right to inspect this recommendation.

I do not waive my right to inspect this recommendation.

Signature: _____

The above applicant wishes you to write a letter of recommendation on behalf of his/her application for admission to the MGH Institute of Health Professions. We would greatly appreciate your objective evaluation of the applicant's qualifications.

How long and in what capacity have you known the applicant? _____

Please rank the applicant with respect to each category below.

	Excellent	Good	Average	Below Average	No Basis to Judge
Overall intellectual ability					
Written expression					
Oral expression					
Flexibility					
Ability to organize and apply information					
Problem solving skills					
Maturity and emotional stability					
Initiative and perseverance					
Curiosity					
Potential for clinical competence					
Ability to handle stressful situations					
Ability to interact well with others					
Ability to accept constructive feedback					
Ability to work independently					
Capacity for graduate study					

Please complete the reverse side. Your narrative comments will be used with the above ratings to fully evaluate this applicant's potential for success at the MGH Institute of Health Professions.

Please evaluate the potential of the applicant to be a graduate student including any additional comments concerning maturity, critical thinking skills, ability to adapt to change, or any other factors which you think may be pertinent to the student's performance in a professional curriculum. Additionally, it is important for us to assess the potential of each student to succeed in a clinical environment. If you feel qualified to make this assessment, please include your comments in this evaluation. Please feel free to attach an additional page.

Summary Recommendation for Admission:

- Strongly recommend
- Recommend
- Recommend with Reservations
- Do not Recommend

Please print or type:

Name _____ Signature _____

Title _____ Date _____

Department _____ Phone () _____

College/University/Institution _____

Street _____

City _____

State _____ Zip _____

Please return this form to the applicant in a signed, sealed envelope. Thank you for your assistance.

RECOMMENDATION FORM

Name of Applicant: _____

Social Security no.: _____

Last

First

Middle Initial

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Name _____ Signature _____

Title _____ Date _____

Department _____ Phone () _____

College/University/Institution _____

Street _____

City _____

State _____ Zip _____

Please return this form to the applicant in a signed, sealed envelope. Thank you for your assistance.



MGH Institute of Health Professions
Office of Student Affairs
P.O. Box 6357
Boston, MA 02114

*Affix
Stamp
Here*

Applicant: please address this to yourself

Please separate here.

APPLICATION STATUS CARD

Date: _____

Dear Applicant:

Your application for admission is:

- COMPLETE. No further action necessary
- COMPLETE FOR REVIEW. Please provide the following items when available:
- INCOMPLETE. The following items have not been received:
 - Official GRE scores (school code R3513)
 - Official TOEFL score (school code R3513)
 - Official transcript(s) from _____
 - Application Fee of \$50
 - Prerequisite Checklist (PT only)
 - Essay responses
 - Recommendation(s) from _____

Office of Student Affairs, MGH Institute of Health Professions



MGH Institute of Health Professions

PROFESSIONAL PROGRAM IN PHYSICAL THERAPY

PREREQUISITE CHECKLIST

Name: _____ Social Security No.: _____

Please fill out this form completely. If a course is in progress, indicate IP under Grade. All entries will be cross-checked against school transcripts, so please be sure entries are correct. Use abbreviations as necessary. Submit this form with your application.

Prerequisite	Course No.	Course Title	Credits	School	Term/Year	Grade
Anatomy 1 semester (with lab)						
Human Physiology 1 semester						
Exercise Physiology 1 semester						
Biology 1 semester (with lab)						
Chemistry 1 year (with lab)						
Physics 1 year (with lab)						
Developmental Psych. 1 semester						
Abnormal Psych. 1 semester						
Statistics 1 semester						
Social Sciences/ Humanities						



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www.mgh-ihp.edu