



MGH INSTITUTE OF HEALTH PROFESSIONS

Catalog *2004-2005*



MGH INSTITUTE
OF HEALTH PROFESSIONS

A graduate school founded by Massachusetts General Hospital



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Welcome to the Online Catalog for the 2004/2005 academic year

By navigating through the index to the left, you will find all of the pertinent information regarding enrollment as a matriculated student at the Institute. If you should have any questions regarding the information contained in this online catalog, please contact the [Office of Student Affairs](#).



CHARLESTOWN NAVY YARD • 36 1st AVENUE BOSTON, MA 02129-4557 • MAIN (617) 726-2947

The Institute is a member of the Partners HealthCare System



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The MGH Institute of Health Professions: *Where World-Class Education Meets Real-World Health Care*

An affiliate of the [Massachusetts General Hospital](#) and a member of the [Partners HealthCare System](#), the MGH Institute is an interdisciplinary graduate school that prepares skilled health care specialists in:

- Clinical Investigation
- Medical Imaging
- Nursing
- Physical Therapy
- Speech-Language Pathology

Integrating classroom learning with research and clinical experience, the MGH Institute grants master's degrees, awards certificates of advanced study, and offers continuing education to practicing professionals, as well as baccalaureate-educated individuals entering health care from another field. More than 600 students are taught by a faculty of 80, more than half of whom are practicing clinicians.

The MGH Institute is [located](#) in the [Catherine Filene Shouse Building](#) in the historic Charlestown Navy Yard. Originally built as the [joiner's shop](#) in 1866, the Shouse Building underwent a complete interior renovation in 2001. The building also houses [The Children's Quarters](#), which offers kindergarten and preschool daycare to staff and students of the MGH Institute, as well as to the Charlestown community.

Mission

The MGH Institute of Health Professions educates health care professionals to become leaders in their disciplines. The mission includes fostering an interdisciplinary and diverse educational community by:

- Integrating academic and clinical curricula;
- Expanding and refining the scientific basis for health care

- through teaching, research and scholarship;
- Developing innovative educational approaches; and
- Contributing to new models of practice to foster effective, affordable and ethical health care.

The Institute is an academic affiliate of the Massachusetts General Hospital and the only degree-granting educational institution within Partners HealthCare System.

Statement on Diversity

The MGH Institute of Health Professions, an autonomous, educational institution affiliated with Massachusetts General Hospital, is deeply committed to increasing the representation of diverse groups on its board of trustees, administration, faculty, staff, and students. 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.

History

The MGH Institute of Health Professions was created a quarter of a century ago to address the need for master clinicians, leaders in the health care professions molded by the integration of theory and clinical practice in an interdisciplinary environment.

The [Massachusetts General Hospital](#) commitment to world-class patient care, education and research has long extended beyond their affiliation with the [Harvard Medical School](#) into the broader scope of other health professions. The [MGH School of Nursing](#), founded in 1873, was closed in 1981 to focus on the education of advanced practice health professionals.

The Commonwealth of Massachusetts awarded the MGH degree-granting authority in 1977, despite objections from other universities to the innovative concept of a hospital granting degrees. The MGH was initially authorized to grant the Master of Science degree in physical therapy, nursing, speech-language pathology and dietetics and the Bachelor of Science degree in

respiratory therapy and radiologic technology, though the Institute has never offered bachelor degrees. Later amendments have approved additional degree and certificate programs.

The MGH renamed its original educational division as the MGH Institute of Health Professions in 1980 and the first students were admitted. The first degree, a Master of Science in Physical Therapy, was granted in 1983. In 1982, the MGH Institute admitted students to the entry-level masters program in nursing, one of the first to enroll baccalaureate prepared individuals with no prior experience or education in nursing.

The MGH Institute became a separate corporation in 1985, with its own board of trustees, though it remains an MGH affiliate. In 1994, MGH joined [Brigham and Women's Hospital](#) to found the [Partners HealthCare System](#), now one of the most highly regarded integrated health care systems in the country, the largest in New England, and Massachusetts' largest employer.

At the MGH Institute, academic offerings have changed in response to the health care environment. Some programs have closed -- social work and dietetics -- while many new ones have been created. Students were first admitted to the Graduate Program in Communication Sciences and Disorders in 1991 and to the entry-level physical therapy program in 1995. The Graduate Program in Clinical Investigation was developed in 1997 and the Doctor of Physical Therapy in 1999, when the first online courses were also offered.

The alumni association was founded in 1997 and now numbers more than 1,800 members worldwide. The MGH Institute celebrated its 25th anniversary in 2002 with the dedication of the Catherine Filene Shouse Building, its new home in the Charlestown Navy Yard.



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Accreditation

The MGH Institute of Health Professions is accredited by the New England Association of Schools and Colleges, Inc. (NEASC) through its Commission on Institutions of Higher Education.

Accreditation of an institution of higher education by NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education
[New England Association of Schools and Colleges](#)
209 Burlington Road
Bedford, MA 01730-1433
(781) 271-0022

The Graduate Program in Nursing is approved by the
[Board of Registration in Nursing](#)
Commonwealth of Massachusetts.
239 Causeway Street, Suite 500
Boston, MA 02114
(617) 727-9961









The Graduate Program in Nursing is accredited by the [National League for Nursing Accrediting Commission, Inc.](#)
61 Broadway, 33rd Floor
New York City, NY 10006
(800) 669-1656 x153
(212) 363-5555
Fax (212) 812-0390

The Professional Programs in Physical Therapy is accredited by [The Commission on Accreditation in Physical Therapy Education.](#)
1111 North Fairfax Street
Alexandria, VA 22314-1488
(703) 684-APTA (2782) or (800) 999-APTA (2782)
TDD: (703) 683-6748
Fax: (703) 684-7343

The Graduate Program in Communication Sciences and Disorders is accredited by the [American Speech-Language-Hearing Association.](#)
10801 Rockville Pike
Rockville, MD 20852
Professionals/Students (800) 498-2071
Public (800) 638-8255



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Annual Notice to Students

The purpose of the Online Catalog and Student Handbook 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 insure the accuracy of the information in these online publications, 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 the Online Catalog and Student Handbook.

The Online Catalog and Student Handbook provide the policies and procedures in effect at the time of posting on the website for Academic Year 2004-2005. Although subject to change, the program requirements for students who enter the Institute during the terms covered by this online catalog must be satisfied by the student for 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 Institute 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.



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ACADEMIC CALENDARS

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Check below for current academic calendars.

Summer Semester 2005/May 9 - August 23, 2005

Payment deadline for returning students	April 20
Open registration	May 9
First day of classes; Registration deadline for new students	May 9
Last day to add a class or elect audit or pass/fail options	May 24
Deadline for course exemption and credit-by-exam without financial penalty	May 24
Memorial Day Holiday - Institute closed	May 30
Last day to drop a class without a withdrawal "W" grade - No refunds after this date.	June 10
Last day to drop a class with a withdrawal "W" grade	June 24
Independence Day Holiday - Institute closed	July 4
Last day of classes for Summer Session	August 12
Reading Days	August 15 - 16
Final Examinations	August 17 - 23
Deadline for completion of thesis for September 2005 diploma	August 23

DPT Entering Students/Science Summer -Nursing and CSD June 13 - August 19, 2005

First day of classes	June 13
Payment deadline	June 13
Last day to add or drop a class or elect audit or pass/fail options	June 17
Last day for 100% refund for students who drop a class or withdraw from the Institute	June 17
Last day to drop a class without a withdrawal "W" grade	June 24
Last Day of classes for entering DPT students	August 12
Last day of classes for Science Summer	August 19

Please note: The refund schedule applies to those students who drop a class before the drop with a "W" grade deadline or who withdraw completely from the Institute.

Refund Schedule - Summer 2005

May 9 through May 15 - 100%
 May 16 through May 22 - 80%
 May 23 through May 29 - 60%
 May 30 through June 5 - 40%
 June 6 through June 10 - 20 %
 After June 10 - No Refunds

Refund Schedule for Shortened Semester/Modules
Students will be allowed 100% refund through
the 5th class day of the module. As of the 6th class day
no refunds will be made.

Fall Semester 2005/September 7 - December 22, 2005

Payment Deadline for returning students	July 15
Labor Day Holiday - Institute closed	September 5
Orientation	September 6 - 7
First day of classes; Classes begin at 1:00 p.m. for new students only; Full day for continuing students. Registration deadline for new students	September 7
Last day to add a class or elect audit or pass/fail option	September 22
Deadline for course exemption and credit-by-exam without financial penalty	September 22
Columbus Day Holiday - Institute Closed	October 10
Last day to drop a class without a withdrawal "W" grade - No refunds after this date.	October 11
Advisement period for Spring Semester 2006	October 24 - November 4
Last day to drop a class with a withdrawal "W" grade	October 25
Registration for Spring Semester 2006 for returning students	November 7 - 11
Thanksgiving break - Institute closed	November 24 - 25
<i>Classes end at 4:00 p.m. on November 23 and resume on November 28</i>	
Last day of classes for the Fall Semester	December 13
Reading Days	December 14 - 15
Final Examinations	December 16 - 22
Deadline for completion of thesis requirements for January 2006 diploma	December 22
Christmas Holiday - Institute Closed	December 23 & 26
New Year's Holiday - Institute Closed	January 2

Spring Semester 2006/January 9 - May 3, 2006

Payment deadline for returning students	December 10
New Years Day Holiday Observed	January 2
First day of classes; Registration deadline for new students	January 9

Martin Luther King Day Holiday - Institute closed	January 16
Last day to add a class or elect audit or pass/fail options	January 25
Deadline for course exemption and credit-by-exam without financial penalty	January 25
Last day to drop a class without a withdrawal "W" grade - No refunds after this date.	February 10
Presidents' Day Holiday - Institute closed	February 20
Last day to drop a class with a withdrawal "W" grade	February 24
Spring break	March 6 - 10
Advisement period for Summer and Fall Semesters 2006	March 20 - 31
Registration for Summer and Fall Semesters 2006	April 3 - 7
Last day of classes for Spring Semester	April 24
Reading Days	April 25 - 26
Final Examinations	April 27 - May 3
Deadline for completion of thesis for May 2006 diploma	May 3
Commencement	May 13

Summer Semester 2006/May 8 - August 22, 2006

Payment deadline for returning students	April 20
First day of classes; Registration deadline for new students	May 8
Last day to add a class or elect audit or pass/fail options	May 23
Deadline for course exemption and credit-by-exam without financial penalty	May 23
Memorial Day Holiday - Institute closed	May 29
Last day to drop a class without a withdrawal "W" grade - No refunds after this date.	June 9
Last day to drop a class with a withdrawal "W" grade	June 23
Independence Day Holiday - Institute closed	July 3 - 4
Last day of classes for Summer Session	August 11
Reading Days	August 14 -15
Final Examinations	August 16 - 22
Deadline for completion of thesis for September 2006 diploma	August 22

DPT Entering Students/Science Summer - Nursing and CSD June 12 - August 18, 2006

First day of classes	June 12
Payment deadline	June 12
Last day to add or drop a class or elect audit or pass/fail options	June 16
Last day for 100% refund for students who drop a class or withdraw from the Institute	June 16
Last day to drop a class without a withdrawal "W" grade	June 23
Last Day of classes for entering DPT students	August 11
Last day of classes for Science Summer	August 18

Please note: The refund schedule applies to those students who drop a class before the drop with a "W" grade deadline or who withdraw completely from the Institute.

Refund Schedule - Fall 2005

September 7 through September 13 - 100%
September 14 through September 20 - 80%
September 21 through September 27 - 60%

September 28 through October 4 - 40%
October 5 through October 11 - 20%
After October 11 - No refunds

Refund Schedule - Spring 2006

January 9 through January 15 - 100%
January 16 through January 22 - 80%
January 23 through January 29 - 60%
January 30 through February 5 - 40%
February 6 through February 10 - 20%
After February 10 - No refunds

Refund Schedule - Summer 2006

May 8 through May 14 - 100%
May 15 through May 21 - 80%
May 22 through May 27 - 60%
May 29 through June 4 - 40%
June 5 through June 9 - 20 %
After June 9 - No Refunds

Refund Schedule for Shortened Semester/Modules

Students will be allowed 100% refund through the 5th class day of the module. As of the 6th class day no refunds will be made.



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CLINICAL INVESTIGATION

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Graduate Program in Clinical Investigation

Combine the science of research with the human touch of patient care by preparing for a career in the expanding field of clinical investigation. The Institute offers the Master of Science in Clinical Investigation and a Certificate of Advanced Study in Clinical Investigation.

Distance learning options are available for both the Masters program and for the Certificate of Advanced Study, as well as the flexibility of full-time or part-time study.

Clinical investigation, a comparatively new academic field, generates knowledge about health, illness, interventions and outcomes. Clinical research provides information that ultimately improves health care for all through the development of new medications, devices and treatment modalities.

The Clinical Investigation program curriculum encompasses academic and clinical research experiences. The program offers rigorous clinical and didactic graduate education, providing a core of courses that include scientific patient-oriented research methodologies, regulatory law and policy, and ethical considerations essential to the development of a broadly prepared, multi-skilled leader in clinical investigation.

Clinical research professionals who complete this innovative program are in demand in an extensive array of research settings, including academic health centers, pharmaceutical or biotechnology companies, contract research organizations (CROs), and government.

Graduates of this program who also have MD, DMD, PharmD, or PhD degrees gain perspectives critical to a clinical investigator. Other health care professionals receive the education required to take on increasingly higher levels of responsibility as study coordinators, research nurses, clinical research associates, project managers, human subject protection specialists, quality assurance/quality improvement specialists, regional study

monitors, or data management specialists. Students from non-health care related disciplines interested in transitioning into clinical research careers also find a wide range of opportunities upon program completion.

Click here to meet one of our students, [Victor Ocampo](#), or an alumna, [Delia Yi-Dan Wolf '99](#)

[Click here to request a CDROM, obtain additional information or to ask a question.](#)

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Graduate Program in

CLINICAL INVESTIGATION

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Hands-on Experience

Institute students in the clinical investigation program are connected to Boston's premier research organizations and prominent clinical researchers through the innovative Mentored Field Experience courses. Structured to provide students with seasoned mentors to closely supervise their clinical investigation projects, the Mentored Field Experience required of MS candidates provides hands-on experience in research methods, design, implementation, and outcomes, using state-of-the-art research technology.

Program Features

- Affiliation with world-renowned Massachusetts General Hospital and the Partners HealthCare System.
- Internationally recognized faculty who are actively engaged in clinical practice, research and professional activities.
- Mentored field experiences offer closely supervised, hands-on training in a wide variety of clinical settings.
- Multidisciplinary curriculum, including a special emphasis on the ethical conduct of clinical research.
- Flexibility of part-time or full-time study.
- Distance learning options for Masters and Certificate programs featuring:
 - The same Program faculty that teach on-site in the classroom develop and teach the distance learning course offerings;
 - An innovative, user-friendly platform promotes dynamic interchange among students and faculty;
 - Facilitated access to web-based library and database resources serves students' needs for reliable and timely information;
 - Opportunities for Mentored Field Experiences in academic and industry settings nation-wide permits students to fulfill all the requirements for a Masters degree while studying "at-a-distance."

Coursework

The Master of Science in Clinical Investigation degree requires the completion of a minimum of 36 credit hours including interdisciplinary courses, specific clinical investigation courses, 6 credits of mentored field experience, electives, and a clinical investigation project. A minimum of 15 course credits is required for the Certificate of Advanced Study. [Click here for the curriculum outline of the Clinical Investigation Program.](#)

Faculty

Faculty of the Graduate Program in Clinical Investigation are experienced clinical researchers who are committed to mentoring new professionals in the field with an emphasis on the highest ethical standards. Many have adjunct appointments as they combine full-time work in research and related fields with academics. [Click here for a listing of clinical investigation faculty.](#)

Admission Requirements

- Bachelors degree from an accredited college or university
- Completed application with application fee [Apply Now!](#)
- GRE scores within the last five years (GRE scores are not required of those holding a master's degree or higher from an English-speaking country or those pursuing the Certificate of Advanced Study.)
- Official transcripts from all previous academic institutions attended
- Three letters of reference
- A personal essay, addressing the following: 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?
- Resume

[Click here for more comprehensive admissions information.](#)



Graduate Program in

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Clinical Investigation Program

The Master of Science in Clinical Investigation degree requires the completion of a minimum of 36 credit hours including interdisciplinary courses, specific clinical investigation courses, 6 credits of mentored field experience, electives, and a clinical investigation project. A minimum of 15 course credits is required for the Certificate of Advanced Study.

[Click here for a complete listing of Clinical Investigation course descriptions.](#)

[Click here for course descriptions of Interdisciplinary courses with the "HP" prefix.](#)

[Click here for course descriptions of Nursing courses with the "NH" prefix.](#)

Curriculum Outline - Master of Science

HP 720	Designing Clinical Research	3
HP 721	Statistics for Clinical Research	3
CIM 740	Introduction to Clinical Investigation	3
CIM 731	Law & Health Policy Governing Clin Research	3
CIM 710	Ethics and Socially Respons Clin Investigation	3
CIM 820	Applied Clinical Research	3
CIM 821	Intermediate Statistics for Clinical Investigation	3
CI 861	Mentored Field Experience I	1-6
CI 862	Mentored Field Experience II	1-5
CI 891	Clinical Investigation Project	3
	Electives	3-6
TOTAL - MINIMUM OF		36

Recommended electives for the Master of Science

CIM 750	Epidemiology: An Introduction	3
CIM 840	Introduction to Clinical Economics	3
HP 622	Pharmacology	3
HP 621	Pathophysiology	3
HP 710	Teaching Skills for Hlth Care Professionals	2
HP 820	Ethical Issues in Health Care	2
HP 831	Org Persp: Theory & Action	3

NH 602 Hlth Care Policy & Politics 3

Curriculum Outline - Certificate of Advanced Study

HP 720 Designing Clinical Research 3

HP 721 Statistics for Clinical Research 3

CIM 740 Introduction to Clinical Investigation 3

CIM 731 Law & Health Policy Governing Clin Research 3

CIM 710 Ethics and Socially Respons Clin Investigation 3

TOTAL 15

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Graduate Program in

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Clinical Investigation Course Descriptions

[Click here for course descriptions of Interdisciplinary courses with the "HP" prefix.](#)

[Click here for course descriptions of Nursing courses with the "NH" prefix.](#)

CIM 710 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 731 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

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

CIM 750 EPIDEMIOLOGY: AN INTRODUCTION

Prerequisite: None. The purpose of this course is to provide the student with an introduction to epidemiologic methods for determining disease etiology in the "real world" situations of public health and health services research. 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 840 INTRODUCTION TO CLINICAL ECONOMICS

Prerequisite: CIM 740 or consent of instructor. An overview of methods commonly used in Clinical Economics, outcomes research and clinical investigation. Students gain a thorough understanding of the rationale for clinical research and the fundamentals of designing and conducting research in this area. 3 credits.

CI 861 MENTORED FIELD EXPERIENCE I

Prerequisite: Consent of the instructor. Audit not available. Provides hands-on mentored fieldwork with a clinical investigator or team in the student's area of interest. This first of two semesters of fieldwork provides opportunity to integrate didactic content in research methods, statistics, ethics and regulatory policy with developing concrete skills for the appropriate conduct of clinical investigations. Participation in a MFE research seminar series facilitates the introduction to fieldwork. 1-6 credits.

CI 862 MENTORED FIELD EXPERIENCE II

Prerequisite: CI 861. Audit not available. Building on research experiences completed during MFE I, this second of two semesters of fieldwork experience provides opportunity to continue to interface didactic content in research methods, statistics, ethics and regulatory policy with further development of the clinical research skills necessary for the appropriate conduct of clinical investigation. Regular participation in a MFE research seminar series facilitates the student's in-depth fieldwork. 1-5 credits.

CI 891 CLINICAL INVESTIGATION PROJECT

Prerequisite or Co-requisite: CI 862. Audit not available. A rigorous culminating CI project, which integrates research practice and theoretical knowledge pertinent to individual student academic

research focus. The scope of projects will vary with each student's background and are determined by the student's faculty advisor/mentor on the basis of a written proposal, but are expected to meet generally accepted academic standards for a terminal MS degree-level project. 3 credits.

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Interdisciplinary Course Descriptions

HP 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. 3 Undergrad Credits.

HP 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 Credit.

HP 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 Credit.

HP 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 Undergrad Credits.

HP 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 Undergrad Credits.

HP 621 PATHOPHYSIOLOGY

Prerequisites: Anatomy, Physiology. This course focuses on

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 704 INTERDISC. APPROACHES TO PAIN MGMT - MOD 1

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. 2 Credits.

HP 705 INTERDISC. APPROACHES TO PAIN MGMT - MOD 2

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. 1 Credit.

HP 706 GENETICS FOR HEALTH CARE PROFESSIONALS: PRINCIPLES

Prerequisites: Matriculated student, health professional, or consent of the instructor. This course focuses on patterns of genetic inheritance, genetic structure and function, population genetics and genetic risk assessment and counseling. Lectures, tutorials, and workshops will involve case analysis that will demonstrate the practical application of these principles to clinical practice. 1 Credit.

HP 707 GENETICS FOR HEALTH CARE PROFESSIONALS: TESTING

Prerequisites: HP 706 or consent of the instructor. This course focuses on molecular genetic techniques, indications for testing, interpretation of data, and communication of test results. Lectures, laboratory demonstrations, workshops, and tutorials will use case studies to provide insight into testing methods and their use for diagnosis in clinical situations. 1 Credit.

HP 708 GENETICS FOR HEALTH CARE PROFESSIONALS: RESEARCH

Prerequisites: HP 707 or consent of the instructor. This course focuses on genetic research including study design, the informed consent process, regulatory issues, and the reporting of research

results. Lectures, workshops, and tutorials will allow participants to understand the practical and ethical issues involved in designing, initiating, and recruiting patients for genetic research. 1 Credit.

HP 709 LITERATURE & THE ARTS AS PATHWAYS TO UNDERSTANDING ILLNESS

Prerequisites: none. This interdisciplinary course uses literature and the arts to foster an appreciation of living with illness and disability. It includes selections from fiction, biography, personal narrative/memoir, poetry, drama, film, art, and dance as well as clinical studies. Students will explore cultural, personal, social, psychological, ethical, and spiritual issues raised by the material. 2 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 712 FOUNDATIONS OF TEACHING AND LEARNING

Prerequisite: None. This course will introduce the learner to basic theories of adult teaching and learning. Historical antecedents to current methodologies will be discussed. A focus on teaching/learning in the context of higher education will be explored. A diversity of learning theories will be studied with an emphasis on how these affect one's decisions in selecting teaching strategies. Includes critical analysis of selected theories and their application to a variety of educational environments. 3 Credits.

HP 713 COURSE DESIGN AND MEAS OF LEARN OUTCOMES

Prerequisite: HP 712. Exploration of the components of the course development process and assessment methodologies well as the rationale for measuring learning in the cognitive, psychomotor, and affective domains. Provides an introduction to both theory and methods of evaluation. Assessment of process outcome in classroom and clinical settings at the level of the learner, course and program are emphasized. Legal and ethical issues in course design and evaluation considered. 3 Credits

HP 714 TEACHING PRACTICUM

Prerequisite: HP 712/713. This course is a teaching practicum during which time learners will be paired with a teacher-mentor. The learner will apply principles of teaching, learning, and assessment, as applicable to the unique learning environment selected. Reflections will be shared with online classmates. 3 Credits.

HP 715 DESIGN, IMPL, & EVAL PROG LEARNING ENVIRON

Prerequisite: HP 712/713. Can be taken with HP 714. Emphasis on the development of a curriculum relevant to the setting for which the learner is preparing (i.e. academic program, staff development, patient education). Focus is on the integration of classroom and clinical teaching/learning roles of the health care educator. 3 Credits.

HP 716 TEACH & LEARN SYNTHESIS FOR HLTH CARE PROFESSIONALS

Prerequisite: HP 712/713/714/715. A synthesis of teaching and learning theory and experiences to develop an in-depth understanding of various health educator roles. The impact of legal, ethical, political, cultural, social, organizational, professional, and economic factors is explored. With guidance and feedback from a teacher-mentor, the learner will develop a clinical, academic, patient or community education , or professional development program. 3 Credits.

HP 720 DESIGNING CLINICAL RESEARCH

Prerequisites: None. 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 and inferential statistics. 3 credits

HP 724 DEV. INTERDISC. APPROAC TO HLTH MGMT OF OLDER

This course will focus on health management for older adults by addressing policy, economic, organizational structure, and clinical issues. It will focus on effective outcomes, understanding the range of professional roles, and provide knowledge and skills necessary for interdisciplinary professional practice. 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 AND GRIEF

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 831 ORGANIZATIONAL PERSPECTIVES:THEORY AND ACTION

Prerequisites: None. This course focuses on 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.

HP 998/999 INTERDISCIPLINARY SEMINARS

These seminars are required of all 1st and 2nd year Entry-Level students in the Spring term of Years 1 and 2. 0 Credit.



Graduate Program in NURSING

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Nursing Course Descriptions

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Courses with the "NH" prefix

NH 602 HEALTH CARE POLICY AND POLITICS

Prerequisites: 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 for socio-economic, ethical, political, and historical perspectives. 3 credits

NH 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

NH 831 PREVENTION AND CASE MGMT OF HIV/AIDS

Prerequisites: None. This course will focus on the prevention of HIV/AIDS and case management of HIV disease. Students will analyze approaches to prevention, treatment and promotion of wellness in persons infected and affected by HIV/AIDS. 3 Credits

NH 832 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

NH 833 PATHOPHYS AND SYMPT MGMT IN HIV DISEASE

Prerequisites: HP 621, permission of Instructor. Pass/Fail and audit available. This course builds on the student's basic knowledge of immunology, physiology and pathophysiology and explores the molecular biology virology, pathogenesis, and pathophysiology of HIV/AIDS. 3 Credits

NH 834 SUBSTANCE ABUSE AND ADDICTIONS

Prerequisites: None. Pass/Fail and audit available. This course is designed to provide students with the fundamentals for understanding addictions as well as the use and abuse of alcohol and other drugs and the prevailing treatment models for the addictions. The content includes an overview of policies for the treatment and control of alcohol and other drugs, an examination of the epidemiology and basic pharmacology of substance abuse, theoretical frameworks of addiction, assessment and intervention methods, and an understanding of outcome research in the field of addictions. The content will be considered across an array of social and cultural groups including adults, women, adolescents, persons of color, and persons with other psychiatric disabilities and physical disabilities, homeless and veterans, among others. The course emphasizes a heterogeneous view of addictions, substance abuse and treatment, and is congruent with the biopsychosocial model of advanced practice nursing. 3 Credits

NH 842 INTERNATIONAL HEALTH

Prerequisite: Advanced Practice Status. This course will address the issues affecting the health of individuals, communities, and populations globally. Issues in international health including public health, environmental health, emerging infectious diseases, and chronic illness will be explored. The historic roots of international health, societal and cultural issues and major contemporary issues will be explored. 3 Credits

NH 843 INTERNATIONAL HEALTH EXPERIENCE

Prerequisite: NH 842 or HIV/AIDS courses desirable. Pass/Fail and audit available. This is an advanced practice clinical experience that exposes students to international nursing practice. Students have clinical observations in international settings in accord with their interests. 3 Credits

Courses with the "NS" Prefix**NS 601 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 660 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 661 NURSING PRACTICE: COMMON PROBLEMS IN ADULT HEALTH

Prerequisites: NS 660, NS 663. 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 663 BIOBEHAVIORAL PRINCIPLES AND THEORIES

Prerequisites: Anatomy, Physiology, Microbiology, Chemistry, and Nutrition or equivalent. Co-requisite: NS 660. 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 664 COMMUNITY PRINCIPLES AND THEORIES

Prerequisites: NS 661, NS 665, 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 665 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 666 MATERNAL CHILD NURSING

Prerequisites: NS 661, NS 663, NS 665, 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 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 760 ADVANCED ASSESSMENT AND DIAGNOSTIC REASONING

Prerequisites: NS 663, NS 664, NS 665, 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 761 ADVANCED HEALTH ASSESSMENT OF THE PEDIATRIC CLIENT

Prerequisites: NS 663, NS 664, NS 665. 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 891 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 894 THESIS/SCHOLARLY PROJECT CONTINUATION

Prerequisite: NS 896. 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

NS 895 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 896 THESIS RESEARCH II

Prerequisite: NS 895. Pass/Fail grading only; audit not available. Continuation of NS 895. 3 credits

NS 899 INDEPENDENT STUDY IN NURSING

Prerequisite: written consent of instructor.

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[Non-Degree Course Listings](#)
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Clinical Investigation Faculty

Click on a name for more information.

Name	Title
Onesky Aupont, MD, MPH, PhD	Assistant Professor Graduate Program in Clinical Investigation
Paul Boepple, MD	Professor and Program Director Graduate Program in Clinical Investigation
Cheryl Cahill, PhD, RN	Amelia Peabody Professor in Nursing Research Graduate Programs in Nursing and Clinical Investigation
Mary Carey, PhD	Professor and Academic Dean Graduate Program in Clinical Investigation
James Parmentier, PhD	Associate Professor Graduate Programs in Clinical Investigation
Amy Rutstein-Riley, MPH	Instructor and Associate Director Graduate Program in Clinical Investigation

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The Institute is a member of the Partners HealthCare System



Graduate Program in

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**NEW: Certificate of Advanced
Study in Reading**

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Our speech-language pathology program ranks in the top 15% of accredited master's and doctoral programs in the U.S.

Helping people communicate clearly, from producing speech sounds understandably to comprehending and expressing verbal and written words, is the work of speech-language pathology. You could be part of this fast-growing profession by becoming a speech-language pathologist who diagnoses and treats individuals of all ages with communication disorders.

Some disorders are developmental, others are acquired. They range from voice, resonance, and phonological disorders to the expressive and receptive disorders of spoken and written language.

At the Institute, you will be prepared in a speech-language pathology program that is accredited by the Council on Academic Accreditation (CAA) by the American Speech-Language-Hearing Association ([ASHA](#)). Our Program is also accredited by the Massachusetts Department of Education in the areas of Teacher of Speech, Language and Hearing Impairments and Teacher of Reading (program completers from the Institute in the year 2002 had a 97% summary pass rate on the Massachusetts Tests for Educator Licensure).

As a student at the Institute, you will learn how to provide state-of-the-art, client-centered services in settings as diverse as acute care hospitals, public and private school systems, rehabilitation facilities, long-term health care facilities, community health clinics, and special education facilities.



Click here to meet one of our students, [Zubeen Dharshi](#), or an alumna, [Sasha Yampolsky](#).

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Graduate Program in

COMMUNICATION SCIENCES & DISORDERS

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Faculty

Expect to be treated as a future colleague by a faculty of nationally-recognized leaders and scholars in speech-language pathology and audiology, including the speech-language pathology department heads of Boston's most respected hospitals. Our faculty members, most of whom are practicing clinicians and active researchers, hold the Certificate of Clinical Competence. You'll be mentored by faculty who are committed to preparing you to the highest ethical and professional standards and who value your life experience. [Click here to read profiles of the faculty in communication sciences and disorders.](#)

Hands-on Experience

A wide variety of clinical placements are designed to assure your individualized hands-on preparation with state-of-the-art procedures. The program's clinical education is comprehensive, offering you experience with both adults and children and more practical experience than any other graduate program in the Boston area. The required 375 hours of direct clinical practice occurs under the guidance of faculty who are certified speech-language pathologists and audiologists.

From our in-house Speech, Language and Literacy Clinic to placements at some of the Institute's 600 clinical sites, you'll be able to develop your skills in both education and health care settings and with patients of all ages and backgrounds. The depth of experience we offer enables you to explore the myriad of specialties in communication disorders and to discover what you like and do best. Your clinical skills will be sharpened at premier health care facilities including Massachusetts General Hospital and Spaulding Rehabilitation Hospital, our two primary clinical affiliates, as well as many well-respected school systems. [Click here for a sample of our clinical affiliations.](#) Many clinical placements have resulted in job offers after graduation.

Coursework

As one of only a few academic programs in the country to integrate written and spoken language, our graduates are known as being broadly-prepared to serve in education or health care settings. Many students pursue dual certification as a speech-language pathologist *and* a teacher of reading opening the full range of potential jobs in health care and education. Regardless of where you concentrate your career or what specialty you choose, your practice is enhanced by a solid knowledge base in both spoken and written language.

The curriculum is designed to teach you the full range of communication disorders, rather than the traditional method of "cafeteria-style" course work where students pick and choose among them. You'll explore, discover and develop your own unique talents in all the disorder areas and also have the opportunity to specialize in areas such as voice, pediatrics, or augmentative communication, just to name a few. [Click here to see the curriculum outline of the Communication Sciences and Disorders Program.](#)

Program Features

As you consider graduate study in communication sciences and disorders, take into account the distinctive features of our program:

- Accredited in speech-language pathology by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association ([ASHA](#)). (10801 Rockville Pike, Rockville, MD 20852; 301-897-5700).
- Dual emphasis with required courses in both medical and educational speech-language pathology.
- Integration of written and spoken language for Dept. of Education certification as teacher of reading and teacher of speech, language and hearing disorders.
- Early Intervention Certification from Massachusetts Department of Public Health.
- Cross-registration at Harvard Graduate School of Education where you can take graduate courses to fulfill elective requirements without paying additional tuition or fees.
- Partnership with the Harvard-MIT Division of Health Sciences Technology doctoral program in speech and hearing sciences.
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- Opportunities for research and scholarship in partnership with faculty including a thesis option for those interested in developing basic research skills or who plan to pursue a doctoral degree.
- Individualized attention in small classes.

Admission Requirements

- Bachelor's degree from an accredited college or university.
- Undergraduate GPA of a minimum of 3.0 on a 4.0 scale. Students with unusual circumstances may submit those in writing to the admissions committee for consideration.
- Official transcripts from all previous academic institutions attended.
- Five prerequisite courses including 1) introduction to communication disorders, 2) phonetic transcription and introduction to acoustic phonetics, 3) anatomy and physiology of speech and hearing mechanisms, 4) speech and language acquisition, and 5) audiology. These prerequisite courses are available at the Institute in [special summer sessions](#). Application to the program is allowed prior to enrollment in these prerequisites. Students who are accepted into the Institute, but have not completed the prerequisites, may take these summer classes to fulfill the requirements immediately prior to matriculation.
- Application with application fee. [Apply Now!](#)
- GRE scores within the last five years.
- Three letters of reference.
- A personal essay, responding to the following: 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.

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Graduate Program in

COMMUNICATION
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[Welcome](#) | Communication Sciences Curriculum

Curriculum Outline - Master of Science

Total Core Required Credits: 62

Total Elective Credits required: 7

(core courses must be taken for letter grade)

Minimum credits required for graduation: 69

[Click here for a complete listing of CSD Course Descriptions.](#)

[Click here for course descriptions of Interdisciplinary courses with the "HP" prefix.](#)

Year 1 - Fall Term

CD 760	Year 1 Spoken & Written Clinical Practicum Seminar	0
CD 761	Clinical Practicum	3
CD 732	Phonological/Articulation Disorders	3
CH 721	Foundations of Cognition	2
CD 745	Diagnostic Methods & Clinical Processes in CD	2
CD 743	Development & Disorders of Spoken & Written Lang.	3

Year 1 - Spring Term

CD 760	Year 1 Spoken & Written Clinical Practicum Seminar	0
CD 762	Clinical Practicum	3
CD 744	Development & Disorders of Spoken & Written Lang. II	3
CD 722	Neuroanat. & Neurophysiol. of Comm. & Swallowing	3
CD 839	Aphasia in Adults: Assessment & Intervention	3
HP 998	Interdisciplinary Seminar - First Year	0
**Electives - As approved by academic advisor		

Year 1 - Summer Term

CD 770	Year 1 Clinical Outplacement Seminar	0
CD 771	Year 1 Clinical Outplacement 1	3
CD 833	Neuromotor Speech Disorders	2
CD 843	Acquired Cognitively Based Communication Disorders	2
CD 721	Physiology, Acoustics & Perception of Speech	3
**Electives - As approved by academic advisor		

Year 2 - Fall Term

CD 870	Year 2 Clinical Outplacement Seminar	0
CD 872	Year 2 Clinical Outplacement 2	3
CD 751	Aural Rehabilitation	3

	or	
CD 752	Hearing Skills Seminar	1
CD 832	Voice Disorders	3
CD 840	Dysphagia in Adults & Children	3
	**Electives - As approved by academic advisor	

Year 2 - Spring Term

CD 870	Year 2 Clinical Outplacement Seminar	0
CD 873	Year 2 Clinical Outplacement 3	3
CD 726	Research Design	2
HP 721	Statistics	2
HP 820	Ethical Issues in Health Care	2
CH 835	Augmentative Communication	2
HP 999	Interdisciplinary Seminar - Second Year	0
	**Electives - As approved by academic advisor	

Year 2 - Summer Term

CD 723	Language, Culture & Cognition	2
CD 841	Fluency Disorders	2
	**Electives - As approved by academic advisor	

***A total of 15 credits of Clinical Practicum must be completed from the following courses:**

CD 761	Year 1 Spoken Clinical Practicum	3
CD 762	Year 1 Written Clinical Practicum	3
CD 771	Year 1 Clinical Outplacement 1	3
	or	
CD 871	Year 2 Clinical Outplacement 1	3
CD 872	Year 2 Clinical Outplacement 2	3
CD 873	Year 2 Clinical Outplacement 3	3

**** A total of 7 credits of electives must be completed from the following courses: Note - these are samples of elective course listings. Not all are offered each year.**

CD 825	Reading and Writing in the Schools	2
CD 836	HP706 - Genetics in Communication Disorders	2
CD 855	Language-Based Disorders in Cognitive Neuropsychology	3
CD 857	Adult Neurodegenerative Disorders	2
CD 858	Special Topics	1-3
	-Trach & Vent in Medical Settings	
	- Autism Spectrum Disorders	
	- Pediatric Feeding	
	- Advanced Neuropathologies	
	- Alaryngeal Speech	
CD 895	Research Proposal in CSD	1
CD 896	Thesis Research I	1
CD 897	Thesis Research II	2
CD 899	Independent Study	1-6

CH 740	Early Intervention, Birth to 3	2
CH 871	Theoretical & Practical Approaches to Counseling	2

Courses with the following prefixes can also be used towards elective requirements with advisor permissions.

HP	Interdisciplinary Courses
CIM	Clinical Investigation Multidisciplinary Courses
NH	Nursing Multidisciplinary Courses
PH	Physical Therapy Multidisciplinary Courses
MH	Medical Imaging Multidisciplinary Courses



Graduate Program in

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[Welcome](#) | [Certificate of Advanced Study in Reading](#)

Certificate of Advanced Study in Reading

The MGH Institute welcomes your interest in our new **Certificate of Advanced Study in Reading**, which provides an intensive course of study in reading, emphasizing the spoken and written language relationship. This new reading certificate is designed not as a degree program, but as an accelerated route to the Reading Specialist Certificate License in Massachusetts.

For the past ten years, the MGH Institute has been a leader in designing innovative solutions to address the literacy crisis in America. This new Certificate of Advanced Study builds on the success of our Master of Science degree program in Speech-Language Pathology, which offers the option of obtaining initial certification both as a speech-language pathologist and a reading specialist through the Massachusetts Department of Education.

Reading Certificate Program Overview

The national literacy crisis has been exacerbated by insufficient teacher preparation, poor access to published research and programs, and inadequate implementation of those programs with proven success. Many graduate programs for educators provide a limited range of courses in reading and language. In response to this need, the reading specialist certificate course of study offers streamlined, comprehensive training focused specifically on spoken and written language development, and how language disorders can impede the development of literacy skills.

The Certificate of Advanced Study in Reading is accredited by the Massachusetts Department of Education and is designed to prepare those who already hold an initial teaching certificate in Massachusetts for the Reading Specialist License. The Reading Specialist License can complement the credentials of any classroom teacher, special educator, speech-language pathologist, administrator or psychologist seeking specialized training in reading.

Reading Specialist certificate graduates are prepared to serve in a

variety of educational and health care settings as mentors in their respective roles. Professionals in this program will be trained to serve as leaders who can expedite the dissemination of the most effective, research-based reading and writing practices in our schools through increased knowledge and consulting skills.

As a Reading Specialist certificate student, you will have multiple opportunities to:

- Evaluate relevant research and exemplary teaching models in the context of "best practices"
- Receive strategic training and mentoring in the most effective state-of-the-art assessment and instructional practices
- Create and strengthen connections between research and practice in the schools









Click here to return to a description of the [Master of Science degree program in Speech-Language Pathology](#).

[Click here for admissions information](#). Be sure to specify "Certificate of Advanced Study in Reading" under Program of Study on the application.



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[Welcome](#) | [Reading Certificate: Program Features](#)

Program Features

Our faculty members are committed to helping students strengthen the link between research and practice through integrating course content with the 150 hours of supervised field-based practicum. Reading Specialist Certificate students have the opportunity to analyze onsite placement experiences with their peers and to observe reading clients who participate in the Speech, Language and Literacy Clinic at the Institute.

Case consultations and discussions provide opportunities to reflect on the connections between theory and practice in assessment as well as intervention techniques for individuals across the lifespan. Students learn how to design strategic instructional practices to speed individual progress toward reading and writing proficiency in a variety of settings.

Specific training in strategic interventions for struggling readers and writers includes, but is not limited to, multisensory structured language techniques. Students who have not already done so will have the opportunity to participate in the renowned Orton-Gillingham training course offered through the MGH Reading Disabilities Unit. This training course is accredited by the International Multisensory Language Education Council.

The faculty places a premium on developing your consultation skills to encourage collaboration among teachers, specialists and administrators to increase literacy levels throughout inclusive classrooms and on a school-wide basis. You will explore and capitalize on your own talents as you collaborate with your peers and faculty mentors to establish "best practices" for teaching reading and writing effectively to all students.

[Click here for admissions information.](#) Be sure to specify "Certificate of Advanced Study in Reading" under "Program of Study" on the application

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Certificate of Advanced Study in Reading Admission Requirements

- Bachelor's degree from an accredited college or university
- Undergraduate GPA of 3.0 on a 4.0 scale. Students with unusual circumstances may submit those in writing to the admissions committee for consideration.
- Official transcripts from all previous academic institutions attended.
- Massachusetts Department of Education Initial Teaching Certificate/License # with area of certification and expiration date.
- Completed Application with application fee.
- Three letters of reference.
- A personal essay, responding to the following: 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 achieve your academic and professional goals. Please include any other information you believe is relevant.

[Click here for additional admissions information.](#) Be sure to specify in the application that you are applying for the Certificate of Advanced Study in Reading under the Graduate Program of Study on the application



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[Welcome](#) | [Reading Certificate Coursework](#)

Certificate of Advanced Study in Reading Coursework

The Certificate of Advanced Study in Reading includes a comprehensive curriculum in language and literacy with five core courses (13 credits) and a practicum (3 credits). A maximum of six non-degree status credits may be earned prior to matriculation into the program.

This curriculum is designed to help professionals reach their educational goals in a timely manner. Therefore, evening classes are available and it is possible, though not necessary, to complete the entire course of study in twelve to eighteen months.

Curriculum - 16 credits

[Click here for a complete listing of CSD Course Descriptions.](#)

CD 822	Language Acquisition	3
CD 823	Development and Disorders of Spoken and Written Language	3
CD 824	Diagnostic Meth & Clinical Processes in Read & Writ Disorders	2
CD 825	Reading and Writing in the Schools	2
CH 741	Orton-Gillingham Multisensory Lang Training	3
	Or	
CD 880	Written Language Clinical Seminar	3
CD 882	Reading Certificate Practicum	3
	TOTAL	16

[Click here for admissions information.](#)

Be sure to specify "Certificate of Advanced Study in Reading" under "Program of Study" on the application



Graduate Program in

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Communication Sciences and Disorders Course Descriptions

[Click here for Interdisciplinary courses with the "HP" prefix.](#)

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

CD414 AUDIOLOGY

Prerequisite: None. 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

Graduate Courses

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

CD726 RESEARCH DESIGN 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. 2 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

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**NEW: Certificate of Advanced
Study in Reading**

[Welcome](#) | Communication Sciences and Disorders Faculty

Communication Sciences and Disorders Faculty

Click on a name for more information.

Name	Title
Denise Ambrosi, MS, CCC-SLP	Clinical Instructor Graduate Program in CSD Manager of Professional Development Spaulding Rehabilitation Hospital
Julie Atwood, MEd, CCC-SLP	Professor (on leave)
Lynne Davis, PhD, CCC-AUD	Clinical Assistant Professor Graduate Program in CSD Clinical Associate in Audiology Massachusetts Eye and Ear Infirmary
Charles Haynes, EdD, CCC-SLP	Associate Professor Graduate Program in CSD
Robert Hillman, PhD, CCC-SLP	Professor Graduate Program in CSD Director of the Voice Laboratory at the Massachusetts Eye and Ear Infirmary
Pamela Hook, PhD	Associate Professor Graduate Program in CSD
Sandra Jones, PhD	Associate Professor Graduate Program in Communication Sciences and Disorders
Kevin Kearns, PhD, CCC-SLP	Professor and Director Graduate Program in CSD
Gregory Lof, PhD, CCC-SLP	Associate Professor and Associate Director Graduate Program in CSD
Jennifer Mackey, MA, CCC-SLP	Clinical Instructor Graduate Program in CSD
Lisa Manzelli, MS, CCC-SLP	Clinical Instructor Graduate Program in Communication Sciences and Disorders

<u>Lesley Maxwell, MS, CCC-SLP</u>	Coordinator of Clinical Education Director of the Speech, Language and Literacy Clinic Graduate Program in CSD
<u>Marjorie Nicholas, PhD, CCC-SLP</u>	Assistant Professor Graduate Program in CSD
<u>Isabel Phillips, EdD</u>	Clinical Associate Professor Graduate Program in Communication Sciences and Disorders
<u>Mary Riotte, MS, CCC-SLP</u>	Clinical Instructor Graduate Program in Communication Sciences and Disorders
<u>Howard Shane, PhD, CCC-SLP</u>	Professor Graduate Program in CSD Director Communication Disorders, Children's Hospital, Boston
<u>Sharyn Tucceri, MS, CCC-SLP</u>	Clinical Instructor Graduate Program in CSD
<u>Carmen Vega-Barachowitz, MS, CCC-SLP</u>	Clinical Instructor Graduate Program in CSD
<u>Ann Waters, MS, CCC-SLP</u>	Clinical Instructor Graduate Program in CSD
<u>Sharon Weiss-Kapp, MEd, CCC-SLP</u>	Clinical Assistant Professor Graduate Program in CSD



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Medical Imaging Program Overview

Medical Imaging is one of the fastest growing fields in health care. The US Department of Labor predicts the job market for radiologic technologists and specialists in the field will increase by 35% by the end of the decade. The Post-Baccalaureate Certificate offered by the Institute provides an alternative route to licensure as a radiologic technologist and is especially well-suited for career changers. The instructional format is competency-based and uses an alternating structure of online didactic instruction, laboratory and [hands-on clinical experiences](#).

Upon admission you will join a cohort of students and progress through the program over a 17-month time frame. This fast-track program is intended to help you reach your educational goals in a timely manner while fulfilling the requirements to sit for the certification/licensure examination in radiography. Successful completion of the program and the certification/licensure examination enables you to begin your career in the exciting field of Medical Imaging.

[Click here for admissions information.](#)



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Program Features

The Post-Baccalaureate Certificate in Medical Imaging offers individuals who have a baccalaureate degree entry into radiologic technology and the expanding field of Medical Imaging. This fast-track program with its structure of distance learning, laboratory and clinical instruction provides you a flexible option to advance your career, and is especially well suited to the needs of career changers. Students enter as a cohort and advance through taking each course in the program sequence over a 17-month time frame.

Other notable features of the Post-Baccalaureate Certificate in Medical Imaging:

- The first of its kind in this country
- Affiliation with world-renowned hospitals in the Partners HealthCare System including the Massachusetts General Hospital and Brigham and Women's Hospital
- Highly qualified faculty who are also practitioners in the field of Medical Imaging
- An innovative distance learning platform that promotes dynamic interchange among students and faculty
- Small class size of 10-15 students per cohort
- Access to web-based library and database resources for timely and reliable information



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Hands-on Experience

In this competency-based [curriculum](#) you will gain experience with laboratory courses, demonstration and practice. You will expand your knowledge and competencies with direct clinical experience in a hospital setting. Each clinical rotation builds on the previous one so that you may achieve the required competency levels in each functional area required for licensure as a radiologic technologist.

Upon completion of the program you will be prepared to sit for the certification/licensing examination. Passage of the examination marks your entry into this fast-developing field. Your clinical experiences will prepare you for a smooth transition into your role as a radiologic technologist.



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Occupational Outlook for Radiologic Technologists*

Faster-than-average growth will arise from an increase in the number of middle-aged and older persons who are the primary users of diagnostic procedures. Although hospitals will remain the primary employer of radiologic technologists, a greater number of new jobs will be found in offices and clinics of physicians, including diagnostic imaging centers. Radiologic technologists with cross training in nuclear medicine technology or other modalities will have the best prospects.

Nature of the Work

Radiologic technologists take x rays and administer non-radioactive materials into patients' blood streams for diagnostic purposes. Some specialize in diagnostic imaging technologies such as computed tomography (CT) and magnetic resonance imaging (MRI).

Radiologic technologists, also referred to as radiographers, produce x-ray films (radiographs) of parts of the human body for use in diagnosing medical problems. They prepare patients for radiologic examinations by explaining the procedure, removing articles such as jewelry, through which x rays cannot pass, and positioning patients so that the parts of the body can be appropriately radiographed. To prevent unnecessary radiation exposure, they surround the exposed area with radiation protection devices, such as lead shields, or limit the size of the x-ray beam. Radiographers position radiographic equipment at the correct angle and height over the appropriate area of a patient's body. Using instruments similar to a measuring tape, they may measure the thickness of the section to be radiographed and set controls on the x-ray machine to produce radiographs of the appropriate density, detail, and contrast.

Experienced radiographers may perform more complex imaging procedures. For fluoroscopies, radiographers prepare a solution of contrast medium for the patient to drink, allowing the radiologist, a physician who interprets radiographs, to see soft tissues in the

body. For other imaging procedures, radiographers may prepare and administer contrast agents intravenously. In many hospitals, experienced radiographers often are given opportunities to cross-train on the job in other advanced imaging modalities such as CT and MRI.

Radiologic technologists must follow physicians' orders precisely and conform to regulations concerning use of radiation to protect themselves, their patients, and coworkers from unnecessary exposure.

In addition to preparing patients and operating equipment, radiologic technologists keep patient records and adjust and maintain equipment. They also may prepare work schedules, evaluate equipment purchases, or manage a radiology department.

Working Conditions

Most full-time radiologic technologists work about 40 hours a week; they may have evening, weekend, or on-call hours. Opportunities for part-time and shift work are also available.

Because technologists are on their feet for long periods and may lift or turn disabled patients, physical stamina is important. Technologists work at diagnostic machines but may also do some procedures at patients' bedsides. Some travel to patients in large vans equipped with sophisticated diagnostic equipment.

Although potential radiation hazards exist in this occupation, they are minimized by the use of lead aprons, gloves, and other shielding devices, as well as by instruments monitoring radiation exposure. Technologists wear badges measuring radiation levels in the radiation area, and detailed records are kept on their cumulative lifetime dose.

Employment

Radiologic technologists held about 167,000 jobs in 2000. About 1 in 5 worked part-time. More than half of all jobs are in hospitals. Most of the rest are in physicians' offices and clinics, including diagnostic imaging centers.

Training, Other Qualifications, and Advancement

Preparation for this profession is offered in hospitals, colleges and universities, vocational-technical institutes, and the U.S. Armed Forces. Hospitals, which employ most radiologic technologists and technicians, prefer to hire those with formal training.

Formal training programs in radiography range in length from 1 to 4 years and lead to a certificate, associate's degree, bachelor's degree or a post-baccalaureate certificate. Two-year associate's

degree programs are most prevalent.

Some 1-year certificate programs are available for experienced radiographers or individuals from other health occupations, such as medical technologists and registered nurses, who want to change fields or specialize in computerized tomography or magnetic resonance imaging. A bachelor's or master's degree in one of the radiologic technologies is desirable for supervisory, administrative, or teaching positions.

The Joint Review Committee on Education in Radiologic Technology accredits most formal training programs for this field. They accredited 584 radiography programs in 2000. Radiography programs require, at a minimum, a high school diploma or the equivalent. High school courses in mathematics, physics, chemistry, and biology are helpful. The programs provide both classroom and clinical instruction in anatomy and physiology, patient care procedures, radiation physics, radiation protection, principles of imaging, medical terminology, positioning of patients, medical ethics, radiobiology, and pathology.

In 1981, Congress passed the Consumer-Patient Radiation Health and Safety Act, which aims to protect the public from the hazards of unnecessary exposure to medical and dental radiation by ensuring operators of radiologic equipment are properly trained. Under the act, the Federal Government sets voluntary standards that the States, in turn, may use for accrediting training programs and certifying individuals who engage in medical or dental radiography.

In 1999, 35 States and Puerto Rico licensed radiologic technologists. Voluntary registration is offered by the American Registry of Radiologic Technologists (ARRT) in radiography. To be eligible for registration, technologists generally must graduate from an accredited program and pass an examination. Many employers prefer to hire registered radiographers. To be re-certified, radiographers must complete 24 hours of continuing education every other year.

Radiologic technologists should be sensitive to patients' physical and psychological needs. They must pay attention to detail, follow instructions, and work as part of a team. In addition, operating complicated equipment requires mechanical ability and manual dexterity. With experience and additional training, staff technologists may become specialists, performing CT scanning, angiography, and magnetic resonance imaging. Experienced technologists may also be promoted to supervisor, chief radiologic technologist, and ultimately department administrator or director. Depending on the institution, courses or a master's degree in business or health administration may be necessary for the director's position. Some technologists progress by becoming instructors or directors in radiologic technology programs; others

take jobs as sales representatives or instructors with equipment manufacturers.

Job Outlook

Employment of radiologic technologists is expected to grow faster than the average for all occupations through 2010, as the population grows and ages, increasing the demand for diagnostic imaging. Opportunities are expected to be favorable. Some employers report shortages of radiologic technologists. Imbalances between the supply of qualified workers and demand should spur efforts to attract and retain qualified radiologic technologists. For example, employers may provide more flexible training programs, or improve compensation and working conditions.

Although physicians are enthusiastic about the clinical benefits of new technologies, the extent to which they are adopted depends largely on cost and reimbursement considerations. For example, digital imaging technology can improve quality and efficiency, but remains expensive. Some promising new technologies may not come into widespread use because they are too expensive and third-party payers may not be willing to pay for their use.

Radiologic technologists who are educated and credentialed in more than one type of diagnostic imaging technology, such as radiography and sonography or nuclear medicine, will have better employment opportunities as employers look for new ways to control costs. In hospitals, multi-skilled employees will be the most sought after, as hospitals respond to cost pressures by continuing to merge departments.

Hospitals will remain the principal employer of radiologic technologists. However, a greater number of new jobs will be found in offices and clinics of physicians, including diagnostic imaging centers. Health facilities such as these are expected to grow very rapidly through 2010 due to the strong shift toward outpatient care, encouraged by third-party payers and made possible by technological advances that permit more procedures to be performed outside the hospital. Some job openings will also arise from the need to replace technologists who leave the occupation.

Earnings

National: Median annual earnings of full-time salaried radiologic technologists were \$52,000 in 2000. Median full-time hourly wages for radiologic technologists were \$20/hr in 2000.

New England: Median annual earnings of full-time salaried radiologic technologists in New England were \$60,000 in 2000. Median full-time hourly wages for radiologic technologists in New

England were \$23/hr in 2000.

Boston: Median annual earnings of full-time salaried radiologic technologists in Boston were \$61,293 in 2000. Median full-time hourly wages for radiologic technologists in Boston were \$26.50/hr in 2000.

Sources of Additional Information

Links to external internet sites are provided for your convenience and do not constitute an endorsement.

For career information, send a stamped, self-addressed business size envelope with your request to:

[American Society of Radiologic Technologists](#)

15000 Central Ave. SE
Albuquerque, NM 87123-3917

For information on certification, contact:

[American Registry of Radiologic Technologists](#)

1255 Northland Dr.
St. Paul, MN 55120-1155.

***References:** General occupational outlook information is adapted from: Bureau of Labor Statistics, U.S. Department of Labor, [Occupational Outlook Handbook, 2002-03 Edition, Radiologic Technologists and Technicians](#), on the Internet (visited 2/21/2004).

Earnings information based on data from: American Society of Radiologic Technologists, Radiologic Technologist Wage and Salary Survey 2001, Reported May 2001.



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Medical Imaging Mission

The Medical Imaging program will educate individuals who, through the integration of personal and professional values and theoretical, clinical and academic knowledge, will be able to demonstrate entry level clinical skills, which are essential to the professional practice of Radiologic Technology.

It will provide an attractive option for persons having an advanced degree and/or a previous health care career (and foreign-educated technologists) to build on their prior learning in an accelerated program. The curricular structure is ideally suited to the needs of career changers.

Goals

The program will prepare students for entering the profession by offering a curriculum, which enables them to demonstrate competencies required in the discipline. The program will offer a curriculum which:

- Is developed based on the accepted professional curriculum published by the American Society of Radiologic Technologists.
- Is rich in the development of critical thinking, communication and problem solving skills.
- Promotes life-long learning and has core values which will prepare graduate students to participate in professional activities and to utilize insights gained in programmatic courses to promote continued professional and personal growth.
- Has modular components, enabling student completion through distance learning.

The program will provide the health care community with graduates possessing the knowledge, critical thinking and problem solving skills needed to:

- Produce images with diagnostic quality by applying their

knowledge of anatomy, physiology, imaging techniques and positioning procedures to accurately demonstrate human anatomy on a radiograph and other imaging receptors.

- Provide patient care, comfort and education by anticipating and recognizing emergency patient conditions in order to initiate life-saving first aid/basic support.
- Maintain a safe working environment by recognizing safe limits of operating radiographic equipment, using knowledge of radiation protection of self and others, and demonstrating knowledge and use in infection control and universal precautions policies/standards within the clinical environment.
- Communicate effectively in the health care environment
- Exercise independent judgment and discretion in the technical performance of examinations and procedures.
- Exhibit professional and ethical behaviors, which are recognized by the standards, contained in the professional code of ethics and scope of practice.
- Evaluate radiographic images for appropriate image quality, positioning and anatomical inclusion

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Medical Imaging Curriculum

The curriculum for the Post-Baccalaureate Certificate in Medical Imaging to become a radiologic technologist extends over 17 months, with alternating online coursework, laboratory and clinical courses. The curriculum is competency-based requiring students to achieve mastery at appropriate levels in order to move from one level to the next.

[Click here for a complete listing of Medical Imaging Course Descriptions.](#)

[Click here for course descriptions of Interdisciplinary courses with the "HP" prefix.](#)

[Click here for the Institute's official academic calendars.](#)

Total Credits	46
Total Lab Hours	305
Total Clinical Hours	1260
Total Time for completion	17 months

Semester 1 - 10 weeks

MH 720 DL	Medicolegal Issues in Health Care	1
MI 610 DL	Fundamentals of Radiologic Science & Health Care	1
MI 720 DL	Radiographic Procedures I	2
MI 730 DL	Medical Imaging & Processing I	2
MI 750 DL	Patient Care in the Radiologic Sciences	1
		7

Semester 1 Laboratory/Clinical 1 - 5 weeks

MI 751	Medical Imaging Patient Care & Procedures Lab (5 days/wk for 8 hrs/day for 2.5 weeks)	4
MI 760	Medical Imaging Clinical Practice 1 5 days/wk for 8 hrs/day for 3 weeks	2
		6

Semester 2 - 10 weeks

MH 730 DL	Radiation Biology	2
MI 723 DL	Imaging Equipment	2
MI 721 DL	Radiographic Procedures II	2
MI 731 DL	Medical Imaging & Processing II	2
MI 740 DL	Radiation Production & Protection	3
		11

	Semester 2 - Laboratory - 5 weeks	
MI 752	Medical Imaging & Procedures Lab (5 Days/Wk for 6 Hrs/Day for 4.5 Wks)	4
		4
	Semester 3 - Laboratory/Clinical - 8.5 weeks	
MI 761	Medical Imaging Clinical Practice II (5 Days/Wk for 8 Hrs/Day for 8.5 Wks)	3
		3
	Semester 3 - 8 weeks	
MH 731 DL	Radiographic Pathology	2
MI 772 DL	Sectional Anatomy	2
MI 770 DL	Image Analysis & Critical Thinking (Capstone Course)	1
MI 771 DL	Advanced Patient Care & Pharmacology in the Radiologic Sciences	2
HP 820 DL	Ethical Issues in Health Care	2
		9
	Semester 4/5 - 22 weeks	
MI 753	Radiography Seminar Laboratory (4 Hours per week)	1
MI 762	Medical Imaging Clinical Practice III (4 Days/Wk for 9 Hrs/Day for 22 Wks) Clinical Review (8 hours)	5
		6
	TOTAL	46



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MH 720 DL MEDICOLEGAL ISSUES IN HEALTH CARE

This course presents students with the knowledge of legal terminology, concepts, and principles needed in a modern health care facility. Topics include misconduct, malpractice, patient confidentiality, legal and professional standards, and the ASRT scope of practice. Emphasis will be placed on the importance of proper documentation and informed consent. 1 Credit.

MI 610 DL FUNDAMENTALS OF RADIOLOGIC SCIENCE & HEALTH CARE

This course delivers an introduction to radiography and an overview of the practitioner's role in the health care delivery system. The Health Care Organization's principles, practices, and policies as well as the radiographer's professional responsibilities will be examined and discussed. Students gain a solid understanding of patients, families, and professional peers through comparison of diverse populations based on their value system, cultural and ethnic influences, communication, socioeconomic influences, health risks, and life stages, to help students provide better patient care. 1 Credit.

MI 720 DL RADIOGRAPHIC PROCEDURES

This is the first of two courses giving students the knowledge necessary to perform standard radiographic procedures, along with the application to special studies. Instruction includes a review of the topographical anatomy needed for optimal diagnostic image production, with emphasis on basic positioning terminology of the upper and lower extremities. Laboratory experiences complement the didactic portion. 2 Credits.

MI 730 DL MEDICAL IMAGING & PROCESSING I

This is the first of two courses covering the factors that govern and influence the production and recording of radiographic images. Topics include an introduction to basic radiographic equipment and radiographic quality factors, with emphasis on film and electronic imaging with related accessories. Class demonstrations/labs are used to demonstrate application of theory. 2 Credits.

MI 750 DL PATIENT CARE IN THE RADIOLOGIC SCIENCES

This course covers the basics in patient care, with consideration for the physical and emotional needs of patient and family. Students learn routine and emergency care procedures as well as standard precautions for infection control. Course material includes factors that influence relationships with patients and professional peers, and the role of the radiographer in patient education. Laboratory experiences complement the didactic portion. 1 Credit.

MI 751 MEDICAL IMAGING PATIENT CARE & PROCEDURES LAB

This supervised lab provides a stress-free environment for students to practice and perform patient care and radiographic procedures. Students practice and simulate patient care procedures, including taking vital signs, communication procedures, and body mechanics. Students prepare for clinical participation and competency by following the prescribed method, practicing, and simulating the proper positions used to image the human body. 4 Credits.

MI 760 MEDICAL IMAGING CLINICAL PRACTICE I

Clinical practice provides invaluable hands-on patient care and assessment, competent performance of imaging procedures, and quality management. Clinical I students will participate in observing and assisting with routine radiographic procedures, working toward independence through structured sequential, competency-based assignments. Team practice, patient-centered clinical practice, and professional development will be performed and evaluated. Procedures that have been successfully simulated will be performed by students under the direct supervision of a qualified practitioner, with the ultimate goal of completing and passing the designated competencies. 2 Credits.

MH 730 DL RADIATION BIOLOGY

This course provides an overview of the principles of the interaction of radiation with living systems, including effects on molecules, cells, tissues, and the body as a whole. Students learn the factors affecting biological response, including acute and chronic effects of radiation. 2 Credits.

MI 723 DL IMAGING EQUIPMENT

This course builds student knowledge in radiographic, fluoroscopic, mobile, and tomographic equipment requirements and design. Content includes basic x-ray circuitry, x-ray and fluoroscopic tube construction, and the electronics incorporated into radiographic imaging equipment. Computer applications in the radiologic sciences related to image capture, display, storage, and distribution are covered as well as quality control and its role in equipment maintenance. 2 Credits.

MI 721 DL RADIOGRAPHIC PROCEDURES II

This course builds on the knowledge gained from MI 720 DL in

performing standard radiographic procedures. Instruction includes a review of topographical anatomy, with emphasis on skull and facial bones, special views of the skull, paranasal sinuses, upper and lower gastrointestinal systems, and minor special procedures. Laboratory experiences complement the didactic portion. 2 Credits

MI 731 DL MEDICAL IMAGING AND PROCESSING II

This course builds upon the knowledge and skills gained from MI 730 DL. Students gain a more detailed understanding of the radiographic quality factors of density, contrast, recorded detail, and distortion. Film and electronic imaging with related accessories, processing, and digital imaging also are presented in detail. 2 Credits.

MI 740 DL RADIATION PRODUCTION AND PROTECTION

This course provides basic knowledge of atomic structure, terminology, and the principles of radiation protection. Instruction includes the nature and characteristics of radiation, x-ray production, and photon interactions with matter. Students learn the responsibilities of the radiographer for patients, personnel, and the public, including radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies, and health care organizations. 3 Credits

MI 752 MEDICAL IMAGING & PROCEDURES LAB

This supervised lab enables students to practice performing radiographic and technical imaging procedures, and to explore radiographic quality. Students learn by practice and simulation, leading to a competency evaluation that prepares them for a clinical setting. Students also perform various technical procedures demonstrating the effects of radiographic quality on images. 4 Credits.

MI 761 MEDICAL IMAGING CLINICAL PRACTICE II

This course builds upon the skills gained from MI 760. Goals are competency for designated procedures and a medium level of independence. The level of competency and independence increases as the student performs fewer procedures under direct supervision, and a larger number of procedures under indirect supervision of a qualified practitioner - with the expectation of continued competency on previously completed procedures. 3 Credits.

MH 731 DL RADIOGRAPHIC PATHOLOGY

This course gives students an understanding of disease causation theories and the pathophysiologic disorders that affect healthy systems. Etiology, pathophysiologic responses, clinical manifestations, radiographic appearance, and management of alterations in body systems will be presented and discussed. 2 Credits.

MI 772 DL SECTIONAL ANATOMY

This course develops the clinical skill of detecting anatomy on sectional images. Students view human anatomy in multi-dimensional sections to gain an understanding of the structural organization of the human body, and to recognize anatomy on varied images. The course is designed to enhance student preparedness for career ladder positions. 2 Credits.

MI 770 DL IMAGE ANALYSIS AND CRITICAL THINKING

Students learn to analyze radiographic images, and gain an understanding of the importance of minimum imaging standards. The class includes discussions of problem-solving techniques for image evaluation as well as factors that can affect image quality. Actual images will be included for analysis. (Capstone course.) 1 Credit.

MI 771 DL ADVANCED PATIENT CARE & PHARMACOLOGY IN RADIOLOGIC SCIENCES

The course provides the more advanced concepts of patient care, including consideration for the physical and psychological needs of the patient and family. It is a foundational offering for the medical imaging certificate program as required by the program guidelines established by the ASRT. 2 Credits.

HP 820 ETHICS IN HEALTH CARE

This course combines basic ethical theory with a problem-solving approach to the ethical issues that commonly confront health professionals. 2 Credits.

MI 753 RADIOGRAPHY SEMINAR LABORATORY

This supervised lab gives students a demonstration and practice of radiographic and technical imaging procedures including venipuncture, ECG/EKG, and radiographic trauma as well as quality assurance procedures for testing equipment. Students use the prescribed practice and simulation, leading to a competency evaluation that prepares them for a clinical setting. Students also will be tested on cumulative knowledge and abilities in radiography. 1 Credit.

MI 762 MEDICAL IMAGING CLINICAL PRACTICE III

This course continues to build upon the skills gained in the first two clinical components, with goals of complete competency and independence. The level of competency and independence continues to increase as the student performs a larger number of more complex procedures under indirect supervision, and fewer procedures under direct supervision of a qualified practitioner - with the expectation of continued competency on procedures completed previously. 5 Credits.

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Graduate Program in

CLINICAL INVESTIGATION

- Clinical Investigation [?](#)
- Comm Sciences & Disorders [?](#)
- Medical Imaging [?](#)
- Nursing [?](#)
- Physical Therapy [?](#)
- Interdisciplinary Curriculum [?](#)
- Distance Learning [?](#)
- Continuing Education [?](#)

[Welcome](#) | [Interdisciplinary](#)

Interdisciplinary Course Descriptions

HP 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. 3 Undergrad Credits.

HP 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 Credit.

HP 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 Credit.

HP 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 Undergrad Credits.

HP 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 Undergrad Credits.

HP 621 PATHOPHYSIOLOGY

Prerequisites: Anatomy, Physiology. This course focuses on

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 704 INTERDISC. APPROACHES TO PAIN MGMT - MOD 1

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. 2 Credits.

HP 705 INTERDISC. APPROACHES TO PAIN MGMT - MOD 2

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. 1 Credit.

HP 706 GENETICS FOR HEALTH CARE PROFESSIONALS: PRINCIPLES

Prerequisites: Matriculated student, health professional, or consent of the instructor. This course focuses on patterns of genetic inheritance, genetic structure and function, population genetics and genetic risk assessment and counseling. Lectures, tutorials, and workshops will involve case analysis that will demonstrate the practical application of these principles to clinical practice. 1 Credit.

HP 707 GENETICS FOR HEALTH CARE PROFESSIONALS: TESTING

Prerequisites: HP 706 or consent of the instructor. This course focuses on molecular genetic techniques, indications for testing, interpretation of data, and communication of test results. Lectures, laboratory demonstrations, workshops, and tutorials will use case studies to provide insight into testing methods and their use for diagnosis in clinical situations. 1 Credit.

HP 708 GENETICS FOR HEALTH CARE PROFESSIONALS: RESEARCH

Prerequisites: HP 707 or consent of the instructor. This course focuses on genetic research including study design, the informed consent process, regulatory issues, and the reporting of research

results. Lectures, workshops, and tutorials will allow participants to understand the practical and ethical issues involved in designing, initiating, and recruiting patients for genetic research. 1 Credit.

HP 709 LITERATURE & THE ARTS AS PATHWAYS TO UNDERSTANDING ILLNESS

Prerequisites: none. This interdisciplinary course uses literature and the arts to foster an appreciation of living with illness and disability. It includes selections from fiction, biography, personal narrative/memoir, poetry, drama, film, art, and dance as well as clinical studies. Students will explore cultural, personal, social, psychological, ethical, and spiritual issues raised by the material. 2 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 712 FOUNDATIONS OF TEACHING AND LEARNING

Prerequisite: None. This course will introduce the learner to basic theories of adult teaching and learning. Historical antecedents to current methodologies will be discussed. A focus on teaching/learning in the context of higher education will be explored. A diversity of learning theories will be studied with an emphasis on how these affect one's decisions in selecting teaching strategies. Includes critical analysis of selected theories and their application to a variety of educational environments. 3 Credits.

HP 713 COURSE DESIGN AND MEAS OF LEARN OUTCOMES

Prerequisite: HP 712. Exploration of the components of the course development process and assessment methodologies well as the rationale for measuring learning in the cognitive, psychomotor, and affective domains. Provides an introduction to both theory and methods of evaluation. Assessment of process outcome in classroom and clinical settings at the level of the learner, course and program are emphasized. Legal and ethical issues in course design and evaluation considered. 3 Credits

HP 714 TEACHING PRACTICUM

Prerequisite: HP 712/713. This course is a teaching practicum during which time learners will be paired with a teacher-mentor. The learner will apply principles of teaching, learning, and assessment, as applicable to the unique learning environment selected. Reflections will be shared with online classmates. 3 Credits.

HP 715 DESIGN, IMPL, & EVAL PROG LEARNING ENVIRON

Prerequisite: HP 712/713. Can be taken with HP 714. Emphasis on the development of a curriculum relevant to the setting for which the learner is preparing (i.e. academic program, staff development, patient education). Focus is on the integration of classroom and clinical teaching/learning roles of the health care educator. 3 Credits.

HP 716 TEACH & LEARN SYNTHESIS FOR HLTH CARE PROFESSIONALS

Prerequisite: HP 712/713/714/715. A synthesis of teaching and learning theory and experiences to develop an in-depth understanding of various health educator roles. The impact of legal, ethical, political, cultural, social, organizational, professional, and economic factors is explored. With guidance and feedback from a teacher-mentor, the learner will develop a clinical, academic, patient or community education , or professional development program. 3 Credits.

HP 720 DESIGNING CLINICAL RESEARCH

Prerequites: None. 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 and inferential statistics. 3 credits

HP 724 DEV. INTERDISC. APPROAC TO HLTH MGMT OF OLDER

This course will focus on health management for older adults by addressing policy, economic, organizational structure, and clinical issues. It will focus on effective outcomes, understanding the range of professional roles, and provide knowledge and skills necessary for interdisciplinary professional practice. 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 AND GRIEF

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 831 ORGANIZATIONAL PERSPECTIVES:THEORY AND ACTION

Prerequisites: None. This course focuses on 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.

HP 998/999 INTERDISCIPLINARY SEMINARS

These seminars are required of all 1st and 2nd year Entry-Level students in the Spring term of Years 1 and 2. 0 Credit.



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Faculty

In your coursework, expect to be treated as a future colleague by a faculty dedicated to educating the next generation of radiologic technologists and leaders in the field. Faculty for the Post-Baccalaureate Certificate in Medical Imaging are active practitioners who have made a commitment to teaching and learning. Faculty who are committed to the highest ethical and professional standards and who value your life experience before entering the field of medical imaging will mentor you.

Click on a name for more information.

Name	Title
Kimberly Metcalf, EdD, MBA, AART	Assistant Professor Graduate Program in Medical Imaging
Richard Terrass, MEd, RT(R)	Clinical Assistant Professor and Director Graduate Program in Medical Imaging



Graduate Program in NURSING

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If you're looking to apply your leadership ability in a caring profession, advanced practice nursing could be for you.

Advanced practice nurses are leaders in health care, engaging all kinds of individuals, families, groups and communities in the mutual pursuit of healing and wholeness. Nurse practitioners and clinical nurse specialists are prepared for distinctive and increasingly important leadership roles in a health care system that requires their independent decision-making ability and values their patient-centered approach. The development of scientific knowledge and clinical skills, combined with the humanistic caring of nursing, form the core of advanced preparation at the graduate level.

Hands-on experience

The Institute's Graduate Program in Nursing prepares a cadre of top-flight students with hands-on clinical preparation from the very start. You'll have the chance to experience a wide variety of nursing placements, from the premier large academic medical centers like MGH and Spaulding Rehabilitation Hospital, to smaller community-based clinics and private practices throughout Boston and New England. [Read more about our clinical affiliations here.](#) Clinical practica often result in job offers after graduation.

Faculty

In the classroom, expect to be treated as a future colleague by a faculty committed to molding the next generation of nursing leaders. Known as the top tier of nursing faculty, most are active researchers and clinicians assuring you'll be taught the most current and best practices in nursing. The Institute has attracted a high proportion of PhD-prepared nurse practitioners, forerunners in nursing education and the nurse practitioner movement, and leaders in professional nursing organizations. You'll be mentored by faculty who are committed to the highest ethical and professional standards and who value your life experience and

your contributions to nursing. [Read profiles of the nursing faculty here.](#)

Program Features

As you consider graduate nursing education, take into account the special features of our program:

- Affiliation with world-renowned hospitals, such as Massachusetts General Hospital and Brigham and Women's Hospital, and a network of over 600 other clinical sites that provide access to expert clinicians in precepted experiences in the broadest range of health care.
- A faculty with strong academic preparation and up-to-date clinical expertise.
- The diversity of backgrounds and life experience among students that enhances collaboration and team-building skills.
- Opportunity for research and scholarship in partnership with faculty.
- Interdisciplinary and team-oriented opportunities to better equip you to deliver optimal health care.
- The widest variety of specialties that enables you to tailor the program to your specific interests and skills. [View a list of specialties and sub-specialties.](#)

Click below to read about your area of interest:

- [Entry-level program for those with bachelor's degree in another field](#)
- [RN Program for Registered Nurses with bachelor's degree in any field](#)
- [Post-MSN Certificate of Advanced Study](#)
- [Graduate Admission Pathway for Associate Degree and Diploma RNs.](#)

Meet three of our alumni, [Joseph Oseghale](#), [Krista Chavez Peltz](#), and [Elizabeth Hart '96](#).

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[Admission Requirements for all Nursing Programs](#)

[Admissions requirements for Entry-Level Nursing](#)

[Click here for the curriculum outline for the Entry-Level Nursing Program.](#)

- Bachelor's degree from an accredited college or university in field other than nursing.
- Official transcripts from all previous academic institutions attended.
- Completed application with application fee.
[Apply Now!](#) Specify preferred nurse practitioner specialty. [Specialties are listed on the Entry-Level Nursing Curriculum page.](#)
- GRE scores within the last 5 years.
- Prerequisite courses in anatomy, nutrition, physiology, chemistry and microbiology which are available during our "[Science Summer](#)" session at the Institute prior to first semester.
- An undergraduate course in statistics.
- Three letters of reference.
- A personal essay, responding to the following: 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.

[Click here for more comprehensive admissions information.](#)

[RN Program](#)

[Click here for the curriculum outline of the RN Program.](#)

Admission Requirements for Registered Nurses

- Bachelor's degree in nursing or another discipline **OR** Associate's degree or diploma with additional general education. [Click here for RN to MSN information](#)
- Official transcripts from all previous academic institutions attended.
- Current Massachusetts RN licensure.
- An undergraduate or graduate statistics course.
- Completed application with application fee. [Apply Now!](#) Specify preferred nurse practitioner specialty track. [Specialties are listed on the RN Curriculum page.](#)
- GRE scores within the last five years.
- Three letters of reference.
- A personal essay, responding to the following: 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.

Please refer to the admissions application for more complete instructions and priority deadlines.

[Click here for more comprehensive admissions information.](#)

Post-MS Certificate of Advanced Study

The Certificate of Advanced Study after earning the master's degree in nursing prepares you to become adult, pediatric or acute care nurse practitioner, a psychiatric/mental health clinical specialist or psychiatric nurse practitioner. Begin any term you choose and complete the course of study in three, four, or five semesters. Most classes are offered in the evening. Please refer to the admissions application for more complete instructions and deadlines.

Post-MS Certificate of Advanced Study Admissions Requirements

- Master of Science in Nursing degree from an accredited institution.
- Completed application and application fee. [Apply Now!](#) Specify preferred nurse practitioner specialty track. Specialties are listed on the Post MS and Post NP curriculum pages.
- Official transcripts from all previous academic institutions attended.
- Three letters of reference.

- Personal essay, responding to the following: 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.

[Click here for more comprehensive admissions information.](#)

Post-Master's Student Course of Study

[Post MSN Acute Care](#)

[Post MSN Adult](#)

[Post MSN Pediatrics](#)

[Post MSN Psychiatric Mental Health](#)

[Post NP Acute Care](#)

[Post NP Psychiatric Mental Health](#)

[Post MSN Dual Adult/Psychiatric](#)



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Entry Level Program in Nursing

Designed for students with a bachelor's degree in a field other than nursing, the Institute's innovative entry-level program has been a model for others. The three-year program leads to the Master of Science in Nursing degree with graduates qualified to sit for various certification exams as nurse practitioners. Following the fall semester of the second year and the completion of the generalist portion of the curriculum, students take the exam to become licensed as registered nurses. All entry-level students achieve RN licensure prior to entering the final year of the program; many students begin working as nurses from that point on.

Curriculum Outlines

[Click here for a complete listing of Nursing course descriptions.](#)

[Click here for course descriptions of Interdisciplinary courses with the "HP" prefix.](#)

Prerequisites can be completed during the "Science Summer Session" at the Institute in the summer prior to entry or via undergraduate coursework taken elsewhere. Prerequisite courses include:

Chemistry (including organic)

Microbiology

Human Nutrition

Human Anatomy

Human Physiology

Statistics (undergraduate) -

Note: Statistics is not offered during Science Summer

The total number of credits required for the master's degree is listed below by specialty:

Nurse Practitioner Specialty

Acute Care	91 cr
Family	96 cr
General Adult	91 cr
Pediatrics	91 cr
Women's Health	89 cr

Psychiatric/Mental Health	91 cr
<u>Dual Nurse Practitioner Specialty</u>	
Adult-Gerontology	94 cr
Adult-Psychiatric/Mental Health	101 cr
Adult-Women's Health	92 cr
Pediatric-Psychiatric/Mental Health	102 cr
<u>Clinical Nurse Specialist</u>	
Psychiatric/Mental Health (adult/elder)	91 cr
Psychiatric/Mental Health (child/adolescent)	91 cr

Entry Level Nursing - Curriculum Plans

[Nurse Practitioner Specialty - Acute Care](#)

[Nurse Practitioner Specialty - Family](#)

[Nurse Practitioner Specialty - General Adult](#)

[Nurse Practitioner Specialty - Pediatrics](#)

[Nurse Practitioner Specialty - Women's Health](#)

[Nurse Practitioner Specialty - Psychiatric/Mental Health](#)

[Dual Nurse Pract. Specialty - Adult-Gerontology](#)

[Dual Nurse Pract. Specialty - Adult-Psych/Mental Health](#)

[Dual Nurse Practitioner Specialty - Adult-Women's Health](#)

[Dual Nurse Practitioner Specialty - Pediatric-Psych/Mental Health](#)

[Clinical Nurse Spec. - Psych/Mental Health \(adult/elder\)](#)

[Click here for a complete listing of Admissions Requirements for this program.](#)

**MGH INSTITUTE OF HEALTH PROFESSIONS
GRADUATE PROGRAM IN NURSING**

Family Specialty

Prerequisites

Chemistry (including organic)
Microbiology
Human Nutrition
Human Anatomy
Human Physiology
Statistics (undergraduate)

Year I, Term I, Fall

NS 620	Nursing Practice: Process and Skills	6
HP 621	Pathophysiology	3
NS 624	Biobehavioral Principles and Theories	5
NS 737	History of Nursing Ideas	3
		17

Year I, Term II, Spring

NS 621	Nursing Practice Common Problems in Adult Health	6
NS 623	Health Assessment	3
NS 625	Community Principles and Theories	5
HP 622	Pharmacology	3
		17

Year II, Term I, Fall

NH 730	Health Care Policy and Politics	3
NS 727	Maternal Child Nursing	6
NS 741	Advanced Assessment and Diagnostic Reasoning, Family	5
		14

Year II, Term II, Spring

HP 720	Designing Clinical Research	3
NS 739	Advanced Pharmacology	3
NS 820	Nursing Management of Adult Primary Care I Theory	3
NS 824	Nursing Management of Child Primary Care I Theory	3
NP 842	Family Practicum I	3
		15

Year III, Term I, Fall

NS 822	Nursing Management of Adult: Primary Care II	3
NS 826	Nursing Management of Child: Primary Care II	3
NP 847	Family Theory: A Comprehensive Approach	2
NP 852	Women's Health Theory	3
NP 842	Family Health Practicum II	6
		17

Year III, Term II, Spring

NS 882	Scholarly Project	3
HP 820	Ethical Issues in Health Care	2
NS 839	Professional Issues	2
NP 843	Family Health Practicum III	6
	Elective	3
		16
		96

**MGH INSTITUTE OF HEALTH PROFESSIONS
GRADATE PROGRAM IN NURSING**

Acute Care Specialty

Prerequisites

Chemistry (including organic)
Microbiology
Human Nutrition
Human Anatomy
Human Physiology
Statistics (undergraduate)

Year I, Term I, Fall

NS 620	Nursing Practice: Process and Skills	6
HP 621	Pathophysiology	3
NS 624	Biobehavioral Principles and Theories	5
NS 737	History of Nursing Ideas	3
		17

Year I, Term II, Spring

NS 621	Nursing Practice Common Problems in Adult Health	6
NS 623	Health Assessment	3
NS 625	Community Principles and Theories	5
HP 622	Pharmacology	3
		17

Year II, Term I, Fall

NH 730	Health Care Policy and Politics	3
NS 727	Maternal Child Nursing	6
NS 738	Advanced Assessment and Diagnostic Reasoning, Adult	5
		14

Year II, Term II, Spring

NP 856	Acute Care Management I Theory	3
NP 857	Acute Care Management I Clinical	3
NS 739	Advanced Pharmacology	3
	Elective	3
		12

Year III, Term I, Fall

HP 720	Designing Clinical Research	3
NP 866	Acute Care Management II Theory	3
NP 867	Acute Care Management II Clinical	6
	Elective	3
		15

Year III, Term III, Spring

HP 829	Ethical Issues	2
NP 876	Acute Care Management III	3
NP 877	Acute Care Practicum III	6
NS 839	Professional Issues	2
NS 882	Scholarly Project	3
		16

TOTAL 91

**MGH INSTITUTE OF HEALTH PROFESSIONS
GRADUATE PROGRAM IN NURSING**

Dual Adult / Gerontology Specialty

Prerequisites

Chemistry (including organic)	
Microbiology	
Human Nutrition	
Human Anatomy	
Human Physiology	
Statistics (undergraduate)	
	0

Year I, Term I, Fall

NS 620	Nursing Practice: Process and Skills	6
HP 621	Pathophysiology	3
NS 624	Biobehavioral Principles and Theories	5
NS 737	History of Nursing Ideas	3
		17

Year I, Term II, Spring

NS 621	Nursing Practice Common Problems in Adult Health	6
NS 623	Health Assessment	3
NS 625	Community Principles and Theories	5
HP 622	Pharmacology	3
		17

Year II, Term I, Fall

NH 730	Health Care Policy and Politics	3
NS 727	Maternal Child Nursing	6
NS 738	Advanced Assessment and Diagnostic Reasoning, Adult	5
		14

Year II, Term II, Spring

HP 720	Designing Clinical Research	3
NS 739	Advanced Pharmacology	3
NS 820	Nursing Mgmt. Adult: Primary Care I Clinical	3
NS 821	Nursing Mgmt Adult: Primary Care I Clinical	3
HP 822	Living with Death, Living with Grief	3
		15

Year III, Term I, Fall

NS 822	Nursing Mgmt Adult: Primary Care II Theory	3
NS 823	Nursing Mgmt Adult: Primary Care II Clinical	3
NP 805	Primary Care Older Adult	3
NP 806	Gerontol Nsg Practicum	3
	Elective	3
		15

Year III, Term I, Fall

NS 839	Professional Issues	2
HP 820	Ethical Issues in Health Care	2
NS 882	Scholarly Project	3
NP 807	Clinical Issues in Care of Frail Elders	3
NP 808	Gerontol Practicum	6
		16

TOTAL 94

**MGH INSTITUTE OF HEALTH PROFESSIONS
GRADUATE PROGRAM IN NURSING**

Dual Adult / Mental Health

Prerequisites

Chemistry (including organic)
Microbiology
Human Nutrition
Human Anatomy
Human Physiology
Statistics (undergraduate)

Year I, Term I, Fall

NS 620	Nursing Practice: Process and Skills	6
HP 621	Pathophysiology	3
NS 624	Biobehavioral Principles and Theories	5
NS 737	History of Nursing Ideas	3
		17

Year I, Term II, Spring

NS 621	Nursing Practice Common Problems in	6
NS 623	Health Assessment	3
NS 625	Community Principles and Theories	5
HP 622	Pharmacology	3
		17

Year II, Term I, Fall

NH 730	Health Care Policy and Politics	3
NS 727	Maternal Child Nursing	6
NS 738	Advanced Assessment and Diagnostic	5
		14

Year II, Term II, Spring

HP 720	Designing Clinical Research	3
NP 862	Psychobiology and Psychopharmacology	3
NS 739	Advanced Pharmacology	3
NS 820	Nursing Mgmt. Adult: Primary Care I TI	3
NS 821	Nursing Mgmt Adult: Primary Care I CI	5
		17

Year III, Term I, Fall

NS 822	Nursing Mgmt Adult: Primary Care II TI	3
NS 823	Nursing Mgmt Adult: Primary Care II C	5
	Elective	3
NP 860	Psychiatric/Mental Health Nursing Prac	4
NP 861	Advanced Assessment and Management of Common Psychiatric Symptoms	3
		18

Year III, Term II, Spring

HP 820	Ethical Issues in Health Care	2
NP 863	Advanced Assessment and Management of Complex Psychiatric Problems	3
NP 864	Psychiatric-Mental Health Nursing Prac	4
NP 865	Psychiatric-Mental Health Nursing Prac	4
NS 882	Scholarly Project	3
NS 839	Professional Issues	2
		18

TOTAL 101

**MGH INSTITUTE OF HEALTH PROFESSIONS
GRADUATE PROGRAM IN NURSING**

Dual Adult / Women's Health Specialty

Prerequisites

Chemistry (including organic)
Microbiology
Human Nutrition
Human Anatomy
Human Physiology
Statistics (undergraduate)
0

Year I, Term I, Fall

NS 620 Nursing Practic 6
HP 621 Pathophysiolog 3
NS 624 Biobehavioral F 5
NS 737 History of Nurs 3
17

Year I, Term II, Spring

NS 621 Nursing Practic 6
NS 623 Health Assessr 3
NS 625 Community Prii 5
HP 622 Pharmacology 3
17

Year II, Term I, Fall

NH 730 Health Care Pc 3
NS 727 Maternal Child 6
NS 738 Advanced Assc 5
14

Year II, Term II, Spring

HP 720 Designing Clini 3
NS 739 Advanced Phai 3
NS 820 Nursing Manag 3
NS 821 Nursing Manag 3
NP 851 Women's Healt 1
13

Year III, Term I, Fall

NP 804 Women's Healt 3
NS 822 Nursing Manag 3
NS 823 Nursing Manag 3
NP 852 Women's Healt 3
Elective 3
15

Year III, Term II, Spring

NS 839 Professional Is: 2
HP 820 Ethical Issues i 2
NS 882 Scholarly Proje 3
NP 853 Women's Healt 3
NP 854 Women's Healt 3-6
16

TOTAL 92

**MGH INSTITUTE OF HEALTH PROFESSIONS
GRADUATE PROGRAM IN NURSING**

General Adult Specialty

Prerequisites	Chemistry (including organic)	
	Microbiology	
	Human Nutrition	
	Human Anatomy	
	Human Physiology	
	Statistics (undergraduate)	
		0
Year I, Term I, Fall		
NS 620	Nursing Practice: Process and Skills	6
HP 621	Pathophysiology	3
NS 624	Biobehavioral Principles and Theories	5
NS 737	History of Nursing Ideas	3
		17
Year I, Term II, Spring		
NS 621	Nursing Practice Common Problems in Adult Health	6
NS 623	Health Assessment	3
NS 625	Community Principles and Theories	5
HP 622	Pharmacology	3
		17
Year II, Term I, Fall		
NH 730	Health Care Policy and Politics	3
NS 727	Maternal Child Nursing	6
NS 738	Advanced Assessment and Diagnostic Reasoning, Adult	5
		14
Year II, Term II, Spring		
HP 720	Designing Clinical Research	3
NS 739	Advanced Pharmacology	3
NS 820	Nursing Mgmt. Adult: Primary Care I Clinical	3
NS 821	Nursing Mgmt Adult: Primary Care I Clinical	3
		12
Year III, Term I, Fall		
NS 822	Nursing Mgmt Adult: Primary Care II Theory	3
NS 823	Nursing Mgmt Adult: Primary Care II Clinical	3
	Advanced Practice Electives	6
	Elective	3
		15
Year III, Term II, Spring		
HP 820	Ethical Issues in Health Care	2
NP 833	Primary Care III Theory	3
NP 834	Primary Care III Clinical	6
NS 839	Professional Issues	2
NS 882	Scholarly Project	3
		16
	TOTAL	91

**MGH INSTITUTE OF HEALTH PROFESSIONS
GRADUATE PROGRAM IN NURSING**

Pediatric Specialty

Prerequisites

Chemistry (including organic)
Microbiology
Human Nutrition
Human Anatomy
Human Physiology
Statistics (undergraduate)

Year I, Term I, Fall

NS 620	Nursing Practice: Process and Skills	6
HP 621	Pathophysiology	3
NS 624	Biobehavioral Principles and Theories	5
NS 737	History of Nursing Ideas	3
		17

Year I, Term II, Spring

NS 621	Nursing Practice Common Problems in Adult Health	6
NS 623	Health Assessment	3
NS 625	Community Principles and Theories	5
HP 622	Pharmacology	3
		17

Year II, Term I, Fall

NH 730	Health Care Policy and Politics	3
NS 727	Maternal Child Nursing	6
NS 740	Advanced Assessment and Diagnostic Reasoning, Child	5
		14

Year II, Term II, Spring

HP 720	Designing Clinical Research	3
NS 739	Advanced Pharmacology	3
NS 824	Nursing Management of Child: Primary Care I Theory	3
NS 825	Nursing Management of Child: Primary Care I Clinical	3
		12

Year III, Term I, Fall

NS 826	Nursing Management of Child: Primary Care II Theory	3
NS 827	Nursing Management of Child: Primary Care II Clinical	3
NP 813	Adolescent Health Theory	3
NP 814	Adolescent Health Clinical	3
	Elective	3
		15

Year III, Term II, Spring

NS 839	Professional Issues	2
HP 820	Ethical Issues in Health Care	2
NS 882	Scholarly Project	3
NP 815	Behavioral Issues in Pediatrics	3
NP 816	Behavioral Issues in Clinical Pediatrics	6
		16

TOTAL 91

**MGH INSTITUTE OF HEALTH PROFESSIONS
GRADUATE PROGRAM IN NURSING**

Psychiatric Mental Health

Prerequisites

Chemistry (including organic)
Microbiology
Human Nutrition
Human Anatomy
Human Physiology
Statistics (undergraduate)

Year I, Term I, Fall

HP 620	Nursing Practice: Process and Skills	6
HP 621	Pathophysiology	3
NS 624	Biobehavioral Principles and Theories	5
NS 737	History of Nursing Ideas	3
		17

Year I, Term II, Spring

NS 621	Nursing Practice Common Problems in Adult Health	6
NS 623	Health Assessment	3
NS 625	Community Principles and Theories	5
HP 622	Pharmacology	3
		17

Year II, Term I, Fall

NH 730	Health Care Policy and Politics	3
NS 727	Maternal Child Nursing	6
NS 738	Advanced Assessment and Diagnostic Reasoning, Adult	5
		14

Year II, Term II, Spring

NP 862	Psychobiology and Psychopharmacology	3
NS 739	Advanced Pharmacology	3
NP 863	Advanced Assessment and Management of Complex Psychiatric Problems	3
NP 864	Psychiatric-Mental Health Nursing Practicum II	4
		13

Year III, Term I, Fall

NP 860	Psychiatric/Mental Health Nursing Practicum	4
NP 861	Advanced Assessment and Management of Common Psychiatric Symptoms	3
HP 720	Designing Clinical Research	3
	Electives (2)	6
		16

Year III, Term II, Spring

HP 820	Ethical Issues in Health Care	2
NP 865	Psychiatric-Mental Health Nursing Practicum III	4
NS 882	Scholarly Project	3
NS 839	Professional Issues	2
	Elective	3
		14

TOTAL 91

Advanced Practice Elective Options

HP 703	Pain Management	3
HP 822	Living with Death, Living with Grief	3
HP 831	Organizational Perspectives	3
NH 817	Introduction to HIV/AIDS: Epidemiology of HIV/AIDS	3
NP 800	Advanced Assessment of Sexual Health	3
NP 805	Primary Care Older Adults	3
NP 806	Gerontological Nursing Practicum	3
NP 807	Clinical Issues in Care of Frail Elders	3
NP 808	Gerontology Practicum	3 - 6
NP 813	Adolescent Health	3
NP 815	Behavioral Issues in Pediatrics	3
NP 829	Complementary Healing Strategies for Primary Care Providers	3
NP 830	Pathophysiology and Symptom Management in HIV Disease	3
NP 831	Prevention and Care Management of HIV/AIDS	3
NP 833	Nursing Management of the Adult: Primary Care III Theory	3
NP 847	Family Theory: A Comprehensive Approach	3
NP 852	Women's Health Theory I	3
NP 853	Women's Health Theory II	3
NP 861	Advanced Assessment and Management of Common Psychiatric Symptoms	3
NP 862	Psychobiology and Psychopharmacology	3
NP 863	Advanced Assessment and Management of Complex Psychiatric Problems	3

***Minimum enrollment standards must be met for courses to be offered.
See registration guide for which of the above is offered in any given semester.***

RN and Post-MSN Course of Study Plans 2004 - 2005

T:IHPNURSS\2004-2005\Course of Study\RN curriculum

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Note

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty study plan pages). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

RN Acute Care Specialty

Students without a BSN

			Credits		Semester(s)
NS 664	NS 625	Community Principles and Theories	5		Spring
HP 820		Ethical Issues in Health Care	2		Spring
			Credits	7	

Core Courses

HP 621		Pathophysiology	3		All
HP 720		Designing Clinical Research	3		All
NH 602	NH 730	Health Care Policy and Politics	3		Fall
NS 601	NS 737	History of Nursing Ideas	3		Fall, Summer
NS 760	NS 738	Advanced Assessment & Diagnostic Reasoning, A	5		Fall, Spring
NS 739	NS 739	Advanced Pharmacology	3		All
NP 839	NP 839	Professional Issues	2		Spring, Summer
NS 891	NS 822	Scholarly Project	3		All
		Elective	3		
			Credits	28	

Advanced Practice Courses

NP 734	NP 965	Acute Care Nursing Management I Theory	3		Spring
NP 774	NP 857	Acute Care Nursing Practicum I	3		Spring
NP 834	NP 866	Acute Care Nursing Management II Theory	3		Fall
NP 874	NP 867	Acute Care Nursing Management Practicum II	6		Fall
NP 854	NP 876	Acute Care Nursing Management III Theory	3		Spring
NP 884	NP 877	Acute Care Nursing Practicum III	6		Spring
		Advanced Practice Electives	3		
			Credits	27	

Total **62** (55 for students with BSN)

Note

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty study plan pages). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

RN Adult Specialty

Students without a BSN

			Credits	Semester(s)
NS 664	NS 625	Community Principles and Theories	5	Spring
HP 820		Ethical Issues in Health Care	2	Spring
			Credits	
			7	

Core Courses

HP 621		Pathophysiology	3	All
HP 720		Designing Clinical Research	3	All
NH 602	NH 730	Health Care Policy and Politics	3	Fall
NS 601	NS 737	History of Nursing Ideas	3	Fall, Summer
NS 760	NS 738	Advanced Assessment & Diagnostic Reasoning, Adult	5	Fall, Spring
NS 739	NS 739	Advanced Pharmacology	3	All
NP 839	NP 839	Professional Issues	2	Spring, Summer
NS 891	NS 882	Scholarly Project	3	All
		Elective	3	
			Credits	
			28	

Advanced Practice Courses

NS 701	NS 820	Nursing Management of the Adult: Primary Care I Theory	3	Spring, Summer
NP 761	NS 821	Nursing Management of the Adult: Primary Care I Clinical	3	Spring, Summer
NP 801	NS 826	Nursing Management of the Adult: Primary Care II Theory	3	Summer, Fall
NP 861	NS 827	Nursing Management of the Adult: Primary Care II Clinical	3	Summer, Fall
NP 802	NP 833	Nursing Management of the Adult: Primary Care III Theory	3	Spring
NP 862	NP 834	Nursing Management of the Adult: Primary Care III Clinical	6	Spring
		Advanced Practice Electives	6	
			Credits	
			27	

Total **62** (55 for students with BSN)

Note

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty study plan pages). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

RN

Dual Adult / Gerontology Specialty

Students without a BSN

		Credits	Semester(s)
NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
		Credits	
		7	

Core Courses

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 730	NH 730 Health Care Policy and Politics	3	Fall
NS 601	NS 737 History of Nursing Ideas	3	Fall, Summer
NS 760	NS 738 Advanced Assessment & Diagnostic Reasoning, Adult	5	Fall, Spring
NS 739	NS 739 Advanced Pharmacology	3	All
NP 839	NP 839 Professional Issues	2	Spring, Summer
NS 891	NS 882 Scholarly Project	3	All
	Elective	3	
		Credits	
		28	

Advanced Practice Courses

NP 701	NS 820	Nursing Management of the Adult: Primary Care I Theory	3	Spring, Summer
NP 761	NS 821	Nursing Management of the Adult: Primary Care I Clinical	3	Spring, Summer
HP 822		Living With Death, Living With Grief	3	Spring
NP 801	NS 826	Nursing Management of the Adult: Primary Care II Theory	3	Summer, Fall
NP 861	NS 827	Nursing Management of the Adult: Primary Care II Clinical	3	Summer, Fall
NP 746	NP 805	Primary Care of the Elderly Client	3	Fall
NP 766	NP 808	Gerontological Nursing Practicum I	3	Fall
NP 846	NP 807	Issues in Care of Frail Elders	3	Spring
NP 866	NP 808	Gerontological Nursing Practicum II	3 -6	Spring
			Credits	
			27 -30	

(55 - 58 for
students with
BSN)

Total **62 -65**

Note

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty study plan pages). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

RN

Dual Adult Psychiatric Specialty

Students without a BSN

		Credits	Semester(s)
NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
		Credits	
		7	

Core Courses

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 730	NH 730 Health Care Policy and Politics	3	Fall
NS 601	NS 737 History of Nursing Ideas	3	Fall, Summer
NS 760	NS 738 Advanced Assessment & Diagnostic Reasoning, Adult	5	Fall, Spring
NS 739	NS 739 Advanced Pharmacology	3	All
NP 839	NP 839 Professional Issues	2	Spring, Summer
NS 891	NS 882 Scholarly Project	3	All
	Elective	3	
		Credits	
		28	

Advanced Practice Courses

NP 701	NS 820 Nursing Management of the Adult: Primary Care I Theory	3	Spring, Summer
NP 761	NS 821 Nursing Management of the Adult: Primary Care I Clinical	5	Spring, Summer
NP 801	NS 826 Nursing Management of the Adult: Primary Care II Theory	3	Summer, Fall
NP 861	NS 827 Nursing Management of the Adult: Primary Care II Clinical	5	Summer, Fall
NP 733	NP 862 Psychobiology and Psychopharmacology	3	Spring
NP 845	NP 861 Advanced Assessment & Mgmt. Of Common Psychiatric Symptoms Theory	3	Fall
NP 763	NP 860 Psychiatric-Mental Health Nursing Practicum I	4	Fall
NP 855	NP 863 Advanced Assessment and Management of Complex Psychiatric Problems	3	Spring
NP 875	NP 864 Psychiatric-Mental Health Nursing Practicum II	4	Spring
NP 885	NP 865 Psychiatric-Mental Health Nursing Practicum III	4	Spring
		Credits	
		37	

Total **72** (65 for students with BSN)

Note

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty study plan pages). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

RN

Dual Adult / Women's Health

Students without a BSN

		Credits	Semester(s)
NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
	Credits	7	

Core Courses

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 730	NH 730 Health Care Policy and Politics	3	Fall
NS 601	NS 737 History of Nursing Ideas	3	Fall, Summer
NS 760	NS 738 Advanced Assessment & Diagnostic Reasoning, Adult	5	Fall, Spring
NS 739	NS 739 Advanced Pharmacology	3	All
NP 839	NP 839 Professional Issues	2	Spring, Summer
NS 891	NS 882 Scholarly Project	3	All
	Elective	3	
	Credits	28	

Advanced Practice Courses

NP 781	NP 821 Women's Health Practicum I	3	Fall
NP 881	NP 812 Women's Health Practicum II	6	Spring
NP 701	NS 820 Nursing Management of the Adult: Primary Care I Theory	3	Spring, Summer
NP 761	NS 821 Nursing Management of the Adult: Primary Care I Clinical	3	Spring, Summer
NP 801	NS 826 Nursing Management of the Adult: Primary Care II Theory	3	Summer, Fall
NP 861	NS 827 Nursing Management of the Adult: Primary Care II Clinical	3	Summer, Fall
NP 781	NP 851 Women's Health Clinical Seminar	1	Spring
NP 752	NP 852 Women's Health Theory I	3	Fall
NP 853	NP 853 Women's Health Theory II	3	Spring
	Total credits	19	

Total **54** (56 for students with BSN)

Note

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty study plan pages). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

RN Family Specialty

Students without a BSN

		Semester(s)
NS 664	Community Principles and Theories	5 Spring
HP 820	Ethical Issues in Health Care	2 Spring
Credits		7

Core Courses

HP 621	Pathophysiology	3 All
HP 720	Designing Clinical Research	3 All
NH 730	NH 730 Health Care Policy and Politics	3 Fall
NS 601	NS 737 History of Nursing Ideas	3 Fall, Summer
NS 760	NS 738 Advanced Assessment & Diagnostic Reasoning, Family	5 Fall, Spring
NS 739	NS 739 Advanced Pharmacology	3 All
NP 839	NP 839 Professional Issues	2 Spring, Summer
NS 891	NS 882 Scholarly Project	3 All
	Elective	3
Credits		28

Advanced Practice Course Requirements

NP 701	NS 822	Nursing Management of the Adult: Primary Care I Theory	3	Spring, Summer
NP 721	NS 824	Nursing Management of the Child: Primary Care I Theory	3	Spring, Summer
NP 777	NP 841	Family Health Practicum I	3	Spring
NP 801	NS 822	Nursing Management of the Adult: Primary Care II Theory	3	Summer, Fall
NP 821	NS 826	Nursing Management of the Child: Primary Care II Theory	3	Summer, Fall
NP 847	NP 847	Family Theory: A Comprehensive Approach	2	Fall
NP 752	NP 851	Women's Health Theory I	3	Fall
NP 877	NP 842	Family Health Practicum II	6	Fall
NP 878	NP 843	Family Health Practicum III	6	Spring
Credits		32		

Total **67** (60 for students with BSN)

Note

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty study plan pages). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

RN Pediatric

Students without a BSN

		Credits	Semester(s)
NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
	Credits	7	

Core Courses

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 730	NH 730 Health Care Policy and Politics	3	Fall
NS 601	NS 737 History of Nursing Ideas	3	Fall, Summer
NS 761	NS 740 Advanced Assessment & Diagnostic Reasoning, Child	5	Fall
NS 739	NS 739 Advanced Pharmacology	3	All
NP 839	NP 839 Professional Issues	2	Spring, Summer
NS 891	NS 882 Scholarly Project	3	All
	Elective	3	
	Credits	28	

Advanced Practice Course Requirements

NP 721	NS 824	Nursing Management of the Child: Primary Care I Theory	3	Summer
NP 771	NS 825	Nursing Management of the Child: Primary Care I Clinical	3	Summer
NP 821	NS 826	Nursing Management of the Child: Primary Care II Theory	3	Summer, Fall
NP 871	NS 827	Nursing Management of the Child: Primary Care II Clinical	3	Summer, Fall
NP 822	NP 813	Adolescent Health Theory	3	Fall
NP 872	NP 814	Adolescent Health Clinical	3	Fall
NP 823	NP 815	Behavioral Issues in Pediatrics	3	Spring
NP 873	NP 816	Behavioral Issues in Clinical Pediatrics	3 -6	Spring
		Credits	24 -27	

(52 - 55 for
students with
Total 59 -62 BSN)

Note

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty study plan pages). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

RN Psychiatric Specialty

Students without a BSN

		Credits	Semester(s)
NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
		Credits	
		7	

Core Courses

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 730	NH 730 Health Care Policy and Politics	3	Fall
NS 601	NS 737 History of Nursing Ideas	3	Fall, Summer
NS 760	NS 738 Advanced Assessment & Diagnostic Reasoning, Adult	5	Fall, Spring
NS 739	NS 739 Advanced Pharmacology	3	All
NP 839	NP 839 Professional Issues	2	Spring, Summer
NS 891	NS 882 Scholarly Project	3	All
	Elective	3	
		Credits	
		28	

Advanced Practice Courses

NP 733	NP 862 Psychobiology and Psychopharmacology	3	Spring
NP 845	NP 861 Advanced Assessment & Mgmt. Of Common Psychiatric Symptoms Theory	3	Fall
NP 763	NP 860 Psychiatric-Mental Health Nursing Practicum I	4	Fall
NP 855	NP 863 Advanced Assessment and Management of Complex Psychiatric Problems	3	Spring
NP 875	NP 864 Psychiatric-Mental Health Nursing Practicum II	4	Spring
NP 885	NP 865 Psychiatric-Mental Health Nursing Practicum III	4	Spring
	Electives	6	
		Credits	
		27	

Total **62** (55 for students with BSN)

Note

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty study plan pages). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

Post-Masters Certificates

Post-MSN Acute Care

			Credits	Semester(s)
HP 621		Pathophysiology	3	All
		Advanced Assessment and Diagnostic Reasoning		
NS 760	NS 738	Adult	5	Spring
NS 739	NS 739	Advanced Pharmacology	3	All
NP 839	NP 839	Professional Issues	2	Spring, Summer
NP 734	NP 965	Acute Care Nursing Management I Theory	3	Spring
NP 774	NP 857	Acute Care Nursing Management I Clinical	3	Spring
NP 834	NP 866	Acute Care Nursing Management II Theory	3	Fall
NP 884	NP 867	Acute Care Nursing Management Clinical II	6	Fall
NP 854	NP 876	Acute Care Nursing Management III Theory	3	Spring
NP 884	NP 877	Acute Care Nursing Practicum III (3-6 credits)	3 -6	Spring
		Total	34	37

Post-Masters Certificates

Post-MSN Adult

			Credits	
HP 621		Pathophysiology	3	All
NS 739	NS 739	Advanced Pharmacology	3	All
NS 760	NS 738	Advanced Assessment and Diagnostic Reasoning	5	Fall, Spring
NP 701	NS 820	Nursing Management of the Adult: Primary Care I Theory	3	Spring, Summer
NP 761	NS 821	Nursing Management of the Adult: Primary Care I Clinical	5	Summer, Fall
NP 839	NS 839	Professional Issues	2	Spring, Summer
NP 801	NS 826	Nursing Management of the Adult: Primary Care II Theory	3	Summer, Fall
NP 861	NS 827	Nursing Management of the Adult: Primary Care II Clinical	5	Summer, Fall
Total			<u>29</u>	

Note

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty study plan pages). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

Post-Masters Certificates

Post-MSN Dual Adult NP / Psychiatric-Mental Health

			Credits	Semester(s)
HP 621		Pathophysiology	3	All
NS 739	NS 739	Advanced Pharmacology	3	All
NS 760	NS 738	Advanced Assessment and Diagnostic Reasoning Adult	5	Fall, Spring
NP 733	NP 862	Psychobiology and Psychopharmacology	3	Spring
NP 701	NS 820	Nursing Management of the Adult: Primary Care I Theory	3	Spring, Summer
NP 761	NS 821	Nursing Management of the Adult: Primary Care I Clinical	5	Spring, Summer
NP 801	NS 826	Nursing Management of the Adult: Primary Care II Theory	3	Summer, Fall
NP 861	NS 827	Nursing Management of the Adult: Primary Care II Clinical	5	Summer, Fall
NP 845	NP 861	Advanced Assessment and Management of Common Psychiatric Symptoms	3	Fall
NP 763	NP 860	Psychiatric-Mental Health Nursing Practicum I	4	Fall
NP 855	NP 863	Advanced Assessment and Management of Complex Psychiatric Problems	3	Spring
NP 875	NP 864	Psychiatric-Mental Health Nursing Practicum II	4	Spring
NP 865	NP 865	Psychiatric-Mental Health Nursing Practicum III	4	Spring
NP 839	NS 839	Professional Issues	2	Spring, Summer
Total			50	

Note

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty study plan pages). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

Post-Masters Certificates

Post-MSN Pediatrics

			Credits	Semester(s)
HP 621		Pathophysiology	3	All
NS 761	NS 740	Advanced Assessment & Diagnostic Reasoning, Child	5	Fall
NS 739	NS 739	Advanced Pharmacology	3	All
NP 721	NS 824	Nursing Management of the Child: Primary Care I Theory	3	Spring
NP 771	NS 825	Nursing Management of the Child: Primary Care I Clinical	3	Spring
NP 822	NP 813	Adolescent Health Theory	3	Fall
NP 872	NP 814	Adolescent Health Clinical	3	Fall
NS 821	NS 826	Nursing Management of the Child: Primary Care II Theory	3	Fall
NS 871	NS 827	Nursing Management of the Child: Primary Care II Clinical	3	Fall
NP 823	NP 815	Behavioral Issues in Pediatrics	3	Spring
NP 873	NP 816	Behavioral Issues in Clinical Pediatrics	6	Spring
NP 839	NS 839	Professional Issues	2	Spring, Summer
Total			40	

Note

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty study plan pages). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

Post-Masters Certificates

Post-MSN Psychiatric-Mental Health

			Credits	Semester(s)
HP 621		Pathophysiology	3	All
NS 739	NS 739	Advanced Pharmacology	3	All
NP 760	NS 738	Advanced Assessment and Diagnostic Reasoning Adult	5	Fall, Spring
NP 733	NP 862	Psychobiology and Psychopharmacology	3	Spring
NP 845	NP 861	Advanced Assessment and Management of Common Psychiatric Symptoms	3	Fall
NP 763	NP 860	Psychiatric-Mental Health Nursing Practicum I	4	Fall
NP 855	NP 863	Advanced Assessment and Management of Complex Psychiatric Problems	3	Spring
NP 875	NP 864	Psychiatric-Mental Health Nursing Practicum II	4	Spring
NP 865	NP 865	Psychiatric-Mental Health Nursing Practicum III	4	Spring
NP 839	NS 839	Professional Issues	2	Spring, Summer
Total			34	

Note

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty study plan pages). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

Post-Masters Certificates

Post-NP Acute Care

			Credits	Semester(s)
NP 734	NP 965	Acute Care Nursing Management I Theory	3	Spring
NP 774	NP 857	Acute Care Nursing Practicum I	3	Spring
NP 834	NP 866	Acute Care Nursing Management II Theory	3	Fall
NP 874	NP 867	Acute Care Nursing Management Practicum II	6	Fall
NP 854	NP 876	Acute Care Nursing Management III Theory	3	Spring
NP 884	NP 877	Acute Care Nursing Practicum III	3 -6	Spring
		Total	21 -24	

Note

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits must be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty study plan pages). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

Post-Masters Certificates

Post-NP Psychiatric Mental Health

			Credits	Semester(s)
NP 733	NP 862	Psychobiology and Psychopharmacology	3	Spring
NP 845	NP 861	Advanced Assessment and Management of Common Psychiatric Symptoms	3	Fall
NP 763	NP 860	Psychiatric-Mental Health Nursing Practicum I	4	Fall
NP 855	NP 863	Advanced Assessment and Management of Complex Psychiatric Problems	3	Spring
NP 875	NP 864	Psychiatric-Mental Health Nursing Practicum II	4	Spring
NP 865	NP 865	Psychiatric-Mental Health Nursing Practicum III	4	Spring
		Total	<u>21</u>	

Advanced Practice Elective Options

HP 703		Pain Management	3
HP 822		Living with Death, Living with Grief	3
HP 831		Organizational Perspectives	3
NH 817	NH 817	Introduction to HIV/AIDS: Epidemiology of HIV/AIDS	3
NP 806	NP 800	Advanced Assessment of Sexual Health	3
NP 746	NP 805	Primary Care Older Adults	3
NP 766	NP 806	Gerontological Nursing Practicum	3
NP 846	NP 807	Clinical Issues in Care of Frail Elders	3
NP 866	NP 808	Gerontology Practicum	3 - 6
NP 822	NP 813	Adolescent Health	3
NP 823	NP 815	Behavioral Issues in Pediatrics	3
NP 829		Complementary Healing Strategies for Primary Care Providers	3
NH 833	NP 830	Pathophysiology and Symptom Management in HIV Disease	3
NH 832	NP 827	Prevention and Care Management of HIV/AIDS	3
NP 802	NP 833	Nursing Management of the Adult: Primary Care III Theory	3
NP 847	NP 847	Family Theory: A Comprehensive Approach	3
NP 752	NP 851	Women's Health Theory I	3
NP 853	NP 853	Women's Health Theory II	3
NP 845	NP 861	Advanced Assessment and Management of Common Psychiatric Symptoms	3
NP 733	NP 862	Psychobiology and Psychopharmacology	3
NP 855	NP 863	Advanced Assessment and Management of Complex Psychiatric Problems	3

Minimum enrollment standards must be met for courses to be offered.

See registration guide for which of the above is offered in any given semester.



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Nursing Course Descriptions

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Courses with the "NH" prefix

NH 602 HEALTH CARE POLICY AND POLITICS

Prerequisites: 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 for socio-economic, ethical, political, and historical perspectives. 3 credits

NH 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

NH 831 PREVENTION AND CASE MGMT OF HIV/AIDS

Prerequisites: None. This course will focus on the prevention of HIV/AIDS and case management of HIV disease. Students will analyze approaches to prevention, treatment and promotion of wellness in persons infected and affected by HIV/AIDS. 3 Credits

NH 832 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

NH 833 PATHOPHYS AND SYMPT MGMT IN HIV DISEASE

Prerequisites: HP 621, permission of Instructor. Pass/Fail and audit available. This course builds on the student's basic knowledge of immunology, physiology and pathophysiology and explores the molecular biology virology, pathogenesis, and pathophysiology of HIV/AIDS. 3 Credits

NH 834 SUBSTANCE ABUSE AND ADDICTIONS

Prerequisites: None. Pass/Fail and audit available. This course is designed to provide students with the fundamentals for understanding addictions as well as the use and abuse of alcohol and other drugs and the prevailing treatment models for the addictions. The content includes an overview of policies for the treatment and control of alcohol and other drugs, an examination of the epidemiology and basic pharmacology of substance abuse, theoretical frameworks of addiction, assessment and intervention methods, and an understanding of outcome research in the field of addictions. The content will be considered across an array of social and cultural groups including adults, women, adolescents, persons of color, and persons with other psychiatric disabilities and physical disabilities, homeless and veterans, among others. The course emphasizes a heterogeneous view of addictions, substance abuse and treatment, and is congruent with the biopsychosocial model of advanced practice nursing. 3 Credits

NH 842 INTERNATIONAL HEALTH

Prerequisite: Advanced Practice Status. This course will address the issues affecting the health of individuals, communities, and populations globally. Issues in international health including public health, environmental health, emerging infectious diseases, and chronic illness will be explored. The historic roots of international health, societal and cultural issues and major contemporary issues will be explored. 3 Credits

NH 843 INTERNATIONAL HEALTH EXPERIENCE

Prerequisite: NH 842 or HIV/AIDS courses desirable. Pass/Fail and audit available. This is an advanced practice clinical experience that exposes students to international nursing practice. Students have clinical observations in international settings in accord with their interests. 3 Credits

Courses with the "NS" Prefix**NS 601 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 660 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 661 NURSING PRACTICE: COMMON PROBLEMS IN ADULT HEALTH

Prerequisites: NS 660, NS 663. 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 663 BIOBEHAVIORAL PRINCIPLES AND THEORIES

Prerequisites: Anatomy, Physiology, Microbiology, Chemistry, and Nutrition or equivalent. Co-requisite: NS 660. 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 664 COMMUNITY PRINCIPLES AND THEORIES

Prerequisites: NS 661, NS 665, 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 665 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 666 MATERNAL CHILD NURSING

Prerequisites: NS 661, NS 663, NS 665, 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 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 760 ADVANCED ASSESSMENT AND DIAGNOSTIC REASONING

Prerequisites: NS 663, NS 664, NS 665, 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 761 ADVANCED HEALTH ASSESSMENT OF THE PEDIATRIC CLIENT

Prerequisites: NS 663, NS 664, NS 665. 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 891 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 894 THESIS/SCHOLARLY PROJECT CONTINUATION

Prerequisite: NS 896. 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

NS 895 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 896 THESIS RESEARCH II

Prerequisite: NS 895. Pass/Fail grading only; audit not available. Continuation of NS 895. 3 credits

NS 899 INDEPENDENT STUDY IN NURSING

Prerequisite: written consent of instructor.

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Nursing Course Descriptions - continued

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Courses with the "NP" prefix:

NP 701 NURSING MANAGEMENT OF THE ADULT: PRIMARY CARE I THEORY

Prerequisite: NS 760. 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

NP 721 NURSING MANAGEMENT OF THE CHILD: PRIMARY CARE I THEORY

Prerequisite: NS 760. 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

NP 733 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 734 ACUTE CARE NURSING MANAGEMENT I THEORY

Prerequisites: NS 760, 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 740 CHILD/ADOLESCENT PSYCH MENTAL HEALTH

Prerequisites: None. Focuses on psychiatric problems of children and adolescents throughout the developmental phases of infancy, early childhood, latency and adolescence. Psychopathological disorders cited in the DSMIV-R reviewed emphasizing the diagnostic process, treatment approaches, and preventive interventions. Discussion of the roles of play therapy, peer/group strategies, medications and family interventions as treatment options. 3 credits

NP 746 PRIMARY CARE OF THE ELDERLY CLIENT

Prerequisites: RN status, NS 760. 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 752 WOMEN'S HEALTH THEORY I

Prerequisite: NS 760. This is an advanced course in nursing management of women with common gynecologic/reproductive health problems, pregnancy, postpartum, and women's health issues. Emphasis is on conditions that are unique to women from menarche across the life cycle within the context of socio-cultural environments - interpersonal, family, and community. 3 Credits

NP 761 NURSING MANAGEMENT OF THE ADULT: PRIMARY CARE I CLINICAL

Prerequisite: NS 760. Pre- or co-requisite: NP 701. 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

NP 762 WOMEN'S HEALTH CLINICAL SEMINAR

Pre- or co-requisite: NP 701. 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 763 PSYCHIATRIC-MENTAL HEALTH NURSING PRACTICUM I

Pre-requisite or co-requisite: NP 845. 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 766 GERONTOLOGICAL NURSING PRACTICUM I

Prerequisite: RN status. Pass/Fail and audit available for non-Gero track students only. 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 771 NURSING MANAGEMENT OF THE CHILD: PRIMARY CARE I CLINICAL

Prerequisite: NS 760. Pre- or co-requisite: NP 721. 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

NP 774 ACUTE CARE NURSING PRACTICUM I

Prerequisites: NS760, 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 777 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 778 FAMILY THERAPEUTIC INTERVENTIONS

Prerequisites: None. The study of family dynamics, interaction, communication processes, family structure, forms of family dysfunction, and interventions and research. The frameworks of psychodynamic, object relations, structural, strategic, contextual, developmental and narrative approaches applied to family case examples. Research approaches reviewed and critiqued. 3 Credits

NP 801 NURSING MANAGEMENT OF THE ADULT: PRIMARY CARE II THEORY

Prerequisite: NP 701. 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

NP 802 NURSING MANAGEMENT OF THE ADULT; PRIMARY CARE 111 THEORY

Prerequisites: NP 701, NP 761.Co-requisite NP 801, 861. 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 806 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 821 NURSING MANAGEMENT OF THE CHILD: PRIMARY CARE II THEORY

Prerequisites: NS 760, NP 721. Co-requisites: NP 871 or NP 877. 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

NP 822 ADVANCED PRACTICE MODULE: ADOLESCENT HEALTH

Prerequisites: NS 760; NP 701 or NP 761. 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

NP 823 BEHAVIORAL ISSUES IN PEDIATRICS

Prerequisite: NP 761 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 834 ACUTE CARE NURSING MANAGEMENT II THEORY

Prerequisites: NP 734. 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 839 PROFESSIONAL ISSUES

Prerequisite: NP 701 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

NP 845 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 846 ISSUES IN CARE OF FRAIL ELDERLS

Prerequisites: NP 701, NP 801, or RN status. 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 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 853 WOMEN'S HEALTH THEORY II

Prerequisite: NP 762. This is an advanced course in nursing assessment and management of women with selected health problems and for women with at-risk pregnancies. Emphasis is placed on evaluating scholarship, research, and policy that impact women's health and health care and the consequent implications for families and communities. 3 Credits.

NP 854 ACUTE CARE NURSING MANAGEMENT III THEORY

Prerequisites: NP 834. 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

NP 855 ADV ASSESS AND MGMT 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 860 ROLES OF ADVANCED PRACTICE NURSING: PRACTICUM

Prerequisites: NS 760, 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 861 NURSING MANAGEMENT OF THE ADULT: PRIMARY CARE II CLINICAL

Prerequisite: NP 701. 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

NP 862 NURSING MANAGEMENT OF THE ADULT; PRIMARY CARE 111 PRACTICUM

Prerequisites: NP 701, and co-requisite NP 802 (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

NP 866 GERONTOLOGICAL NURSING PRACTICUM II

Prerequisites: NP 701, NP 801, or RN status. Pass/Fail and audit available for non-Gero track students only. 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 871 NURSING MANAGEMENT OF THE CHILD: PRIMARY CARE II CLINICAL

Prerequisites: NS 760, NP 771. Co-requisite: NP 821. Clinical experience in utilizing skills in the management of common episodic and chronic health problems of children. 3 credits

NP 872 CLINICAL PRACTICUM IN ADOLESCENT HEALTH

Prerequisite: none. Co-requisite: NP 822. Pass/Fail and audit available. Experience in a clinical setting that provides adolescent health care. Clinical seminar is offered weekly. 3 credits

NP 873 CLINICAL PRACTICUM: MANAGEMENT OF BEHAVIORAL PROBLEMS IN CHILDREN

Prerequisite: none. Co-requisite: NP 823. Pass/Fail and audit available. Clinical placements will be individualized to provide opportunities for holistic evaluation of children: physical, neuro-developmental, affective

NP 874 ACUTE CARE NURSING MANAGEMENT PRACTICUM II

Co-requisites: NP 834. 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 875 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 877 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 878 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 881 WOMEN'S HEALTH PRACTICUM II

Pass/Fail and audit available. Students integrate and apply the theoretical content in nursing assessment and management of women. 3 or 6 credits

NP 884 ACUTE CARE NURSING PRACTICUM III

Co-requisites: NP 854. 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

NP 885 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 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

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Nursing Faculty

Click on a name for more information.

Name

Title

[Linda Andrist, PhD,
RNC, WHNP](#)

Associate Professor
Coordinator, Adult/Women's Health
Nurse Practitioner Program
Graduate Program in Nursing

[Debra Bradford, MS,
ANP](#)

Clinical Instructor
Graduate Program in Nursing

[Jeanne Cartier, PhD,
APRN, BC](#)

Assistant Professor
Graduate Program in Nursing

[Margery Chisholm, EdD,
RN, CS, ABPP](#)

Professor and Director
Graduate Program in Nursing

[Stephen Coffey, MSN,
RN-C, ARNP](#)

Clinical Instructor
Graduate Program in Nursing

[Inge Corless, PhD, RN,
FAAN](#)

Professor
Graduate Program in Nursing

[Deborah D'Avolio, PhD,
ACNP, ANP](#)

Clinical Assistant Professor
Graduate Program in Nursing

[Patricia Fitzgerald,
MSN, RN](#)

Clinical Instructor
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[Joan Fitzmaurice, RN,
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Associate Professor
Graduate Program in Nursing

[Elizabeth Friedlander,
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Assistant Professor
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[Janice Goodman, PhD,
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Assistant Professor
Graduate Program in Nursing

[J. Alexander Hoyt,
MSN, RN, FNP](#)

Instructor
Graduate Program in Nursing

[Jeanette Ives Erickson,
MS, RN, CNA](#)

Clinical Assistant Professor
Graduate Program in Nursing

<u>Veronica Kane, MS, PNP</u>	Clinical Assistant Professor Graduate Program in Nursing
<u>Ursula Kelly, PhD, APRN-BC</u>	Clinical Assistant Professor Graduate Program in Nursing
<u>Elissa Ladd, PhD, GNP/FNP</u>	Clinical Assistant Professor Graduate Program in Nursing
<u>Ellen Long-Middleton, PhD, RN, FNP</u>	Assistant Professor Graduate Program in Nursing
<u>Ruth Lopez, PhD, APRN, BC</u>	Clinical Assistant Professor Graduate Program in Nursing
<u>Patricia Lussier-Duynstee, PhD, RN</u>	Assistant Professor Graduate Program in Nursing
<u>Maureen Marre, MSN, RN, FNP</u>	Clinical Instructor Graduate Program in Nursing
<u>Talli Craig McCormick, MSN, GNP</u>	Clinical Assistant Professor Graduate Program in Nursing
<u>Janice Bell Meisenhelder, DNSc, RN</u>	Associate Professor Graduate Program in Nursing
<u>Jacqueline Sue Myers, PhD, RN</u>	Assistant Professor Graduate Program in Nursing
<u>Patrice Nicholas, DNSc, MPH, RN, ANP</u>	Professor Graduate Program in Nursing
<u>Joanne O'Sullivan, PhD, APRN-BC</u>	Assistant Professor Graduate Program in Nursing
<u>Alexandra Paul-Simon, PhD, RN</u>	Assistant Professor Graduate Program in Nursing
<u>Patricia Reidy, MS, APRN, BC-FNP</u>	Clinical Assistant Professor Graduate Program in Nursing
<u>Deborah Rosenbloom, MS, RN, ACNP</u>	Clinical Instructor Graduate Program in Nursing
<u>Pamela Senesac, PhD, SM, RN</u>	Assistant Professor and Associate Director Graduate Program in Nursing
<u>Katherine Simmonds, MSN, RNC</u>	Clinical Instructor Graduate Program in Nursing
<u>Kathleen Solomon, MS, RN, FNP</u>	Clinical Assistant Professor Coordinator, Preceptor Placements Graduate Program in Nursing
<u>Sharon Sullivan, MS, RN</u>	Clinical Instructor Graduate Program in Nursing
<u>Nancy Terres, PhD, RNC</u>	Assistant Professor Graduate Program in Nursing
<u>Carmela Townsend, MS/MBA, RN</u>	Clinical Instructor and Academic Coordinator of Clinical Education Graduate Program in Nursing



[John Twomey, Jr., PhD,
PNP](#)

Associate Professor
Graduate Program in Nursing

[Maria Winne, MS,
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Clinical Instructor, Graduate Program in
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[Karen Wolf, PhD,
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Clinical Associate Professor
Graduate Program in Nursing

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Graduate Program in PHYSICAL THERAPY

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US News and World Report
ranks our Physical Therapy
Program **#5** in the nation

The Graduate Programs in Physical Therapy educates therapists at both the professional and post-professional levels

The [Entry-Level DPT Program](#) prepares students who hold a bachelor's degree in another field to become licensed physical therapists. Graduates are awarded the **Doctor of Physical Therapy (DPT) degree**.

The [Post-Professional Program in Physical Therapy](#) offers several options for practicing physical therapists, including options for study for non U.S. licensed therapists ([International Scholars](#)). For those interested in developing expertise in an area of specialization, students can choose among the following Advanced Post-Professional Programs of Study including:

- Advanced Master of Science in Physical Therapy (M.S.)
- Certificate of Advanced Study (CAS)
- Clinical Residency in Orthopedic Physical Therapy is an extended clinical practicum available as an option for students in either the Master's or the Certificate of Advanced Study in Orthopedics.
- Courses for Non-Degree Students (non-matriculated)

The [Transitional DPT Program](#) is designed for practicing therapists who are interested in obtaining a DPT credential.

[Click here for admissions information.](#)



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PROGRAM OVERVIEW

The Entry-Level **Doctor of Physical Therapy (DPT)** program consists of a three-year curriculum that encompasses academic, clinical, and research 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.

The Entry-Level DPT Program is based on a philosophy that emphasizes a commitment to humanistic values, professionalism, quality care, critical analysis, and evidence-based practice as a foundation for the practice of physical therapy. 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.

The purpose of physical therapy professional education is to prepare generalists who are competent, broadly-skilled, reflective practitioners, and who are equipped to practice in a variety of health care settings throughout the continuum of health care.

The Doctor of Physical Therapy Degree

The DPT is a professional degree that indicates the achievement of qualifications to enter the profession of physical therapy. The vision for this degree reflects the changes in practice that are essential within the current health care system. As a professional doctoral degree, the DPT serves as a credential, similar to the MD for medicine, the PharmD for pharmacy, or the JD for law. It does not signify advanced preparation or specialization. It does, however, represent the completion of a comprehensive program and the fulfillment of high standards of clinical performance in professional preparation.

Post-baccalaureate Education

Students in the entry-level program are all college graduates, with

a variety of educational and occupational backgrounds, many pursuing second careers. This diversity provides a stimulating educational experience, and enriches the student's interactions with each other, faculty, patients and other health care professionals.

Accreditation

The Entry-Level DPT Program 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 and the District of Columbia.

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PROGRAM FEATURES

Many special and unique features distinguish our Entry-Level DPT Program:

The DPT Degree

The MGH Institute of Health Professions was one of the first schools accredited to offer the Doctor of Physical Therapy as the first professional degree.

Clinical Affiliations

As part of a major medical center, our educational programs are distinguished by our affiliation with world-renowned hospitals and physical therapy clinics. This includes our primary affiliations with [Massachusetts General Hospital](#), [Brigham and Women's Hospital](#), and [Spaulding Rehabilitation Hospital](#). This network provides access to expert clinicians in supervised experiences in the broadest range of health care. [Click here to see the complete list of our clinical affiliations.](#)

Small Class Size

Classes are limited to 32 - 40 students. We are committed to providing individualized attention to our students, so they can maximize their professional skills within a nurturing environment.

Innovative Clinical Education Experiences


Clinical experiences are integrated throughout the curriculum, including full-time and part-time experiences. The final clinical experience is a one-year clinical internship, providing a unique opportunity for in-depth professional development.

Faculty

The Graduate Programs in Physical Therapy are fortunate to claim an internationally recognized faculty who are actively engaged in clinical practice, research and professional activities. [Click here to read profiles of the faculty in Physical Therapy.](#)

Interaction with the Post-Professional Program

Students in the entry-level program benefit from their interaction



with practicing therapists who are students in our [post-professional program](#), who serve as clinical mentors, teaching assistants and research consultants. Many students and graduates develop close mentoring relationships that last beyond their studies together at the Institute.

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CLINICAL EDUCATION

The program of study at the Institute provides a unique atmosphere for clinical education because of our close affiliations with several major teaching institutions in Boston, including our primary affiliations with [Massachusetts General Hospital](#) and [Spaulding Rehabilitation Hospital](#), as well as [Brigham and Women's Hospital](#), [Newton-Wellesley Hospital](#), [Beth Israel Deaconess Medical Center](#), and [Children's Hospital Medical Center](#), among others. The Institute affiliates with clinical facilities throughout the country, including acute care hospitals, outpatient centers, rehabilitation facilities, private physical therapy practices, and specialty clinics. Many clinical sites are located outside the Boston area, and students are responsible for the costs of travel and housing associated with their clinical experiences.

Integrated Clinical Experiences

Full-time and part-time clinical experiences are integrated throughout the academic curriculum.

Two full-time clinical experiences are scheduled, 10 weeks in length, one in the summer following the first academic year and one in the winter of the second year.

Students are also in the clinic one-half day each week in fall and spring semesters of Year 1 and Year 2, as part of the Clinical Seminar and Practicum courses. These part-time experiences allow students to advance their critical thinking and to continually practice what they learn in class with real patients.

Clinical Internship

Perhaps the most distinct and exciting feature of the DPT program at the Institute is the year-long clinical internship. The internship follows completion of the academic program, and is a paid position in one facility. Our program is the only one in the country that

offers this form of internship as the culminating clinical experience for all students, providing unique opportunities for long-term professional development.

The internship is arranged in cooperation with clinical sites following student interviews and a matching process. The type and amount of compensation for the internship is determined by each clinical facility.

Students receive their DPT degree midway through the clinical internship year, at the end of 4 months. The intern is then eligible to sit for state licensure and to complete the year as a licensed physical therapist. **Interns make a commitment to the internship facility for the full year.** The internship allows graduates to enter the profession with a strong clinical background so that they will move into varied practice settings with confidence, solid experience and skill.

Alternative models for internship, including 4 to 6-month unpaid experiences, may be implemented based on the availability of clinical resources. Some internship sites are located outside of the Boston area, and interns are responsible for relocating during the internship period.



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Campus Visits

Applicants can also arrange campus visits by contacting the Physical Therapy Program Office at 617-724-4841, or email at EntryDPT@mghihp.edu.

[Admission Deadlines](#)

Admission Requirements

- Applicants must hold a bachelor's degree from an accredited college or university prior to entering the physical therapy program.
- Completed application with application fee. [APPLY NOW!](#)
- [PREREQUISITE CHECKLIST](#)
- Experience/Exposure to Physical Therapy 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, paid or observational experience. Applicants must include a list of these experiences on the application form under "Work Experience."
- [Official transcripts](#) from all previous academic institutions attended.
- [GRE scores](#) within the last five years.
- [Three letters of recommendation.](#)
- A Personal Essay, answering the following questions:
 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 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?
- TOEFL is required for applicants whose native language is not English and who did not receive a degree from an English-speaking country.

Review of Applications

The Admissions Committee will begin to review applications as they are received. Applications are judged on overall GPA, prerequisite GPA, GRE scores, and quality of the essay and references. The first level of review will be completed by the end of January, and competitive applicants will be invited for an interview in February.

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. Second, 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.

2005 Interviews will be scheduled on Friday, February 4, Saturday, February 5, Friday, February 11 and Saturday, February 12. Applicants are advised to keep these dates available.

Admission Decisions

Admissions decisions will be made by the end of February.

For specific questions about the DPT Program or prerequisites, submit course descriptions or other explanatory materials with your written request to:

Marianne Beninato, DPT, PhD
Coordinator of DPT Admissions
MGH Institute of Health Professions
Charlestown Navy Yard
36 First Avenue
Boston, MA 02129
mbeninato@mghihp.edu
Fax: 617.724.6321

[International Applicants](#)

For more comprehensive admissions information visit the [Office of Student Affairs](#).



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PROGRAM GRADUATES

All graduates of the Entry-Level Program in Physical Therapy have successfully passed the physical therapy licensure examination in their state.

Alumni are practicing in Massachusetts, Texas, Louisiana, New Hampshire, California, Minnesota, Illinois, Florida, Rhode Island, as well as other areas. Graduates of the Entry-Level Program in Physical Therapy are employed in a variety of practice settings. Most have taken staff positions at hospitals, rehabilitation centers, or private practices. Many have moved into supervisory roles, including clinical instructors. Graduates are engaged in research at many levels, including grant-funded studies.

Many graduates are hired by their internship facilities each year. We are pleased to continually hear that our graduates do not have difficulty finding positions. Employers have given us positive feedback regarding our graduates' skills and professional behavior, which are a reflection of their extensive clinical education.

[Click here to learn more about our alumni in our Alumni and Friends section.](#)



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Transitional Doctor of Physical Therapy Program

The Graduate Programs in Physical Therapy are now providing an exciting opportunity for practicing physical therapists to obtain the Doctor of Physical Therapy (DPT) degree. Physical therapists who have a Bachelor's or Master's Degree and a current US license are eligible to apply to the program. The Transitional DPT (tDPT) Program offers a multi-faceted approach for documentation and achievement of DPT competencies.

Through a combination of portfolio assessment and course work, each therapist admitted to the program will have an opportunity to demonstrate compliance with current entry-level DPT knowledge and skills. Courses are available both onsite and online and are designed to add value to the practice of all Physical Therapists.

Download the [TDPT brochure](#) (PDF), and answers to [Frequently Asked Questions](#) (PDF).

To apply online, click here: [Apply Now!](#)

If you are interested in the Transitional DPT, please contact the Office of Student Affairs. Be sure to specify that you are interested in the **Transitional DPT** Program. Materials will be forwarded to you directly.

Contact us at (617)726-3140 or email at admissions@mghihp.edu



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POST-PROFESSIONAL PROGRAM IN PHYSICAL THERAPY

The Post-Professional Program in Physical Therapy is designed for experienced physical therapists who want to become advanced clinicians with broad theoretical knowledge. The program allows therapists to develop essential foundations in decision-making, scientific inquiry and clinical measurement in addition to basic and clinical sciences. The curriculum is based on a philosophy that values an interdisciplinary approach to advanced professional education within a framework of clinical specialization and evidence-based practice.

Specializations

Students can choose to study specializations in neurologic, orthopedic or cardiopulmonary physical therapy. Students also have the option to develop an individualized program of study that crosses specializations to meet specific interests, such as geriatrics, pediatrics or acute care.

Options for Study

- [Master of Science \(MS\) in Physical Therapy](#)
- [Certificate of Advanced Study \(CAS\)](#)
- [Clinical Residency in Orthopedic Physical Therapy](#)
- [Transitional Doctor of Physical Therapy \(tDPT\) Program](#)
- [Combine tDPT with either \(MS\) or \(CAS\)](#)

Special Features

- Specializations allow students to prepare for board certification as clinical specialists.
- Students have opportunities for full or part-time study, with classes scheduled in the evening onsite or through online learning.
- Many courses are offered completely online, or with limited onsite experiences.
- Small classes provide opportunities for individualized study and professional growth.
- Students gain experience in scientific inquiry through

- clinically relevant course projects and thesis research.
- Students participate in advanced clinical preceptorships with master clinicians, with options for practica in teaching and research.
 - Post-professional students can serve as teaching assistants in the entry-level DPT program.

Merit Awards:

- Merit awards are available for students enrolled full-time in programs of study exceeding 20 credits. These awards are based on academic achievement.



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Program for foreign-trained Physical Therapists

[International Physical Therapists Seeking Courses To Apply for US Licensure](#)

The MGH Institute of Health Professions has long supported international students in their pursuit of advanced education in physical therapy. We have International Scholar alumni who have come from 20 countries, including Argentina, Brazil, Denmark, India, Ireland, Japan, Peoples Republic of China, Sweden, Taiwan, and Turkey.

As part of the Post-Professional Master of Science or Certificate of Advanced Study programs, we offer International Scholars Seminars designed specifically for foreign-educated physical therapists.

What are the International Scholar Seminars?

These required seminars provide extra support in adjusting to the academic and health care culture of the United States, and communicating in English. The seminars assist scholars to successfully adapt to life and graduate study including writing papers, literature reviews, and clinical documentation, delivering presentations in class and critically analyzing research articles.

Scholars also learn how to function as advanced, reflective physical therapy practitioners in a variety of settings, and as leaders for actively improving health care in the therapist's home country. Within the International Scholars Seminars are clinical observational experiences and a clinical performance assessment designed to determine the scholar's readiness for advanced clinical preceptorship experiences.

Course of Study

International Scholars in the Master of Science or Certificate of Advanced Study program take the specialty, elective and core courses with the other graduate students. Scholars continue on to

the advanced preceptorship and thesis after successfully completing two semesters of coursework. These two semesters must include the International Scholars Seminars. Scholars must maintain a 3.0 GPA and successfully complete the clinical performance assessment.

Internationally trained therapists who are licensed to work in the United States can also apply to the [Transitional DPT Program](#) which is designed for practicing therapists who are interested in obtaining a DPT credential.

Merit Awards:

Merit awards are available for students enrolled full-time in programs of study exceeding 20 credits. These awards are based on academic achievement.

Graduate Assistantships

Scholars are eligible to be named graduate assistants after the first semester of study. Due to US visa and licensure restrictions, International Scholars may not be employed outside the MGH Institute.

Requirements for Applicants:

Applicants who received their undergraduate physical therapy 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. For additional information, international applicants should contact the Office of Student Affairs at admissions@mghihp.edu or (617)726-3140.

The TOEFL is also required for applicants whose native language is not English and for those individuals who did not receive a degree from an English-speaking university.

General Information on Study in the United States

The U.S. Department of Education offers general information regarding policies and procedures for study in the U.S. on its [Federal Student Aid website](#). Student visa information is available from the [U.S. State Department website](#), and from the State Department's [EducationUSA website](#),

Talk to Our International Scholar Coordinator

We will forward your name to the [Coordinator](#) of the International Scholar program to answer any questions about the program. Just To learn more about our programs and living /studying in Boston, email us at pt@mghihp.edu.



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POSTPROFESSIONAL ADMISSIONS REQUIREMENTS FOR MS AND CAS

Admission Deadlines

Applications for the Master of Science and Certificate of Advanced Study are accepted on a rolling admissions basis, with three deadlines per year. Students may begin their program of study in September, January or May.

Deadlines: July 19
November 23
March 22

Admission Requirements for US Licensed Physical Therapists applying to the MS or CAS Program

- Bachelor's degree from an accredited institution.
- Therapists licensed in the United States must have at least one year of clinical experience. Therapists who were educated outside the US and who are not US licensed must have at least 18 months of clinical experience. See [International Student Requirements](#).
- Official transcripts from all previous academic institutions attended.
- Completed application with application fee. [Apply Now!](#)
- GRE scores taken with the last five years (MS only- GRE scores may be waived). GRE scores are not required for CAS admission.
- Three letters of recommendation.
- Resume
- Personal essay- Respond to the following question: Discuss your personal and professional experiences, your academic interests and objectives, and your career aspirations. Also address how and why you feel the MGH Institute can help you achieve your academic and professional goals. Please include any other information you believe is relevant.

[Click here for more admissions information](#)

Non-Degree Students

Students are always welcome in post-professional courses as non-degree students. Many clinicians choose to take courses prior to matriculation to become comfortable with graduate education. Up to 9 credits taken as a non-degree student can be applied toward the MS or CAS upon matriculation.

Converting to the Master of Science Program from the CAS

Students who are working towards the CAS may apply for entry into the Master of Science program at any time through the standard application process. Matriculated students who have completed at least 12 credits toward the certificate, with a cumulative grade point average of at least 3.0, may convert to the MS program by written petition. Participation in the certificate program does not grant automatic entry into the Master of Science program. Any courses in which the student received a grade of B or better while working toward the certificate may be counted toward the degree requirements.



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Entry-Level Program in Physical Therapy

Since its beginning in 1995, the Entry-Level Program in Physical Therapy at the MGH Institute of Health Professions has quickly achieved prominence for its innovative entry-level curriculum and the success of its graduates. Our program is one of the first to offer the entry-level Doctor of Physical Therapy degree, based on recognition of the evolving nature of health care in the United States and the need for new models of patient care and professional education. As a leader in graduate education, and the educational arm of a major medical center, we are uniquely poised to offer comprehensive and up-to-date experiences for our students. The Entry-Level Program is committed to preparing therapists who will contribute to the health care environment of today and tomorrow.



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Entry Level Doctor of Physical Therapy

The DPT program 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 curriculum requires completion of 100 credits of course work.

Curriculum Outline

[Click here for a complete listing of Physical Therapy course descriptions.](#)

[Click here for course descriptions of Interdisciplinary courses with the "HP" prefix.](#)

Year 1 - Summer Semester

PT 606	Professional Socialization	2
PT 620	Gross Anatomy	5
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Year 1 - Fall Semester

PT 622	Functional Anatomy	3
PT 623	Clinical Neuroscience I	2
PT 661	Clinical Seminar and Practicum I	2
PT 640	Clinical Pathophysiology	3
PT 670	Fundamentals of Physical Therapy Practice	6
PT 651	Critical Inquiry I	2
PH 621	Essentials of Pharmacology	1
		19

Year 1 - Spring Semester

PT 624	Clinical Neuroscience II	2
PT 625	Clinical Perspectives in Health Policy	2
PT 662	Clinical Seminar and Practicum II	2
PT 641	Musculoskeletal Pathophysiology	2
PT 672	Clinical Mgmt of Cardiovascular and Pulmonary Systems	3
PT 671	Clinical Mgmt of Musculoskeletal Disorders- Extremities	6
PT 652	Critical Inquiry II	2
		19

Year 2 - Summer Semester

PT 626	Principles of Teaching and Motor Learning	2
PT 676	Clinical Experience I	3
PT 673	Orthotics	1

		6
	Year 2 - Fall Semester	
PT 723	Clinical Neuroscience III	2
PT 761	Clinical Seminar and Practicum III	2
PT 725	Clinical Medical Mgmt of Neuromuscular Disorders	1
PT 765	Clinical Mgmt of Musculoskeletal Disorders: Spine	4
PT 766	Clinical Mgmt of Neuromuscular Disorders I	6
PT 791	Critical Inquiry III	1
PH 750	Diagnostic Imaging	2
		18
	Year 2 - Spring Semester	
PT 727	Psychology of Disability and Illness	1
PT 768	Prosthetics	1
PT 724	Clinical Neuroscience IV	2
PT 770	Clinical Experience II	3
PT 762	Clinical Seminar and Practicum IV	1
PT 767	Clinical Mgmt of Neuromuscular Disorders II	3
PT 769	Clinical Mgmt of the Patient with Multi-system Involvement	2
PT 792	Research Project	1
		14
	Year 3 - Summer Semester	
PT 793	Research Presentation	1
PT 730	Practice Management	3
PT 777	Foundations of Diagnostic Screening	2
PT 778	Comprehensive Case Study	1
HP 820	Ethics in Health Care	2
	Electives	2
		11
	Year 3 - Fall Semester	
PT 780	Clinical Internship	6
		6
	Year 3 - Spring/Summer Semesters	
PT 781	Clinical Internship Continuation	0
		0
	Total	100

Effective June 2002.

The above curriculum is subject to change.



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Master of Science in Physical Therapy - Curriculum Plan

The Master of Science program is designed to prepare experienced physical therapists to become advanced clinicians. The program requires completion of **36 credits** of coursework for US licensed physical therapists. International Scholars have additional requirements*

[Click here for a complete listing of Physical Therapy course descriptions.](#)

[Click here for course descriptions of Interdisciplinary courses with the "HP" prefix.](#)

	Core/Analytical Skills: 13 credits	CR
HP 720	Designing Clinical Research	3
HP 721	Statistics for Clinical Research	3
PT 755	Foundations of Clinical Assessment in Physical Therapy	3
PT 855	Clinical Decision-Making	3
PT 885	Advanced Seminar in Physical Therapy	1
	Advanced Clinical Skills: 3 to 9 credits	
PT 875	Clinical Preceptorship in Physical Therapy	3
PT 876	Clinical Residency in Advanced Orthopaedic Physical Therapy	3
	Clinical Thesis: 6 credits	
PT 895	Thesis Research I	2
PT 896	Thesis Research II	2
PT 897	Thesis Research III	2

Electives: Variable credits

With advisor approval, students may choose from a variety of interdisciplinary and Physical Therapy courses to complete the 36 credit degree requirement.

Clinical Concentration: 10 credits

See lists of courses below for each specialty. Students who are in the individualized program of study may choose any course with the consent of their academic advisor.

Neurology Specialization

PH 842	Clinical Applications in Exercise Physiology	3
PH 850	Clinical Neuroanatomy and Neurophysiology and Neurology	3
PH 855	Clinical Anatomy: Upper Quarter	1
PH 856	Clinical Anatomy: Trunk and Spine	1
PH 857	Clinical Anatomy: Lower Quarter	1
PT 861	Seminar on Treatment Approaches to the Neurologically Impaired	3
PT 862	Concepts of Assessment in Neurologic Physical Therapy Practice	3
PT 863	Therapeutic Exercise: Advanced Principles and Practice	3
PT 785	Diagnostic Screening for PT: When to Treat? When to Refer?	3
CD 722	Neuroanatomy and Neurophysiology of Comm. and Swallow	3
CH 721	Foundation of Cognition	2
CD 858	Trachestomy & Ventilation Issues	1
PT 880	Special Topics in Physical Therapy	var

Orthopaedic Specialization

PH 842	Clinical Applications in Exercise Physiology	3
PH 750	Diagnostic Imaging	2
PH 855	Clinical Anatomy: Upper Quarter	1
PH 856	Clinical Anatomy: Trunk and Spine	1
PH 857	Clinical Anatomy: Lower Quarter	1
PT 863	Therapeutic Exercise: Advanced Principles and Practice	3
PT 865	Concepts of Orthopaedic Physical Therapy	3
PT 785	Diagnostic Screening for PT: When to Treat? When to Refer?	3
PT 880	Special Topics in Physical Therapy	var
PT 867	Musculoskel Dysf: Lower Quarter, Hip & Knee	2
PT 868	Musculoskel Dysf: Lower Quarter, Foot & Ankle	1
PT 869	Musculoskel Dysf: Upper Quarter	3
PT 871	Musculoskel Dysf: Lumbopelvic Region	3
PT 870	Musculoskel Dysf: Cervicothoracic & Craniomandibular Regions	3

Individualized Program of Study

Students may also design an individualized program or study after consultation with their advisor

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MGH INSTITUTE OF HEALTH PROFESSIONS

Transitional Doctor of Physical Therapy Program *For U.S. Licensed Physical Therapists*

INFORMATION FOR PROSPECTIVE APPLICANTS

The Transitional Doctor of Physical Therapy (tDPT) Program is designed to provide an opportunity for U.S. licensed physical therapists to earn the Doctor of Physical Therapy degree through a combination of coursework and documentation of professional experience.

Recognizing that currently licensed physical therapists have graduated from accredited educational programs and that they are prepared for their daily clinical practice, we have developed a tDPT program that acknowledges that initial baseline. The program is designed to allow therapists to update or broaden their background in certain critical inquiry, clinical science and professional practice areas, adding the essential knowledge and skills required to practice as a Doctor of Physical Therapy in today's complex and demanding health care environment.

Applications are accepted at three deadlines during the year, and students may begin the program in any semester.

BACKGROUND INFORMATION

What is the program philosophy?

The development of the tDPT Program is based on the underlying philosophy that supports the Doctor of Physical Therapy as the appropriate first professional degree for physical therapists. It is also based on the belief that, with changes in physical therapy practice, we have an obligation to facilitate the achievement of a common education baseline for all physical therapists through the DPT.

As we look at the current health care system, changes are impacting the extent to which physical therapists must be independent, collaborative, efficient and productive in practice. Today's entry-level clinician must be able to function as a consultant, educator, administrator and clinical scholar in addition to being a competent and effective practitioner. Employers and clinical educators consistently emphasize that therapists entering practice must be prepared for clinical challenges, ready to meet clients' needs with competence and possess strong critical thinking abilities.

These skills should be coupled with an understanding of the health care environment, their responsibilities and obligations as clinical doctors, and the ability to practice with a professional attitude. These principles and expectations are incorporated into the tDPT program curriculum. The program emphasizes clinical decision making, diagnostic and prognostic reasoning, and evidence-based practice. Coursework addresses the full scope of the physical therapist's practice, including health promotion and prevention, education, and professional values and behaviors.

How does this philosophy fit with the future of the profession?

In June of 2000, the APTA House of Delegates endorsed a vision statement affirming that:

By the year 2020, physical therapy will be provided by physical therapists who are doctors of physical therapy, recognized by consumers and other health care professionals as the practitioners of choice to whom consumers have direct access for the diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function and health.

This vision for our profession has evolved over many years, and reflects changes in both physical therapy practice and the structure of our health care system. As a clinical doctoral degree, the DPT serves as a credential, similar to the MD for medicine, the OD for optometry and DPM for podiatry, indicating completion of requirements to enter the profession. It does not signify advanced preparation or specialization. It does, however, represent the culmination of a comprehensive program and the fulfillment of high standards of clinical performance in professional preparation.

PROGRAM REQUIREMENTS FOR THE TRANSITIONAL DPT

The Transitional DPT curriculum consists of 8 courses, totaling 15 credits.

CRITICAL INQUIRY SEQUENCE

HP 720 Designing Clinical Research (2 cr)

HP 721 Statistics for Clinical Research (2 cr)

PT 740 Measurement Principles for Physical Therapy Practice (2 cr)

PT 741 Principles of Evidence-Based Practice (1 cr)

CLINICAL SCIENCE SEQUENCE

PH 621 Essentials of Pharmacology (1 cr)

PH 750 Diagnostic Imaging: (2 cr)

PT 785 Diagnostic Screening For Physical Therapists: When to treat, and when to refer? (2 cr)

INTEGRATION OF PROFESSIONAL PRACTICE CONCEPTS

PT786 Comprehensive Case Analysis (3 cr)

All required tDPT coursework is available in an online format.

Some courses are also available onsite. Please refer to the Course Calendar for specific schedules of online and onsite courses.

CREDIT REQUIREMENTS

A maximum of 15 and a minimum of 8 credits are required to earn the DPT

Credit for Prior Experience and Current Competence via Portfolio Review

Applicants may choose to include a portfolio of evidence as part of their application to receive credit for any of the courses listed in the **Critical Inquiry** or **Clinical Science Sequences** (see application materials). Individuals who have either taken graduate courses in this content or acquired this knowledge during their career, and who can provide portfolio evidence of competence, may receive credit for these courses. **Please see course descriptions (starting on page 8) to determine those areas of competence for which portfolio credit may be granted.**

Based on the evidence of competence submitted, applicants may receive portfolio credit for any or all of the 7 courses (up to 13 credits) in the Critical Inquiry and Clinical Science Course Sequences. However, **to earn the DPT degree, all students must take a minimum of 8 credits (and at least 4 courses)** while matriculated at the Institute. Students who receive portfolio credit for more than 7 credits may choose electives to reach the 8 credit/ 4 course minimum requirement.

All individuals matriculating in the tDPT Program must take **PT 834 Comprehensive Case Analysis (3 credits)**. This course is generally completed as the last course in the tDPT program of study as it integrates and applies the concepts learned throughout the program.

Portfolio Application

The portfolio application is included with the full application for admission to the Institute. It is available as a downloadable document on the Institute website at www.mghihp.edu under Admissions/Apply Now.

The full application packet contains materials for all programs, so please scroll through the document to find the portfolio application for the Transitional DPT Program.

Portfolios are submitted with the application for admission and are evaluated as part of the admissions process. Applicants will be informed of the credits granted for current competence at the time of admission notification.

VOUCHERS AND FINANCIAL AID

Credit vouchers are awarded to clinics that provide clinical placements for our students in entry-level or post-professional programs. Students in the tDPT program may use vouchers for courses in the tDPT Program according to Institute policy. We encourage students to explore tuition remission benefits at their place of employment. Financial aid may also be available for qualified applicants who should contact the Office of Financial Aid at financialaid@mghihp.edu or visit the Institute's website.

ADMISSIONS REQUIREMENTS

An application for admission to the tDPT is available on our website at www.mghihp.edu under Admissions/Apply Now. You may apply online or download an application form that contains the full application for admission and the portfolio application. Please contact the Office of Student Affairs at admissions@mghihp.edu or 617-726-3140 if you would like an application sent to you.

A complete application packet includes:

- A \$50.00 application fee (check made payable to MGH Institute of Health Professions)
- Official transcripts from all schools or universities attended regardless of whether a degree was obtained*
- A completed application form for the tDPT Program
- A completed portfolio with a \$300.00 fee (*check made payable to the MGH Institute of Health Professions*), for those who wish to obtain credit for prior experience and current competence. The portfolio must include all appended evidence material, (e.g. course descriptions/syllabi, job descriptions, certificates of study), as appropriate and required for citations of evidence.
- A current resume or Curriculum Vitae
- A copy of all current U.S. physical therapy licenses
- Three references, including one from a current employer (or most recent employer if you are not currently in practice), and a reference from a professional colleague or faculty member familiar with the applicant's professional or academic knowledge, skills and values. Please use the application reference forms. Each form must be returned to the applicant in a sealed envelope with the reference author's signature across the seal. Submit all 3 references in the packet.†
- Official report of the GRE or other standardized test scores (*see conditions for waiver of GRE below*)

Waiver of the GRE

The GRE may be waived for tDPT admission if the applicant can document one of the following conditions:

- Receipt of a master's degree or higher
- Successful completion of two Institute courses with a grade of B or higher (see information on *Non-degree Student Status on page 5*)
- Submission of an alternative test of preparedness for graduate-level study or Board Certification in a specialty area (ABPTS Certification).

Applicants must request a waiver of the GRE at the time of application, using the form contained in the application packet, and must submit documentation of one of the above conditions in their Application package.

Submit all application materials in one package to:

MGH Institute of Health Professions

Office of Student Affairs

P.O. Box 6357

Boston, MA 02114-6357

* Graduates of the MGH Institute of Health Professions are NOT required to submit transcripts.

† Graduates of the MGH Institute of Health Professions are required to submit only 1 reference from an employer.

Application Deadlines

Admission to the Transitional DPT Program will be on a semester basis. Please note the following deadlines:

Entry	Application Deadline
May	March 22
September	July 19
January	November 23

All application materials, (including a portfolio), must be postmarked by the deadline.

Non-Degree Student Status

Students must take a minimum of 8 credits and at least 4 courses as an IHP matriculated student to earn the DPT degree. **Any course work taken prior to matriculation will not be applied to the 8-credit minimum required for the tDPT degree.**

Applicants who have taken courses in the Clinical Science or Critical Inquiry sequences as a non-degree student at the Institute may use those courses as part of their evidence in an application portfolio.

GRE Waiver: Applicants who wish to waive the GRE requirement may take 2 courses at the Institute as a non-degree student (prior to matriculation), to be eligible for the GRE waiver (see admission requirements). These courses can then be used as evidence within a portfolio to demonstrate current competence and receive credit for them. **These courses cannot be used to meet the 8-credit/4 course minimum requirement for the DPT degree.**

ACADEMIC POLICIES

Students in the tDPT Program will be subject to all academic policies for the Post-Professional Program in Physical Therapy.

- Students must maintain a cumulative GPA of 3.0.
- Students must complete all coursework towards the DPT within 5 years of initial matriculation.
- All courses taken for the 8-credit tDPT degree minimum requirement must be completed at the MGH Institute of Health Professions. No transfer credits will be accepted.

Hardware/Software Requirements

Technology Requirements for Online Learning

Students will be required to have the following:

- 233MHz Pentium (or similar) class PC running Windows 95/98/NT/2000
- 64 MB RAM (minimum)
- Microsoft Office 2000
- Internet Explorer 5.5
- Internet Access (via ISP, Corporate LAN, etc., preferably high speed access)

These specifications, particularly Microsoft Office 2000 and IE 5.5, are required to properly use the online courses. If you choose to use other than the above, we make no claim to the usability of the courseware and course content nor will we be able to support you.

If you plan to access the courseware through your place of employment, you must contact your IS department to grant you exceptions to possible firewall restrictions on your corporate network. You will also need a CD ROM to access the courseware. Some firewall restrictions limit the functionality of the courseware.

SOFTWARE – MICROSOFT OFFICE 2000

There is a student rate available for Microsoft Office 2000 and students can get the rate at any bookstore. The cost is approximately \$200. A student ID may be required for purchase (many bookstores do not ask.).

STUDENT ID

To obtain your Student ID, go to the Police & Security Office on the first floor of Building 149 in the Charlestown Navy Yard. The Police & Security Office is open from 8:00 am-4:00 pm., Monday through Friday. All students attending classes onsite must have an Institute ID badge. **Online students are not required to obtain an ID badge.**

If you do not live near Boston and are unable to come into the Police & Security office to obtain your ID, you may have one sent to you. You must send a passport style picture of yourself as a .tif or .jpg attachment to studentlife@partners.org. Also include in the email your full name, address, social security number, and academic program. Your ID will be sent to you in approximately four weeks.

Additional Post-Professional Opportunities

Students may choose to continue their education at the Institute by enrolling in one of three post-professional options: the Certificate of Advanced Study (CAS) or the CAS with an advanced Clinical Residency in Orthopedic Physical Therapy. We also offer a post-professional Master of Science (MS) degree with specializations in orthopedic, neurological and cardio-pulmonary physical therapy.

Certificate of Advanced Study: Practicing therapists with at least one year of clinical experience may take 6 post-professional courses (minimum of 15 credits) within a particular specialty area and be eligible for a Certificate of Advanced Study.

Clinical Residency in Orthopedic Physical Therapy: The post-professional program offers a Clinical Residency in Orthopedics, which is a combination of advanced coursework and precepted clinical experiences. The residency requires at least 15 credits of coursework and 9 credit hours of advanced clinical practice. Students who complete the residency are eligible for a CAS and a certificate of completion of residency in Advanced Diagnostics and Treatment in Orthopedic Physical Therapy. The Clinical Residency in Orthopedics is accredited by the American Physical Therapy Association.

Post-Professional Master of Science Degree Program: The Post-Professional MS in Physical Therapy Program offers opportunities to study in a concentrated practice area (orthopedic, neuromuscular, cardiovascular/pulmonary) or to construct a program of study that includes clinical courses and focuses on enhancing professional skills in other clinical specialty areas such as pediatrics and geriatrics, or in professional content areas such as teaching and clinical research. This MS program allows therapists to develop essential foundations in decision-making, scientific inquiry, and clinical measurement in addition to basic and clinical sciences. The program is designed to prepare experienced physical therapists to become advanced clinicians.

Combined Programs: Students may apply and matriculate in more than one graduate Physical Therapy Program (MS, CAS, tDPT) simultaneously by applying for Combined Program status. Students who are enrolled in combined programs may apply up to 3 credits of course work to both programs, thereby reducing the total number of credits required for both programs.

For additional information on post-professional courses and electives, please contact the Office of Student Affairs, visit our website at www.mghihp.edu, or contact us at pt@mghihp.edu or 617-726-8009. For information on any program at the MGH Institute, please contact:

**MGH Institute of Health Professions
Office of Student Affairs
Charlestown Navy Yard
36 1st Avenue
Boston, MA 02129-4557
617-726-3140**

COURSE DESCRIPTIONS

Transitional Doctor of Physical Therapy Program

CLINICAL SCIENCE SEQUENCE

PH 621 Essentials of Pharmacology (1 cr)

This course will cover goals of drug therapy, pharmacokinetics, pharmacodynamics, a review of selected drug classes, and mechanisms of action that are relevant to outcomes in physical therapy. **Offered Fall, Spring, Summer: Online**

PH 750 Diagnostic Imaging (2 cr)

(Formerly Basic Orthopedic Radiological Assessment)

This course introduces the student to diagnostic imaging principles and techniques as applied to physical therapy practice. Standard imaging procedures are addressed including radiography, fluoroscopy, arthrography, magnetic resonance imaging, CT scans, angiography, nuclear medicine and special procedures. Lectures and laboratory sessions emphasize musculoskeletal, neurologic, cardiovascular/pulmonary, and common general procedures relevant to physical therapists. **Offered Fall (Online and Onsite), Spring (online), Summer (online)**

PT 785 Diagnostic Screening For Physical Therapists: When to Treat? When to Refer? (2 cr)

This course relies on case examples that are used to illustrate the process of gathering relevant clinical information to screen for pathology and impairments. The physical therapist patient/client management model will serve as the framework to present patient examination (history, systems review, tests and measures) methods that lead to diagnostic reasoning that physical therapists use for clinical decision making. Students will have an opportunity to learn and practice the process across a wide variety of cases. **Offered Fall (online), Spring (online), Summer (online and onsite)**

CRITICAL INQUIRY SEQUENCE

PT 740 Measurement Principles for Physical Therapy Practice (2 cr)

This course focuses on the application of measurement principles of reliability and validity to the selection, use and interpretation of various standardized measurement tools in physical therapy practice. Students will learn to critically analyze common clinical tests and measures through literature searches that investigate measurement properties such as sensitivity, specificity, ROC curves, predictive values, likelihood ratios and measures of responsiveness. **Offered Fall: Online**

PT 741 Principles of Evidence Based Practice (1 cr)

In this course, students will develop an understanding of the concepts and procedures of evidence-based practice, including how to generate patient specific background and foreground questions, perform on-line literature searches using various search engines and data bases, locate studies to screen for best available evidence, and critically appraise the literature to determine its application for clinical decision making in the care of individual patients. Using case examples, students will discuss search strategies, and how critical appraisal of diagnosis, prognosis and intervention studies influence clinical decision-making. **Offered Spring and Summer: Online**

HP 720 Designing Clinical Research (2 cr)

This course defines the elements of the research process and discusses the advantages and disadvantages of various research processes for answering clinically related questions. Principles of design, sampling, and validity are considered and applied to the current literature. Students will plan and conduct literature searches on the internet and discuss their findings within the construct of their professional practice responsibilities. **Offered Fall and Spring: Online**

HP 721 Statistics for Clinical Practice (2 cr)

This course will focus on the interpretation of parametric and nonparametric tests for the analysis of clinical data. Statistical procedures covered will include descriptive statistics, chi square, t-test and analysis of variance, correlation, multiple and logistic regression, odds ratios and discriminant analysis. The course will focus on the ability to read statistical output from computer programs, as well as analyze the application of statistical procedures in research literature. **Offered Summer, Spring: Online**

INTEGRATION OF PROFESSIONAL PRACTICE CONCEPTS

PT 786 Comprehensive Case Analysis (3 cr)

This is a seminar course that includes primarily discussion and debate about physical therapist evidence-based, patient/client management. Professional responsibilities associated with the profession's move to a clinical doctoral degree are integrated into patient management discussions. Students will be required to present one class session and submit a patient case that demonstrates critical thinking, integrating evidence that impacts decision-making at the clinical doctoring level. The *Guide to Physical Therapist Practice* will be used as a framework for the professional discussions and the case presentations. **Offered Fall, Spring, Summer: Online**

CALENDAR OF COURSES

All courses are offered online

FALL 2004	SPRING 2005	SUMMER 2005
<ul style="list-style-type: none">• Essentials of Pharmacology• Diagnostic Imaging*• Diagnostic Screening• Designing Clinical Research• Measurement Principles for PT• Comprehensive Case Analysis	<ul style="list-style-type: none">• Essentials of Pharmacology• Diagnostic Imaging• Diagnostic Screening• Designing Clinical Research• Statistics for Clinical Research• Principles of Evidence-based prac.• Comprehensive Case Analysis	<ul style="list-style-type: none">• Essentials of Pharmacology• Diagnostic Imaging• Diagnostic Screening*• Statistics for Clinical Research• Principles of Evidence-based Practice• Comprehensive Case Analysis
FALL 2005	SPRING 2006	SUMMER 2006
<ul style="list-style-type: none">• Essentials of Pharmacology• Diagnostic Imaging*• Diagnostic Screening• Designing Clinical Research• Measurement Principles for PT• Comprehensive Case Analysis	<ul style="list-style-type: none">• Essentials of Pharmacology• Diagnostic Imaging• Diagnostic Screening• Designing Clinical Research• Statistics for Clinical Research• Principles of Evidence-based prac.• Comprehensive Case Analysis	<ul style="list-style-type: none">• Essentials of Pharmacology• Diagnostic Imaging• Diagnostic Screening*• Statistics for Clinical Research• Principles of Evidence-based Practice• Comprehensive Case Analysis

**Courses marked with an asterisk are offered both onsite and online in that semester.*

Calendar is subject to change

POST-PROFESSIONAL ELECTIVE COURSES

Students who receive greater than 7 credits for prior experience through portfolio review may elect other post-professional courses to fulfill the minimum 8-credit requirement for the transitional DPT degree. Several courses are open to the tDPT students, and many are available online or are offered as hybrid courses (online with some onsite requirements).

- PT 761** Seminar on Treatment Approaches to the Neurologically Impaired (3 cr)
- PT 762** Concepts of Assessment in Neurological Physical Therapy Practice (3 cr)
- PT 760** Clinical Neuroanatomy and Neurophysiology (3 cr)
- PT 821** Clinical Decision Making (3 cr)
- PT 867** Musculoskeletal Dysfunction: Lower Quarter, Hip and Knee (2 cr)
- PT 868** Musculoskeletal Dysfunction: Lower Quarter, Foot and Ankle (1 cr)
- PT 869** Musculoskeletal Dysfunction: Upper Quarter (3 cr)
- PT 871** Musculoskeletal Dysfunction: Lumbopelvic Region (3 cr)
- PT 872** Musculoskeletal Dysfunction: Cervicothoracic and Craniomandibular Regions (3 cr)
- PH 761** Clinical Neurology (3 cr)
- PH 763** Therapeutic Exercise: Advanced Principles and Practice (3 cr)
- CIM 740** Introduction to Clinical Investigation (3 cr)
- CIM 831** Law and Health Policy Governing Clinical Research (3 cr)
- CIM 810** Ethics and Socially Responsible Clinical Investigation (3 cr)
- CIM 821** Intermediate Statistics for Clinical Investigation (3 cr)
- HP 720** Designing Clinical Research (2-3 cr)
- HP 721** Statistics for Clinical Research (2-3 cr)
- HP 710** Teaching Skills for Health Care Professionals (2 cr)
- HP 831** Organizational Perspectives: Theory and Action (3 cr)

For a complete listing of Institute courses and course descriptions, please visit our website at

www.mghihp.edu



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Certificate of Advanced Study (C.A.S.)

The Certificate of Advanced Study is designed for Physical and Occupational Therapists who already hold a Masters degree or a baccalaureate degree, and for those who are interested in advanced clinical specialization, but do not want to pursue a formal academic degree. The CAS allows students to focus on clinical courses in a specific area of interest.

C.A.S. for Physical Therapists Only Specialties - Ortho, Neuro, Or Individualized Program (Minimum of 6 courses - 15 credits)

The C.A.S. for Physical Therapists requires completion of 6 courses (minimum of 15 credits) within an area of specialization. Students may choose an individualized program of study as well. Each student works with an academic advisor to select courses and to develop an educational plan to fit his or her own needs.

C.A.S. for Occupational Therapists Only Specialties - Ortho or Neuro (Minimum of 6 courses - 15 credits)

The C.A.S. for Occupational Therapists requires completion of 6 courses (minimum of 15 credits) within an area of specialization. It is designed for licensed occupational therapists who are interested in advanced clinical specialization. The CAS allows students to focus on clinical courses in a specific area of interest. The program allows therapists to develop essential foundations in decision-making, scientific inquiry and clinical measurement in addition to basic and clinical sciences. The curriculum is based on a philosophy that values an interdisciplinary approach to advanced professional education within a framework of clinical specialization and evidence-based practice. Each student works with an academic advisor to select courses and to develop an educational plan to fit his or her own needs.

Conversion to the Master's Degree Program for Physical Therapists Only

Matriculated Physical Therapy students who have completed at least 12 credits towards the certificate with a cumulative GPA of 3.0 or better, may convert to the Master of Science program by written petition to the Physical Therapy faculty through the 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 towards the certificate may be counted toward the degree requirements.

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Combined Programs

Students may choose to combine the MS or CAS programs with the Transitional DPT Program (tDPT).

Students who choose the combined program option may count PT 822 Diagnostic Screening for Physical Therapists (3 cr) toward both programs, effectively decreasing the total credits required for both programs.

Students may select the combined option on the application for admission or, once enrolled in a post professional program, students may elect to add another program of study by completing a Program/Specialization Change Form available in the Office of Student Affairs.

Awarding the MS and DPT degrees: Students in the MS program may be awarded the DPT prior to completion of all MS requirements, once they have completed the following courses (20 credits):

- HP 720 Designing Clinical Research (3 cr)
- HP 721 Statistics for Clinical Research (3 cr)
- PT 720 Foundations of Clinical Assessment (3 cr)
- PT 821 Clinical Decision Making (3 cr)
- PH 773 Diagnostic Imaging (2 cr)
- PT 822 Diagnostic Screening (3 cr)
- PH 620 Essentials of Pharmacology (1 cr)
- PT 834 Comprehensive Case Analysis (2 cr)

In addition to the above courses, students will complete an additional 21 credits in specialty courses and electives, clinical preceptorship and thesis to earn the MS degree. Three credits for PT 822 Diagnostic Screening will be applied towards both degrees. The combined MS/tDPT program requires a total of 41 credits.

Awarding the CAS and DPT degree: Students who want to pursue both the DPT and a Certificate of Advanced Study may be

awarded the DPT upon completion of all Transitional DPT requirements. Three credits for PT 822 Diagnostic Screening will be applied toward the DPT degree and the CAS.

For students working toward the CAS, the tDPT requirements will vary depending on whether the student chooses to submit a portfolio with the application for admission. See the [Transitional DPT requirements](#).

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Clinical Residency in Orthopedic Physical Therapy

The Clinical Residency in Orthopedic Physical Therapy offers practicing clinicians the opportunity to develop advanced diagnostic, clinical decision-making and hands-on clinical skill. The program will help students prepare for the clinical specialist examination administered by the American Board of Physical Therapy Specialties.

The Orthopedic Residency Program is credentialed by the American Physical Therapy Program.

The Orthopedic Residency Program is a combination of advanced course work and clinical preceptorship. **Students may participate in the residency program with matriculation in either the Master of Science program or the Certificate of Advanced Study with a specialization in orthopedics.**

Residency Requirements

Students must complete a minimum of 6 clinical concentration courses (15 credits). Following completion of coursework, students enter the Residency, completing the following:

- PT841-3 Clinical Residency (9 cr): Three 3-credit rotations
- Clinical Seminar in Orthopedic Physical Therapy (40 hours included in residency)
- **(Optional)** Spinal Manipulative Therapy (Two, 4-day weekends, continuing education format)
- **(Optional)** Thrust Manipulation of the Extremity Joints (3-day weekend, continuing education format)

Students are also expected to complete a publishable case study as part of the residency requirements.

The residency is a part-time program. All courses are offered in the evenings and many are also offered online via the Internet. The clinical portion of the program is scheduled to accommodate the students and faculty members schedule. The three, 3-credit clinical rotations are typically completed over three semesters.


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Graduate Program in PHYSICAL THERAPY

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Physical Therapy Faculty

Click on a name for more information.

Name	Title
Donna Applebaum, DPT, MS	Clinical Assistant Professor Graduate Programs in Physical Therapy
Marianne Beninato, DPT, PhD	Assistant Professor Graduate Programs in Physical Therapy
Joanne Brooks, DPT, MPH, OCS	Clinical Assistant Professor Graduate Programs in Physical Therapy
Kathleen Grimes, DPT, MS, CCS	Clinical Assistant Professor Graduate Programs in Physical Therapy
Bette Ann Harris, DPT, MS	Clinical Associate Professor Graduate Programs in Physical Therapy
Maura Iversen, PT, DPT, SD, MPH	Professor Associate Program Director
Colleen Mary Kigin, DPT, MS, MPA	Assistant Professor Graduate Programs in Physical Therapy
Aimee Klein, DPT, MS, OCS	Clinical Assistant Professor Graduate Programs in Physical Therapy
Mary Knab, DPT, MS	Clinical Assistant Professor Academic Coordinator of Clinical Education Graduate Programs in Physical Therapy
David Krebs, DPT, PhD	Professor Graduate Programs in Physical Therapy and Clinical Investigation

<u>Claire McCarthy, MS, PT</u>	Associate Professor Graduate Programs in Physical Therapy
<u>Anne McCarthy Jacobson, DPT, MS, NCS</u>	Clinical Instructor Graduate Program in Physical Therapy
<u>Patricia Mechan, MPH, PT, CCS</u>	Clinical Instructor Graduate Programs in Physical Therapy
<u>Theresa Michel, DPT, DSc, CCS</u>	Clinical Associate Professor Graduate Programs in Physical Therapy
<u>Leslie Portney, DPT, PhD, FAPTA</u>	Professor and Director Graduate Programs in Physical Therapy
<u>Michael Puniello, DPT, MS, OCS</u>	Clinical Assistant Professor Graduate Programs in Physical Therapy
<u>Linda Steiner, DPT, MS, OCS</u>	Clinical Assistant Professor Graduate Programs in Physical Therapy
<u>Michael Sullivan, DPT, MBA</u>	Clinical Assistant Professor Graduate Programs in Physical Therapy
<u>Patricia Sullivan, DPT, PhD</u>	Associate Professor Graduate Programs in Physical Therapy Director Center for International Health Care Education
<u>Mary Watkins, DPT, MS</u>	Clinical Associate Professor Graduate Programs in Physical Therapy
<u>Cynthia Zadai, DPT, MS, CCS, FAPTA</u>	Coordinator, Transitional DPT Graduate Programs in Physical Therapy



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Policies and Procedures

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Transfer Credit Policy

Committees for each program decide the number of outside credits that may be transferred for program completion prior to beginning study at the Institute. (The Petition form for Transfer Credit is available through the Office of Student Affairs or online in the Registrar's section.) 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.

[Non-Degree student policies](#)

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Attendance Policy

The Institute has no general policy regarding attendance, with the exception of practica and fieldwork. 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 calculating aid to be refunded will be when the Financial Aid Office is made aware of the absence.

Student's Absence Due to Religious Beliefs: Pursuant to 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.

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Course Evaluation Policy

Each semester, students are given the opportunity to evaluate courses and professors. Summarized evaluations are provided to faculty in each program. These evaluations promote teaching effectiveness, faculty development, faculty reappointment and promotion, and curriculum development.

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Enrollment and Course Registration Policy

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 a deferral, is subject to review for readmission by the standards in effect at the time of reconsideration.

Details of the registration process are furnished to each enrollee by the Registrar's Office.

The officially scheduled advising/registration period allows continuing students first choice of courses and assists the Institute with enrollment planning. All matriculated students, including those on Thesis Continuation, must Register during the time allotted for this purpose in November for the Spring semester and in April for the Summer and Fall semesters. Continuing students who do not register during the scheduled registration period will be assessed a late registration fee.

It is the student's responsibility to ascertain that the course schedule provided by the Registrar corresponds exactly to the courses listed on his/her registration form.

Every matriculated student is expected to complete the registration process each semester. Credit is not given for work done without proper registration; the Registrar cannot certify 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, a Leave of Absence form must be completed.

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Registration for Thesis Policy

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 with a 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 registration and payment schedules.

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Cross-Registration Policy

An agreement with the Harvard 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 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.

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Leave of Absence

If a student desires to interrupt the defined program of study for at least one academic semester, then s/he must request a leave of absence. It is the student's responsibility to complete a "Withdrawal/Leave of Absence" form and obtain the necessary signatures. Students are allowed a maximum of one year of leave. Beyond one year, the student must submit a petition to return approved by the advisor and the Program Director to the Office of Student Affairs.

The Leave of Absence/Withdrawal form must be submitted before the first week of classes, or the student will be responsible for a percentage of the cost of his/her tuition, according to the current Institute "Tuition Refund" schedule. Mere absence from classes does not reduce a student's financial obligation or guarantee that a final grade will not be recorded.

If approved, the student's official record will be coded as Leave of Absence by the Registrar with the date it begins, as well as the expected date of return. Note: If all courses are dropped when taking a leave of absence, the student will be considered withdrawn for the semester. If the student fails to return or to request an extension of the Leave of Absence from the Institute at the conclusion of the Leave of Absence, the student is considered to have withdrawn from the Institute and the record will be marked as such. The withdrawal date is defined as the last day the student attended classes. If applicable, the student's lender will be notified of the withdrawal date.

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Withdrawal or Dismissal Policy

If a student leaves the Institute through withdrawal, the student must:

- Obtain a Leave of Absence/Withdrawal form from the Registrar.
- Obtain the approval and signatures of the faculty advisor and the Program Director.
- Obtain clearances from the offices listed on the withdrawal form.
- Pay all outstanding tuition, fees, and other charges at the Bursar's Office.
- Contact the Financial Aid Office regarding Federal Stafford Student Loans, private loans and other aid.
- Complete an exit interview for Federal Stafford Student Loans recipients.

No student may withdraw in good standing until all financial obligations to the Institute are paid in full, the completed Notice of Withdrawal form is filed, and all Institute property has been returned.

In rare cases, a student is dismissed 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.

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, budgeting, short-term emergency loans and other financing options.

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Reinstatement Policy

Reinstatement into a program of study at the Institute requires the permission of the program.

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Audit Policy

Students who wish to audit a course are admitted on a space-available basis only after registration procedures have been completed and with the written consent of the instructor/coordinator on a Request to Audit form. Students enrolled in the Institute and those with non-degree status may audit classes. Students auditing courses do not receive a grade;

only "audit" is entered on transcripts. To drop an audited course, students must submit the Add/Drop or Withdrawal form by the posted deadline.

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Independent Study Policy

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 Office of Student Affairs or online in the Registrar's section, and follow guidelines established by the program.

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Course Exemption, Credit for Life Experience, and Credit by Exam Policies

Course Exemption or 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 Office of Student Affairs or online in the Registrar's section. 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. Each program determines the maximum number of credits students may exempt.

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Credit by Examination

Matriculated students with relevant life/work experience who wish to receive credit for courses by taking special examinations, may do so by submitting the appropriate form (available in the Office of Student Affairs or online in the Registrar's section) to the faculty advisor, the course instructor, and the Program Director no later than two weeks into the term. A special examination must be taken 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 with such credit noted on the student's transcript. A student failing the exam will be expected to register for the course. Each program determines the maximum number of credits students may obtain by examination.

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Drop/Add Policy

Forms for adding or dropping a course, changing credits, and changing from credit to audit or vice versa are available in the Office of Student Affairs or online in the Registrar's section. Forms must be signed by the faculty member responsible for the course and by the student's faculty advisor before being submitted to the Registrar.

Adding a course: 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 class size 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, during the first 5 weeks of the semester without an entry appearing on the transcript. Non-attendance does not constitute dropping a course. Courses can be dropped during the 6th and 7th weeks of the semester, but the course will appear on the transcript with a grade of "W" (withdrawal). Drops will not be allowed after the 7th week of classes. Please refer to the refund schedule on the official academic calendar when dropping classes.

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 that begin at times other than the official start of the semester and who choose to add, drop, or request a grade change (pass/fail or audit) must do so during the first week that the class meets.

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Course Withdrawal Policy

Please follow the guidelines listed under the drop process in the Drop/Add Policy. If you are dropping all classes for a semester, you will follow the same drop procedures, but a leave of absence/withdrawal form, available in the Office of Student Affairs or online in the Registrar's section, must also be completed.

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Grading Policy

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

Grade	Numeric Equivalent	Quality Points
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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	0.0
W	Withdrawl	Fot Factored into GPA
CR	Credit	Not Factored into GPA
NC	No Credit	Not Factored into GPA
I	Incomplete	Not Factored into GPA
P	Passing	Not Factored into GPA
AU	Audit	Not Factored into GPA
E	Exempt	Not Factored into GPA
PR	Work in progress; continuing fieldwork or registered for thesis credit	Not Factored into GPA
TR	Transfer Credit	Not Factored into GPA
*	Grade not submitted by instructor	Not Factored into GPA

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

Semester and Cumulative Grade Point Average (GPA)

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 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 who receive a written academic warning must regain a cumulative 3.0 GPA within the following semester or they will be subject to termination and loss of federal student loan eligibility.

If a student is not able to regain a cumulative grade point average of 3.0 and appeals the denial of financial aid, the Financial Aid Director and the Program Director will jointly determine on a case-by-case basis the student's eligibility for federal financial aid during

any extended probationary period.

In addition to the GPA, the student must meet all degree requirements by the time he or she has earned one and one-half times the credits required by the program for degree completion. The Financial Aid Director and Program Director will jointly review cumulative credits and determine, on a case-by-case basis, whether the student is eligible for federal financial aid after the completion of one-and-one-half times the credits required for the program.

Any student who is denied financial aid for failure to make satisfactory progress may appeal the denial in writing. The Financial Aid Director and Program Director will review the appeal.

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.

Pass/Fail Option

Certain courses are offered for Pass/Fail grading with a Pass grade equivalent to an A, B, or C. A student may select 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. Each program determines the number of Pass/Fail options that a student may exercise.

Incompletes

A student who does not complete all requirements for a course may arrange with the instructor(s) for a temporary grade of incomplete. Students must complete all course requirements to change an incomplete grade according to the timeline agreed upon by the instructor(s), not to exceed two calendar years from the date of the request. If a student does not complete the required work within the stipulated time period, the grade will automatically change to a "Fail". Permission from the instructor(s) will be required for extension of time for completion.

Course Repeat

A student may elect to repeat a course only once.

Grade Change Policy

All grades with the exception of the grade of "I", or "PR" are considered final. Students who believe an error has been made in

calculating or recording a course grade should contact the course professor. A grade will be changed only via grade change notification form signed by the instructor or program director. No grades will be changed following the awarding of the degree except in the case of clerical error.

Process For Challenging a Final Course Grade

This section sets forth the sole process by which a student may challenge a final course grade. To initiate the process, students who wish to dispute a final course grade must bring written notification of their concerns to the course instructor, the Program Director, or their faculty advisor within ten days from receipt of the grade. The written notification must include a description of how the student's performance satisfied course requirements as outlined in the published course syllabi. The following steps are included in the process:

- A copy of the written notification of concerns will be sent to each of the following individuals: the course instructor, the Program Director, and faculty advisor.
- It is highly recommended that the student and the faculty member meet first to try to resolve the dispute, and it is the student's responsibility to make efforts to set up a meeting to address the written concerns with the faculty member. At any such meetings between the student and faculty member, the faculty member will keep written documentation of the efforts to resolve the dispute.
- If the student and faculty member cannot come to agreement, then a meeting will be held with the student, the faculty member, and either the Associate Director of the Program, the Director of the Program, or the Academic Dean based on availability. This administrative faculty representative shall attempt to reconcile the matter and will act as recorder at the meeting in order to provide a written record of the process.
- Final disposition of grading will rest with the faculty of record.

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Transcript Policy

There are two types of academic transcripts:

1. Official transcripts that bear the Institute seal and the Registrar's signature which are sent in sealed envelopes to the agency requiring the document.
2. Unofficial transcripts that do not bear the seal of the Institute or the Registrar's signature which are issued to students.

To request a transcript, complete a form available in the Office of

Student Affairs or online in the Registrar's section. Transcripts will only be furnished for students or alumnae/i whose financial or other obligations to the Institute have been satisfied. Transcripts are normally processed in 48 hours except during busy periods such as commencement, registration, and examinations. The Institute does not provide photocopies of other schools' transcripts or documentation contained in a student's permanent file.

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Policy on change of program - CAS to MS

Clinical Investigation - Students working toward the Certificate of Advanced Study 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.

Physical Therapy - Students working toward the Certificate of Advanced Study 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 12 credits toward the certificate may convert to the MS program by written petition. Participation in the certificate program does not grant automatic entry into the MS 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.

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Tuition and Fees

Students are officially registered only when their bills have been paid in full or satisfactory arrangement for payment has been made, such as the Tuition Management Systems (TMS) tuition payment plan or a pre-approval of student loans from the financial aid office. While the Institute does not allow deferred payments, students can make monthly payments through TMS, a private tuition management agency. Contact TMS at (800) 722-4867 or [click here for TMS information and application](#).

The Institute reserves the right to make adjustments to tuition and fees and offers no guarantees that all course requirements can be completed at the current tuition rate. The Board of Trustees sets all charges.

Tuition Rates for the 2005-2006 Academic Year:

- **\$749.00 per credit hour**
- **\$375.00 per audit credit hour**

Tuition Rates for the 2004-2005 Academic Year:

- **\$707.00 per credit hour**
- **\$354.00 per audit credit hour**

Fee Schedule for the 2004-2005/2005-2006 Academic Years:

Note: With the exception of the General Student Fee (see notation below), Fees are non-refundable and subject to change at any time by the Board of Trustees.

Type of Fee:

Amount:

General Student Fee (per term):	\$400 (12 or more credit hours)
	\$300 (9 to 11 credit hours)
	\$200 (6 to 8 credit hours)
	\$100 (Less than 6 credit hours)

This fee is assessed to all students each semester to cover lab

expenses, clinical costs, technical support, the learning resource center, and student services and activities. Effective July 1, 2004, the General Student Fee will be non-refundable after week one of a semester or week one of a shortened module.

Anatomy Fee \$400

This fee is assessed to all entry-level Doctor of Physical Therapy students in their first semester of attendance to cover classroom teaching aids specific to the Physical Therapy anatomy course.

Continuing Enrollment Fee \$707 for 2004 - 2005
\$749 for 2005 - 2006

All matriculated students are required to be enrolled during each semester prior to graduation. This fee is assessed to those students who extend their enrollment by registering for a continuation course in order to complete a terminal project or clinical experience.

General Fees

Application Fee \$50

This non-refundable fee must be submitted with the application for admission. The fee covers the cost of processing the application for admission.

Student Deposit \$300

This non-refundable deposit must be submitted to secure the applicant's place in their program. Deposit amount will be credited to the applicant's tuition and fee account.

Matriculation Fee \$150 - Starting Fall 2005

This one-time fee is assessed to all matriculated students at the point of each new matriculation into a degree or certificate program. The fee covers all administrative, orientation and graduation expenses associated with the student's matriculation.

Orientation Fee \$75

This one-time fee is assessed to all newly matriculated students. The fee covers all orientation programs, materials and publications. Beginning in Fall 2005, this fee will no longer be applicable.

Graduation Fee \$75

The graduation fee is charged to all graduating students who entered degree or certificate programs **prior to Fall of 2005** and includes all student related administrative fees associated with

commencement. This fee is charged in the semester prior to graduation and is a non-refundable fee, even if a graduation is deferred for academic or financial reasons. Beginning in Fall 2005, students will be charged this fee at the starting point of each new matriculation.

Imposed Fees

Late Payment Fee 1 \$100

This fee will be added to all unsettled balances on the day following the payment due date. Settled balances include full payment and, or, documentation for account clearance. Documentation for account clearance and balance justification includes the following: Tuition Management Systems enrollment confirmation, National Health Service Corps Scholarship letter, or other awarded financial aid. Awarded financial aid must be greater than the balance due to avoid the late payment fee. This supporting documentation must be received by the Financial Aid or Bursar's Office prior to the payment due date.

Late Payment Fee 2 \$100

This fee is assessed to any student with an unsettled account balance on the 13th class day following the start of the semester, regardless of when a student's actual class starts. Settled balances include full payment and, or, documentation for account clearance. Documentation for account clearance and balance justification includes the following: submission of payment to Tuition Management Systems prior to the 13th class day, National Health Service Corps Scholarship letter, or confirmation of awarded financial aid. Financial aid documentation must be greater than the balance due to avoid the late payment fee II.

Late Registration Fee \$50

This fee is assessed to any student when a published registration deadline is missed.

Other Fees

Transcript Fee \$5.00

This fee is assessed to any student requesting an "official" copy of an academic transcript issued by this Institute. Official transcripts bear the official seal of the Institute as well as the signature of the Registrar. Unofficial transcripts are free of charge, but do not carry the seal of the Institute or the signature of the Registrar and are not considered official documents of the Institute.

Payment Information

Matriculated Students

A student is considered officially registered only when semester charges are paid in full. Tuition and fee charges are computed on the basis of registered credit hours. Bills are sent in June for the fall semester, in November for the spring semester, and April for the summer semester to all students who have registered for classes. Each student must pay all charges in full by the due date indicated on the initial bill to avoid late charges or cancellation of registration and financial aid. Students who register late are expected to make payment in full at the time of registration.

Delinquent accounts will be considered sufficient cause for cancellation of registration, as Institute regulations prohibit official registration, graduation, or granting of credit for any student whose account is unpaid. A past due account is cause for administrative withdrawal and must be paid in full prior to readmission to the Institute. Delinquent accounts may be subject to collection by an outside agency with assessment of reasonable collection costs and credit bureau reporting.

Non-Degree Students

All Non-Degree students must pay in full when they register. Non-Degree students who register by the posted "Early-Bird" deadline are eligible for a 10% discount. This discount does not apply to audited credits, matriculated students, vouchers, or students using the Partners Discount.

Payment options include:

- Check.
- American Express, Discover, MasterCard, VISA cards.
- Wire transfers (required for international students).
- Tuition Management Systems, Inc (TMS) monthly payment plan.
- Federal and private loans and any scholarship. All financial aid will be applied to tuition and fees. If financial aid does not cover the full cost of tuition and fees, the student is responsible for paying the amount due by the payment deadline.

Payment for Add/Drop

Students who add a class must pay additional charges within 10 days. Students who drop a course will have any refund processed at the end of the add/drop period for the term.

Payments and Refunds

The Bursar's Office accepts payments of tuition and fees, and issues any refunds and financial aid checks. Payments can be mailed to the MGH Institute of Health Professions, P.O. Box 8486, Boston, MA 02114 or dropped off at 36 1st Avenue, Boston, MA

02129.

Refund Policy

When the Institute receives a student's financial aid disbursement and it exceeds the cost of tuition, a refund will be issued. A student who withdraws from the Institute 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 student's signature and the date of receipt of the appropriate form in the Office of the Registrar or determined by the Institute such as the last day of attendance.

Refund Schedule - always refer to the official academic calendar for detailed refund schedule.

- Week one of a semester - 100%
- Week two of a semester - 80%
- Week three of a semester - 60%
- Week four of a semester - 40%
- Week five of a semester - 20%
- After the fifth week - 0%

A refund schedule for courses of shorter duration is available from the Registrar. Fees and deposits are non-refundable.

Return of Title IV Funds (Federal Stafford Student Loans)

A formula defined by the federal government determines how much, if any, of federal aid is refunded when a student withdraws. See the Financial Aid section for more information concerning effects of withdrawal or leave of absence on financial aid received.

Partners Employee Discount

Full-time employees of Partners HealthCare System, Inc. may take one 3-credit Institute course at half-price tuition. Proof of full time employment is required with the completed application in order to be eligible for the Partners Discount. Verification of full time employment includes a copy of a pay-stub indicating a 40-hr workweek or an employment verification letter from a Partners official. This letter must include the signature, title, department, and phone number of the Partners official and it must indicate that the applicant is considered a full time employee of The Partners HealthCare System, Inc. The Partners discount does not apply for audited courses, nor is it applied to applicable fees.

NOTE: IF ENROLLING IN MORE THAN ONE COURSE, ONLY ONE COURSE MAY BE TAKEN AT THE HALF-PRICE RATE. DISCOUNTS ARE NOT APPLICABLE FOR COURSES USING VOUCHERS. DISCOUNTS CANNOT BE COMBINED.

Voucher Policy

A clinical preceptor who supervises an Institute student for 60 hours or more will be awarded three, one-credit tuition vouchers. Vouchers may be used in any combination for any Institute course under the terms and conditions described on the form. (Effective July 1, 2001, tuition vouchers are worth one credit each. The terms and conditions of three-credit vouchers issued prior to July 1, 2001, are not affected by this change.)

Vouchers will be accepted from any employee of the clinical site that provided the supervision as named on the voucher form. The employee of the clinical site may enroll in courses on a space available basis.

Matriculated students may apply a maximum of six credits worth of vouchers toward their tuition. Also, use of vouchers may result in an adjustment to student financial aid awards. Fees are separate from tuition and not covered by vouchers; students are responsible for paying all fees.

Only official and original, unexpired voucher forms will be accepted. Faxed or copied forms will not be accepted. A voucher can only be redeemed once. If a student drops the course or withdraws from the Institute, the voucher is forfeited and cannot be reused, nor will credit be given toward a future semester. Tuition vouchers have no cash value and expire two years after the date of issuance.

Year End Statements

Each January, the Institute will mail a 1098-T tax form to the IRS and each qualified student, indicating the amount of tuition and fees paid during the tax year ending December 31st. This information will include activity posted to a student's account, during the particular tax year (January 1 - December 31), which may qualify a student for a possible tax credit. Tax related questions should be directed to the IRS or a tax professional.



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Academic Advising

Faculty advisors are assigned by program. Students are encouraged to meet with their faculty advisors during established office hours to discuss academic concerns.

Students are required have class schedules approved by their assigned program advisor during the scheduled advising times posted for each registration period.



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Definition of Full-time Study

In the fall and spring semesters, full-time status is defined as enrollment in 12 or more credits (audits are not included in this count). Half-time status is defined as enrollment in at least 6 and less than 12 credits.

In the summer semester, full-time status is program-specific as follows. Half-time status is defined as at least half of the full-time credit load and below the full-time credit status as specified below:

- 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.
- 12 credits in Year I and 6 credits in Year II in the Communication Sciences and Disorders Program.

In determining full-time load, audits may not be included. Students wishing to take more than 18.5 credits per semester need the permission of their advisor and their program director.

International students who carry F1 visas are required to maintain a full-time course of study in each semester of enrollment. In any semester that an International student is registered for Thesis Research or Thesis Continuation, the student must also register for "Certified Full Time Study" in order to qualify for full time status while completing terminal projects. Registration details for Certified Full-Time Study will be provided by the Registrar at the time of registration.

Please note: A change in enrollment status may affect financial aid and F-1 visa requirements.

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Graduation Requirements

The Institute holds one commencement ceremony each year in the month of May. Graduates who complete all requirements for their degree in the January preceding May commencement and candidates who expect to complete all requirements for their degree in the September following the May commencement may participate in commencement ceremonies.

Application for graduation

Students must file an application for graduation form with the Registrar by the beginning of December prior to the year that they will graduate. For example, all students who plan to graduate in January, May or September of 2005 should complete the application for graduation by the beginning of December 2004. A graduation fee will be charged in the semester prior to your scheduled graduation. Should the student be unable to graduate as planned, he/she must inform the registrar in writing. No additional fee will be required.

The student's name, as shown on the application for graduation, 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 during the semester of graduation. Failure to graduate at the expected time may require additional registrations as necessary.

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. These deadlines generally fall 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. For degrees awarded in May, diplomas will bear the date of the actual commencement ceremony.

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; or 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.


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Health Insurance & Immunization Requirements

Student Health Insurance information

Effective September 1, 1989, the Massachusetts Law C.15A, s. 18 requires that every full-time and part-time student enrolled in an institution of higher learning in Massachusetts participate in a qualifying student health insurance program or in a health benefit plan with comparable coverage.

Since the passage of the law, the mandatory qualifying health insurance program covers clearly defined minimum benefits. Some of these benefits are:

- **Inpatient hospitalization (excluding surgery):** Covers 80% of the actual expenses up to a maximum of \$25,000.
- **Outpatient Services (excluding surgery):** Covers 80% of the actual expenses up to a maximum of \$1,500 per illness or accident.
- **Surgical Coverage:** Covers 80% of the actual expenses for surgery performed in inpatient or outpatient up to a maximum of \$5,000.

One of the primary reasons for mandatory health insurance is to reduce the utilization of the Uncompensated Care Pool (Free Care Pool) by students. The legislative intent of the Qualifying Student Health Insurance Program (QSHIP) is to promote students' access to quality health insurance.

As a result, institutions of higher learning automatically bill full-time and part-time students for individual membership in the health insurance plan sponsored by the colleges or universities.

Students must purchase the school sponsored health plan or show proof of comparable coverage in an alternate health plan in order to enroll in the college/university of their choice.

Comparable coverage is an alternate insurance plan deemed comparable to the qualifying student health insurance plan. It must meet the following requirements:

The alternate health insurance plan should provide the student with reasonable and comprehensive coverage of inpatient and outpatient hospital services and physician services. The services covered under the alternate health plan must be accessible in Massachusetts and the student must have access to health services in the area where the school is located.

If a student has a health plan with comparable coverage, the student can request a waiver from participating in the college sponsored student health plan. The burden of proof that the alternate insurance is adequate falls on the student who is signing the waiver card.

Not all students that have alternate coverage get the services they need at the time and place they need them. If the plan that the parent enrolled in is other than an indemnity plan, the student faces the possibility of being denied services if the particular managed care plan does not have a network of providers in the vicinity of the school. **Students should be aware of this very important fact.**

The Institute offers the following options to its students:

- 1) **Partners Plus Plan.** This plan is administered by the Institute and is billed on your semester tuition statement. To enroll for this option, please see the [Partners Plus enrollment form](#) and return to the Registrar's Office. Please note: you must choose a Primary Care Physician (PCP) before completing this enrollment form. You visit the Blue Cross Blue Shield web site: <http://www.bcbsma.com> to search for a primary care physician. Please include their PCP number on the enrollment form. **Approximate yearly cost: \$4100.00 for individual coverage.**
- 2) **Student Resources Plan.** The summary of its coverage, eligibility requirements, and instructions for enrollment of students and their eligible dependents is detailed in the enclosed materials. You deal directly with Student Resources when enrolling for this option. Billing is **NOT** handled by the Institute for this option and should be arranged between you and the company. If you choose this option, you will need to complete an [Insurance Waiver Form](#) and return to the Registrar's Office. (Note - the Institute does not administer this plan. It is just an option offered to our student body. **Approximate yearly cost: \$1880.00 for individual coverage.**
- 3) **Other Insurance.** If you already carry other health insurance that meets the minimum standards for the state of Massachusetts, you will need to complete an [Insurance](#)

[Waiver form](#) and return to the Registrar's Office.

Distance Learning Students: Students who do not live in the state of Massachusetts who will complete all course work in the distance learning format are required to complete the [Insurance Waiver Form](#). Please check off the necessary disclaimer and return the form to the Registrar's Office.

If you do not submit a Health Insurance Waiver Form or the Partners Plus enrollment form, you will automatically be defaulted to and billed for the Partners Plus health insurance plan. Failure to complete the enrollment form will not negate your responsibility for payment.

Without proof of coverage - either a Health Insurance Waiver Form or a completed Partners Plus enrollment form you will not be allowed to attend classes or register for any subsequent terms.

Please note: All students are assessed the fee for health insurance unless a waiver has been submitted. Enrollment in the Institute's plan, or waivers of coverage stay in effect until you initiate a change, graduate, or officially separate yourself from the Institute. Upon graduation, coverage will end according to the following schedule: January Graduates: Coverage ends on the last day of February after graduation - May Graduates: Coverage ends on the last day of August after graduation - September Graduates: Coverage ends on the last day of August prior to graduation.

If you should have any further questions regarding student health insurance, please email [Flor Vega-Santiago](#), Assistant Registrar or call (617) 724-1847.

Student Immunization Requirements

In order to promote and maintain a safe environment at the MGH Institute of Health Professions, clinical affiliate sites, and per the Massachusetts Department of Public Health immunization requirements (105 CMR 220.00), the following information is required prior to enrollment in the Institute. The information listed below must be requested and completed by your pediatrician, primary care provider, or Student Health Service. If you have any questions regarding immunization requirements, please contact the Assistant Registrar at (617)724-1847.

NOTE: Students born in 1957 or later should have documentation of either two live measles or MMR vaccinations, given at least one month apart and later than 1968, or a positive measles antibody titer. Students born between 1950 and 1956 should have documentation of one live measles or MMR vaccination given later than 1968 or a positive measles antibody titer.

The following requirements apply to all matriculated Institute students:

1. **Date of last MMR vaccinations (2) or Dates of *positive antibody titers* to Measles and Rubella.**
2. **Date of last Td (Tetanus) vaccination (within 10 years)**
3. **Dates of Varicella vaccines or date of positive antibody titer to Varicella or Physician verification of a history of Varicella**
4. **Dates of Hepatitis B vaccinations (3) or Date of positive antibody titer to Hepatitis B.**
5. **Last TB skin test (PPD/Mantoux):** Documentation of TB testing/status (PPD/Mantoux) within the past 3 months must be provided to OSA by the student annually. Students who have a positive PPD must provide documentation of a chest radiograph (CXR). A repeat CXR is required only if the student becomes symptomatic.



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Criminal Offender Record Information (CORI)

All students who accept the Institute's offer of admission and matriculate will be subject to a background check prior to enrolling.

Should a Criminal Offender Record Information (CORI) background check yield information that shows a student has engaged in conduct that could subject the student to being disqualified from engaging in certain activities, the Institute reserves the right to initiate disciplinary action against the student up to and including dismissal.



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Students' Right to Privacy / FERPA

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

- The right to inspect and review the student's education records within 45 days of the day the Institute receives a request for access. Students should submit to the Registrar written requests that identify the record(s) they wish to inspect using a Right of Access form available 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 Registrar does not maintain the records, the student will be advised of the correct official from whom to request the records.
- The right to request the amendment of the student's education records that the student believes is 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. 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.
- 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. One exception that 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. 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. Upon request, the Institute discloses educational 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.

- 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 email 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 in any given year.

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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Computer Use Policy

The Institute offers computing and information and technology resources in support of the Institute's mission to pursue the highest standards of learning, research, and instruction. Included in these resources are computers in the Ruth Sleeper Learning Resource Center, classrooms, laboratories, and staff offices connected to the Internet through the Partners HealthCare system data network, network printers, proprietary software licensed for use on Institute computers, access to Internet resources, and access to databases and other electronic educational resources; primarily through MGH Treadwell Library.

The use of these resources is a privilege, not a right of membership in the Institute community, and is non-transferable. It is intended solely for the administrative and educational purposes of the Institute community. These privileges are only made available to current students, faculty, and staff.

State and federal laws as well as official Institute policies govern usage of computing resources. In instances where data is transferred across the Internet or other networks, users are advised that acceptable use policies of those other networks may limit usage.

The Institute reserves the right to change its usage policies and procedures at any time, including setting limits or prohibiting access, and to limit individual storage space on network servers.

User Responsibilities

Users agree as a condition of use to accept personal responsibility for considerate, ethical, and responsible behavior in using available resources including:

- Respect for the rights of others including privacy and freedom from offensive intrusion.
- Respect for intellectual property and ownership rights.
- Adhering to all applicable copyright laws and licenses, copying only software distributed as 'freeware' or 'shareware.'

Infringement of copyright laws may subject persons to fines and/or imprisonment.

- Understanding and implementing basic user skills.
- Insuring account and network security.

Unacceptable Use

Unacceptable use includes but is not limited to:

- Use of resources for commercial purposes of any type.
- Transferring use to another individual or organization without prior approval of the Chief Information Officer.
- Unsolicited advertising.
- Promoting or procuring pornography.
- Creating, sending, or forwarding electronic chain letters.
- Harassment of others.
- Violation of state and/or federal laws or Institute policies.
- Misrepresentation of identity and/or account.
- Creating and/or willfully disseminating a computer virus.
- Promoting personal agendas.

Security

Security of systems and data is an issue that the Institute takes very seriously. The Institute will take all necessary measures, within the limits of available resources, to ensure the security and integrity of the system. This includes, but is not limited to, the daily archiving of all data on the network server, the use of firewalls, and the maintenance of system passwords and appropriate user access.

As a matter of policy, the contents of users' files or email are not monitored and individual privacy is respected whenever possible. However, in the event of system failure due to corrupt files, monitoring of data may be necessary to maintain the proper operability of the system. In such an event the owner of the files will be provided notice whenever possible. Because of the proliferation of hackers, the privacy of individual files cannot be guaranteed.

Access to offices may be necessary for troubleshooting and routine maintenance or upgrades. In these instances prior notice will be given whenever possible, but in the event that contact cannot be made within a reasonable amount of time, access may be necessary without explicit consent. In these events, only the Office of Information Technology staff will access such offices.

Addition of Software and Hardware

The Institute will make every attempt to ensure the functionality of standard network hardware and software on available computers. This functionality cannot be guaranteed if the user adds hardware and software after the computer's original configuration. Hardware or software that is incompatible with network resources may be disabled. Workstation users should allow ample free disk space on

their hard drives at all times.

Student Lab Policies

All of these policies apply to the Ruth Sleeper Learning Resource Center. In addition, the following policies apply:

- Use of the student lab facilities is limited to current Institute students, faculty and staff. Use by other persons is strictly prohibited.
- Academic work by students takes precedence over all other uses of the computers. The primary function of these resources is for work-related academics. All other uses are considered secondary. Persons engaged in recreational usage will relinquish the computer to students needing the computer for academic work.
- Files are to be saved to the user's own floppy disk or the H (Home) drive and not to the hard drive. It is the user's responsibility to provide his/her own disks. Files saved on the hard drive will be deleted without notice.
- Software that is copyrighted may not be copied. Students may not install any software program or utility on the lab computers without written permission of the Office of Information Technology.
- Only software that is properly licensed will be installed on the lab computers.
- Students may not remove any icons or programs from Institute computers, nor alter any programs.
- The Institute assumes no responsibility for lost or corrupted data on any computer.
- Students should limit their time on the computers to two hours unless there are no other users waiting.
- No food or drinks are allowed in the the Learning Resource Center.
- Floppy disks should be scanned for viruses each time one is inserted in the computer.
- Students are responsible for properly exiting (logging out) any programs and Windows.
- If a technical problem occurs with either the hardware or software, users should not try to fix it but contact an Institute staff person immediately.
- The Learning Resource Center will be open during posted hours only.



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Location

Our campus in the historic Charlestown Navy Yard is conveniently located at the edge of Boston Harbor, near the city's famous Freedom Trail. It is easily accessible by car or Boston's extensive [public transportation](#) system.

Contact Information

MGH Institute of Health Professions

Charlestown Navy Yard
36 First Avenue
Boston, MA 02129-4557
(617) 726-2947 Main
(617)726-3716 Fax

Inclement Weather Line (School Closing Announcements)

(617) 724-8484 (or listen to WRKO AM 680)

Admissions and Student Affairs

(617)726-3140 or email admissions@mghihp.edu
(617)726-8010 Fax

Alumni Affairs, Development and Public Relations

(617)726-3141 or email alumni@mghihp.edu