



MGH Institute of Health Professions Catalog 2010 – 2011

Table of Contents

(click on any item to be brought to that page)

For detailed information, use the search function on Adobe Reader

| | |
|---|-------------------------------|
| Annual Notice to Students..... | Page 2 |
| President’s Welcome..... | Page 3 |
| Directory..... | Page 4 |
| Students Rights to Privacy Information (FERPA)..... | Page 5 |
| Safety and Security..... | Pages 6-7 |
| Accreditation Information..... | Page 8-9 |
| Mission and History..... | Pages 10-12 |
| Institutional Memberships..... | Page 13 |
| Academic Calendar..... | Pages 14-15 |
| Admissions Polices and Procedures..... | Pages 16-21 |
| Interprofessional Education..... | Pages 22-27 |
| • Teaching and Learning for Health Care Educators..... | Pages 22-23 |
| • HIV/AIDS Certificate..... | Page 23 |
| School of Health and Rehabilitation Sciences..... | Pages 28-63 |
| • Department of Communication Sciences and Disorders..... | Pages 29-39 |
| • Department of Physical Therapy..... | Pages 40-52 |
| • Program in Medical Imaging..... | Pages 53-57 |
| School of Nursing..... | Pages 58-125 |
| Trustees, Faculty, Administration, Staff..... | Pages 126-135 |
| Enrollment Information..... | Pages 136-149 |
| Including: | |
| • Financial Aid | |
| • Tuition and Fees, Payments, Voucher Redemption, Refund Policy | |
| • Academic Policies | |
| • General Policies | |
| Conditions of Enrollment..... | Pages 150-156 |
| Including: | |
| • Students Rights and Responsibilities | |
| • Criminal Offender Record Information (CORI) | |
| • Health Insurance Requirement | |
| • HIPAA Compliance Requirement | |
| • Immunization Requirement | |
| • OSHA Compliance Requirement | |
| Student Life..... | Pages 156-167 |

Annual Notice to Students

The purpose of the Online Catalog 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. Upon request, a paper copy of the online catalog is available in the Office of Student Affairs.

The Catalog provides policies and procedures in effect at the time of posting on the website for Academic Year 2010-2011. 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 does not discriminate on the basis of color, race, creed, gender, sexual orientation, gender identity or expression, age, disability, veteran status, marital status, or national origin. The Institute respects and values the diverse backgrounds of all people and welcomes them to fully participate in campus life.

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.

President's Welcome



Dear Students and Prospective Students:

On behalf of the faculty, students, and staff of the MGH Institute of Health Professions, I am delighted to welcome you to our vibrant community of learners, scholars, and health professions leaders.

Located in the historic Charlestown Navy Yard in Boston, we are proud of the Institute's special mission of educating health care professionals to become leaders in their respective disciplines. With highly ranked programs in nursing, physical therapy, communication sciences and disorders, and medical imaging, we are able to focus our attention and resources for the maximum benefit of our students' learning and professional development.

As the only degree-granting member of Partners HealthCare, our close affiliation with Massachusetts General Hospital and other institutions in the Partners HealthCare system and in the greater Boston area, we offer our students the distinct advantage of learning and practicing with the best in their fields. Most of our faculty are active clinicians as well as teachers, which enables them to closely integrate academic and clinical learning.

We also are committed to expanding and refining the scientific basis for health care through teaching, research, and scholarship, which includes contributing to new models of practice that foster effective, affordable, and ethical health care. Further, members of the Institute community have embraced a strong commitment to diversity which assures our graduates are culturally sensitive practitioners able to serve an increasingly diverse population.

Founded in 1977 by visionary leaders at MGH, we take pride in the rich traditions of the Institute, while we look forward to building an even brighter future.

We continue to develop our programs in the health professions, enhance faculty research, fully realize our commitments to diversity and Interprofessional education, and further strengthen our relationships with MGH and the other affiliates in the Partners HealthCare system. We also are working to become more actively engaged with our neighbors in the Charlestown and Navy Yard communities.

If you are a student here at the Institute, we wish you the best in your studies as you prepare for a fulfilling career in health care. If you are thinking about becoming a health care professional, we invite you to consider the Institute as your school of choice.

A handwritten signature in black ink that reads "Janis P. Bellack".

*Janis P. Bellack,
President and John Hilton Knowles Professor*

Directory

MGH Institute of Health Professions

Charlestown Navy Yard
36 1st Avenue
Boston, MA 02129-4557
(617) 726-2947 Main
www.mghihp.edu

Office of the President

(617) 726-8002
(617) 726-3716 Fax

Office of the Provost

(617) 726-8008
(617) 643-6340 Fax

School of Nursing

(617) 726-3164
(617) 724-6321 Fax

School of Health and Rehabilitation Sciences:

Department of Communication Sciences and Disorders

(617) 726-8019
(617) 726-8022 Fax

Department of Physical Therapy

(617) 726-8009
(617) 724-6321 Fax

Program in Medical Imaging

(617) 726-0968
(617) 726-8022 Fax

Office of Institutional Effectiveness

(617) 726-3716 Fax

Office of Finance and Administration

(617) 724-6357
(617) 726-3716 Fax

Office of Institutional Advancement

(617) 726-3141
(617) 724-6321 Fax

Office of Student Affairs

Admissions, Financial Aid, Registrar, Student Accounts, Student Services

(617) 726-3140
(617) 726-8010 Fax

Students Rights to Privacy Information – 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 Student Affairs (OSA). 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 indicate this using their IONLINE account at any point during their active status as a student.

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.

Safety and Security

The Institute utilizes resources and services from Partners Healthcare and Massachusetts General Hospital to support our academic and work environment. We utilize the resources and services of the MGH Police, Security and Outside Services to promote a safe learning and work environment for students and employees.

The Institute is located in a large metropolitan area. It is important to protect personal possessions and be aware of safety issues in an urban setting. The MGH Police, Security and Outside Services employ a well-trained security force to safeguard employees, patients, students, visitors, and property. For medical and security emergencies, call MGH Police and Security at 617-726-5400. All non-security related issues should contact on-site security at 617-726-0528. Report all safety or security incidents to MGH Office of Police and Security for investigation.

Through this partnership, the Institute develops and disseminates information and reports on safety, sensitive crimes and drug free campus and workplace resources. Through this process, the Institute complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Drug-Free Schools and Communities Act.

Student Right to Know and Campus Security Act

The Student-Right-to-Know and section 485 of the Higher Education Act 1965, as amended, requires each institution receiving student aid assistance to prepare and distribute an annual report which sets forth its policies on crime prevention issues and gives statistics on a number of specific crimes. In addition to publishing crime statistics, the act requires the Institute to provide timely warnings to the campus community of certain crimes reported to the MGH Police or local law enforcement which may be considered a threat to other students and employees. Students, faculty, and staff are provided via the intranet with a review of Institute security policies. Campus Crime and Security Survey data can be viewed by the general public at this website: <http://ope.ed.gov/security>. Statistics are provided by MGH Police, Security and outside services.

The information has been developed collaboratively by staffs of the Institute, MGH Police, Security and Outside Services and Partners Healthcare System Office of General Counsel. The "[Police, Security and Outside Services](#)" covers information on the entire Massachusetts General Hospital and Charlestown Navy Yard campuses. The Institute is located within the Charlestown Navy Yard campus. Specific information unique to the Institute is also provided within this packet.

We are all committed to providing a safe learning and work environment and information on available resources for students and employees should the need arise. If you have any questions or comments about the information provided, please contact any of the following: Office of Student Affairs, Operations Manager, Human Resources or the Security Officer on duty in the lobby of the Catherine Filene Shouse Building.

Additional Information:

Employees and students of the Institute have access to the resources available through the Partners Healthcare System [Employee Assistance Program \(EAP\)](#). Please visit their website for more detailed information about the services offered.

Escort Service

Escort service is available to Building 199 (parking garage) or Building 149 for students leaving the Institute at night. The MGH Police, Security and Outside Services of the Charlestown Navy Yard will respond to a request for an escort called into the lobby desk 617-726-0528. However, there may be a time delay due to the ability of the Police and Security Officer to respond immediately. Please call in advance. Escort services are not provided to North Station, MGH Main Campus or outside the Charlestown Navy Yard.

Personal Emergency Notification

Persons needing to contact students in an emergency should call the MGH Security Officer at (617) 726-0528.

Student Identification Badge

Students attending class onsite must obtain a photo identification badge that must be worn at all times when on MGH and Institute premises. Badges are issued at the Office of Police and Security on the first floor of Building 149 in the Charlestown Navy Yard. The identification badge also serves as your building access key and a disaster pass in case of public emergency. The ID badge is required for admittance to the Catherine Filene Shouse Building.

Fire Drill Procedures

When the fire alarm sounds, all occupants must leave the building. Use stairwells where applicable. There will be a fire marshal posted by each stairwell to give instructions. A signal will sound when it is safe to return to the building.

I.C.A.R.E. - Institute Crisis Awareness and Response to Emergencies

The I.C.A.R.E campaign encompasses planning and training to facilitate calm, quick and thorough responses should an emergency arise and promotes personal responsibility in emergency and crisis situations.

The Emergency Preparedness Planning Team has developed a comprehensive Emergency Plan that will enable the Institute community to react effectively and quickly in the event of an emergency. Information about the Institute's emergency plans can be found online at <http://www.mghihp.edu/about-us/operations/emergency-preparedness/default.aspx>.

A.L.E.R.T (Awareness Lets Everyone Reduce Theft)

The MGH Institute of Health Professions Community and tenants of the Shouse Building participate in the A.L.E.R.T. Program - "Partners in Prevention", a program through the MGH Police and Security Department. The A.L.E.R.T. Program identifies vulnerable items or areas that are susceptible to theft. Stickers are placed on all items or doors found unattended or unsecured as a reminder to lock up and secure items of value. Unattended items of value will be removed for safety and held by MGH Police and Security, in the lobby, until retrieved by the owner. Please read the sticker for specific information.

Inclement Weather Closings

In the event of inclement weather (or other event) that necessitates the Institute close or cancel classes, announcements will be posted on the following Boston stations:

- [WBZ, Channel 4](#)
- [WCVB-TV, Channel 5](#)
- [WHDH-TV, Channel 7](#)
- [WBZ Radio 1030AM](#)

For 24/7 recorded information, call the Institute's "School Closing Information Line" at (617)724-8484.

Accreditation Information

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 Post-Baccalaureate Program in Medical Imaging is accredited by
[The Joint Review Committee on Education in Radiologic Technology \(JRCERT\).](#)**

20 North Wacker Drive, Suite 2850
Chicago, IL 60606-3182
(312) 702-5300

**The Baccalaureate Degree and Direct-Entry Master's Programs at
The MGH Institute of Health Professions School of Nursing are approved by the**

[Board of Registration in Nursing](#)
Commonwealth of Massachusetts.
239 Causeway Street, Suite 200, 2nd Floor
Boston, MA 02114
(617) 727-9961

**The Baccalaureate , Master's, and Doctor of Nursing Practice at
The MGH Institute of Health Professions School of Nursing are accredited by the**

[The Commission on Collegiate Nursing Education \(CCNE\)](#)

American Association of Colleges of Nursing
One Dupont Circle, NW, Suite 530
Washington, DC 20036
Phone: (202) 887-6791
Fax: (202) 785-8320

The Entry-Level Doctor of Physical Therapy Program 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
[Council on Academic Accreditation \(CAA\) of the American Speech-Language-Hearing Association.](#)

10801 Rockville Pike
Rockville, MD 20852
Professionals/Students (800) 498-2071
Public (800) 638-8255

Mission and History

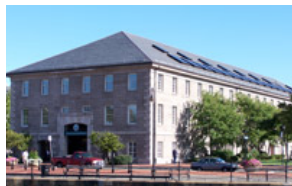
Who We Are

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

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

Integrating classroom learning with research and clinical experience, the MGH Institute grants doctoral degrees, master's degrees, bachelor's degrees, post-baccalaureate certificates, 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 850 students are taught by over 100 faculty, more than half of whom are practicing clinicians.

Where We Are



The MGH Institute is located in the historic Charlestown Navy Yard. The Catherine Filene Shouse Building serves as the primary academic facility. 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 Institute, as well as to the Charlestown community. The Institute is convenient to points throughout the Boston area.

Mission Statement

Educate health professionals and advance care for a diverse society through leadership in academic and clinical excellence, service, and research.

Vision Statement

The MGH Institute of Health Professions will be the global leader in health professions education and the graduate school of choice for an academically talented, diverse student population – educating its students as future leaders in their disciplines and in the health care community.

Supported by collaboration with world-class MGH and other Partners HealthCare affiliates and by the Institute's unique scholar-practitioner faculty, students have unparalleled opportunities to engage in and contribute to cutting-edge clinical practice and research, leading to significant knowledge advancement and meaningful service in health care.

As the MGH Institute charts its course for the millennium, it will face both exciting opportunities and significant challenges. In its capacity as a global leader, the MGH Institute will serve as an interprofessional best practice model for developing new strategic partnerships, high-demand and sustainable programs, and the advancement of health science teaching, research and service. MGH Institute academic programs will be customized to meet student learning and career preparation needs, supported and mentored by leading scholar-practitioner faculty dedicated to the preparation of the next generation of health science professionals. To this end, the MGH Institute will provide a resource-rich learning and work environment designed to achieve the highest academic ranking, reputation, and recognition in global health professions education.

Core Values Statement

As members of the MGH Institute community, we collectively commit to and strive to reflect the following core values in all we do:

- The highest standards of professional, academic, and scientific excellence, ethical conduct, integrity, and personal responsibility; [Return to table of contents](#)
- An inclusive and equitable environment that is respectful of diversity in its broadest meaning;
- Mutual trust and collegiality in our relationships with each other and those we serve in health care and the community;
- Productive partnerships among faculty, staff, and students that support learning and work and that allow for inter-professional and global collaboration;
- A connected and engaged learning community where students fulfill a passion for lifelong learning, and become graduates of choice for employers;
- An environment that embraces and rewards inquiry, ingenuity, innovation, resourcefulness, and continuous learning;
- A rewarding work environment to ensure we are an “employer of choice”;
- Accountability for our work and for prudent, efficient stewardship of our resources and our legacy.

Commitment to Diversity

Diversity at the Institute encompasses an inclusive and welcoming environment that is enhanced by persons of different genders, races, ethnicities, nationalities, ages, socio-economic backgrounds, abilities, sexual and gender orientations, and religious beliefs. This expression of diversity is reflected in a community that is bound by the desire for equal consideration for all people. It is affirmed by the Institute’s policies and recruitment and retention activities, thus ensuring that all members of our community have the ability to reach their individual and collective potential.

History

In 1873, MGH established one of the first schools of nursing—the Boston Training School for Nurses—based on the principles of Florence Nightingale, which became the Massachusetts General Hospital Training School for Nurses in 1896 and later, the Massachusetts General Hospital School of Nursing. When this diploma school closed in 1981, it was the oldest continuously operating school of nursing in the United States and was the predecessor to the MGH Institute’s School of Nursing.

Since many health care professions evolved from hospital-based needs, the MGH Institute’s educational programs initially developed through onsite clinical training activities. The shift from hospital-based to college and university-based education for health sciences raised several issues, including lack of integration between clinical and didactic aspects of health care curriculum.

Ruth Sleeper, Director of the MGH School of Nursing from 1946 to 1966, recognized the implications of these changes in nursing education and in 1964 promoted the idea of a freestanding, degree-granting institution at MGH. In the late 1960s, Dr. John Hilton Knowles, MGH General Director, expanded the idea to include all non-physician education programs for health care professionals and proposed a hospital-based program at an advanced level, referred to as “MGH University.”

In the early 1970s, Dr. Charles Sanders, Knowles’ successor, pursued the idea of a degree program along with Dr. Henry Mankin, Chair of the MGH Committee on Teaching and Education, and John E. Lawrence, then the chair of the MGH Board of Trustees.

In 1975, a petition to grant degrees was submitted to the Massachusetts Board of Higher Education. A site visit and a public hearing was held, at which local colleges and universities voiced opposition to the establishment of a free-standing school governed by the hospital.

In 1977 Massachusetts General Hospital was awarded degree-granting authority by the Commonwealth of Massachusetts. The first Provost and program directors in dietetics, nursing, physical therapy and social work were hired. The MGH Institute of Health Professions officially opened in 1980, admitting its first students in Physical Therapy and Social Work.

A year later the first students enrolled in Dietetics and the Institute held its first graduation, awarding four certificates in social work. In 1982, the first nursing students were admitted, and in 1983 the first degree, a Master of Science, was awarded in Physical Therapy. That year the Institute also hired the first program director for Speech-Language Pathology.

In 1985, the MGH Institute was incorporated with its own Board of Trustees, hired its first President, and received initial accreditation from the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC).

Throughout the 1980s and early 1990s, the MGH Institute continued to change and grow. A faculty award for excellence in teaching was established and later named in honor of Nancy T. Watts, Professor Emerita, physical therapist and educator, who was instrumental in the founding of the Institute. The Nursing program was accredited, the Social Work program closed, students enrolled in the speech program, renamed Communication Sciences and Disorders (CSD), and the Institute moved to 101 Merrimac Street—the first time faculty, staff and students were all together under one roof.

By 1994, when Partners HealthCare was formed by the Massachusetts General Hospital and Brigham and Women's Hospital, the MGH Institute's enrollment had reached 500 students. The following year, the entry-level Physical Therapy program began, the Dietetics program closed, and the nursing program revised its curriculum to prepare nurse practitioners. In 1996, the Institute added a program in Clinical Investigation, and the CSD program was awarded teacher certification by the Massachusetts Department of Education.

In 1997 an Alumni Association was established, the first students were admitted to the Clinical Investigation program, the CSD program and the Professional Program in Physical Therapy were accredited. In 1998, the Institute graduated its 1,000th alumnus. In 1999 the Institute began offering courses online.

The new century brought many changes. The Institute converted its entry-level Master of Science in Physical Therapy to the Doctor of Physical Therapy. The Hanson Initiative for Language and Literacy (HILL) was established within the CSD program to advance whole school reform for how reading is taught. The Institute purchased Building 36 in the Charlestown Navy Yard. With a \$2 million gift from the Catherine Filene Shouse Foundation, renovations turned Building 36 into a state-of-the-art educational facility. The Institute moved into the renamed Catherine Filene Shouse Building in December 2001.

In June of 2002, the Institute celebrated its 25th anniversary and formally dedicated the Shouse Building. In 2003 the Institute received degree-granting authority for the Post-Baccalaureate Certificate in Medical Imaging and the first students enrolled in the program in the fall of 2004.

As enrollment grew, the Institute was creating new traditions while honoring its historical roots. The 2004 Commencement activities were expanded to include an Honors Convocation. The nursing faculty created a nursing honor society—now the Upsilon Lambda chapter of Sigma Theta Tau International—and inducted the first honorees. With a grant from the MGH Nurses' Alumnae Association, the former MGH School of Nursing's archives were permanently relocated to a new, climate-controlled space on campus.

A Distinguished Alumni Award was established in 2005 and the first recipient was honored at the 25th Commencement, which featured an academic procession with alumni from each of the preceding twenty-four years carrying their class flags. Alumni were led by a representative from the MGH Nurses' Alumnae Association, carrying the flag of the MGH School of Nursing, symbolizing the historical link between the School of Nursing and the Institute's nursing program. Each year representatives from the graduating class and from the MGH Nurses' Alumnae Association lead the academic procession, and their flags join those from the previous classes. In 2007, the Distinguished Alumni Award was named in honor of Bette Ann Harris '83, the MGH Institute's first graduate.

In 2007, the first annual Scholarship Gala was held to generate additional scholarship resources. Also that year the nursing program accepted its first students into a new Accelerated Bachelor of Science in Nursing, and became one of the first nursing programs in the country to offer the Doctor of Nursing Practice degree.

In 2009 the Graduate Program in Nursing was designated a School of Nursing, to better reflect the size and breadth of its academic offerings. The communication sciences and disorders, medical imaging, and physical therapy programs were reorganized under the umbrella of a new School of Health and Rehabilitation Sciences. Today, enrollment at the MGH Institute exceeds 900 full- and part-time students.

Institutional Memberships

Institute-Wide:

- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- American Association of Presidents of Independent Colleges and Universities (AAPICU)
- **American Council on Education (ACE)**
- **Association of Governing Boards of Colleges and Universities (AGB)**
- Association of Higher Education and Disability (AHEAD)
- Association of Independent Colleges and Universities of Massachusetts (AICUM)
- Boston Chamber of Commerce
- Boston Center for Community and Justice
- Charlestown Business Association (CBA)
- **Council for Advancement and Support of Education (CASE)**
- Eastern Association of College and University Business Officers (EACUBO)
- Eastern Association of Student Financial Aid Administrators (EASFAA)
- **EduCause**
- Friends of Charlestown Navy Yard (FCNY)
- MA Association of Student Financial Aid Administrators (MASFAA)
- National Association of Advisors of Health Professions (NAAHP)
- National Association of Colleges and University Business Officers (NACUBO)
- National Association of Diversity Officers in Higher Education (NADOHE)
- National Association of Graduate Admissions Professionals (NAGAP)
- **National Association of Independent Colleges and Universities (NAICU)**
- National Association of Presidents' Assistants in Higher Education (NAPAHE)
- National Association of Student Financial Aid Administrators (NASFAA)
- National Association of Student Personnel Administrators (NASPA)
- New England Association of Collegiate Registrars and Admissions Officers (NEACRAO)
- **New England Association of Schools and Colleges (NEASC)**
- New England Higher Education Recruitment Consortium (NEHERC)
- New England Resource Center for Higher Education (NERCHE)
- North American Association of Commencement Officers (NAACO)
- Publicity Club of New England

Individual Professions:

- The American Speech-Language-Hearing Association (ASHA)
- Council of Academic Programs in Communication Sciences and Disorders
- American Association of Colleges of Nursing (AACN)
- Massachusetts Association of Colleges of Nursing (MACN)
- Massachusetts Association of Nurse Executives (MONE)
- Massachusetts and Rhode Island League for Nursing
- National League for Nursing (NLN)
- National Organization of Nurse Practitioner Faculties (NONPF)
- American Physical Therapy Association (APTA)28-May-15

[NOTE: Boldfaced memberships are the core national institutional memberships.]

MGH INSTITUTE OF HEALTH PROFESSIONS

Academic Calendar 2010 - 2011

* Please refer to the "[Regular Hours of Operation](#)" for Saturday and Sunday building hours. On holidays listed as "Offices Closed", Building 36 will be open from 11am – 6pm. On holidays listed as "Closed", all Institute buildings will be closed.

Fall Semester 2010/September 8 – December 23, 2010

| | |
|--|-------------------------|
| Payment Deadline for returning students | August 15 |
| Labor Day Holiday – Closed* | September 6 |
| Orientation | September 7 |
| First day of classes. Registration deadline for new students | September 8 |
| Last day to add a class or elect audit or pass/fail option | September 23 |
| Deadline for course exemption and credit-by-exam without financial penalty | September 23 |
| Columbus Day Holiday – Offices Closed* | October 11 |
| Last day to drop a class without a withdrawal "W" grade – No refunds after this date. | October 12 |
| Last day to drop a class with a withdrawal "W" grade | October 26 |
| Thanksgiving break – Closed* – (Classes end at 4:00 p.m. on Nov. 24 and resume on Mon, Nov. 29) | November 25 – 26 |
| Last day of classes for the Fall Semester | December 14 |
| Reading Days | December 15 – 16 |
| Final Examinations | December 17 – 23 |
| Deadline for completion of thesis requirements for January 2011 diploma | December 23 |
| Winter Break – Closed* | December 23 – January 3 |

Spring Semester 2011/January 10 - April 26, 2011

| | |
|---|--------------------|
| Payment deadline for returning students | December 10 |
| First day of classes; Registration deadline for new students | January 10 |
| Martin Luther King Day Holiday – Offices Closed* | January 17 |
| 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 11 |
| Presidents' Day Holiday – Offices Closed* | February 21 |
| Last day to drop a class with a withdrawal "W" grade | February 25 |
| Spring break | March 7 – 11 |
| Advisement/Registration period for Summer, Fall and Spring Semesters 2011-2012 | March 14 – April 1 |
| Last day of classes for Spring Semester | April 15 |
| Reading Days | April 18 – 19 |
| Final Examinations (includes Saturday) | April 20 – 26 |
| Deadline for completion of thesis for May 2011 diploma | April 26 |
| Commencement | May 13 |

Summer Semester 2011/May 16 – August 16, 2011

| | |
|---|----------------|
| Payment deadline for returning students | April 30 |
| First day of classes; Registration deadline for new students | May 16 |
| Memorial Day Holiday – Offices Closed* | May 30 |
| Last day to add a class or elect audit or pass/fail options | May 31 |
| Deadline for course exemption and credit-by-exam without financial penalty | May 31 |
| Last day to drop a class without a withdrawal "W" grade – No refunds after this date. | June 17 |
| Last day to drop a class with a withdrawal "W" grade | July 1 |
| Independence Day Holiday – Closed* | July 4 |
| Last day of classes for Summer Session | August 5 |
| Reading Days | August 8 – 9 |
| Final Examinations | August 10 – 16 |

| | | |
|--|-----------|---|
| Deadline for completion of thesis for September 2011 diploma | August 16 | Return to table of contents |
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DPT Entering Students - June 6 – August 12, 2011

| | |
|---|----------|
| First day of classes | June 6 |
| Payment deadline | June 6 |
| Last day to add or drop a class or elect audit or pass/fail options | June 10 |
| Last day for 100% refund for students who drop a class or withdraw from the Institute | June 10 |
| Last day to drop a class without a withdrawal “W” grade | June 17 |
| Last Day of classes for entering DPT students | August 5 |

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 2010

September 8 through September 14 – 100%
September 15 through September 21 – 80%
September 22 through September 28 – 60%
September 29 through October 5 – 40%
October 6 through October 12 – 20%
After October 12 – No refunds

Refund Schedule – Spring 2011

January 10 through January 16 – 100%
January 17 through January 23 – 80%
January 24 through January 30 – 60%
January 31 through February 6 – 40%
February 7 through February 13 – 20%
After February 13 – No refunds

Refund Schedule – Summer 2011

May 16 through May 22 – 100%
May 23 through May 29 – 80%
May 30 through June 5 – 60%
June 6 through June 12 – 40%
June 13 through June 19 – 20 %
After June 19 – 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.**

MGH Institute Admission Policies and Procedures: 2010-2011 Academic Year

While requirements vary in each of MGH Institute's programs, this section provides information concerning Institute-wide admission standards as well as general admission policies and procedures. For specific program requirements, please refer to the appropriate program section.

Applicants seeking admission to a graduate program must submit evidence of eligibility for admission, including a completed application form listing all institutions attended, the application fee, official copies of transcripts from all institutions attended, and any additional evidence of eligibility required by the program. Applicants who are deemed qualified for admission may be classified into one of two admission classifications: (1) Regular admission or (2) Conditional admission. All admission procedures and documentation related to conditional admission must be completed by the end of the first semester of study at the MGH Institute, or the applicant will not be permitted to enroll further.

Admission Classifications

Regular Admission

Applicants that have been offered admission and have fulfilled all admission requirements of the MGH Institute and the specific graduate program to which they are applying may be granted regular admission status.

Conditional Admission

This admission status is given to those who have been offered admission despite having outstanding admission requirement(s). Some examples of outstanding requirement(s) include incomplete prerequisite courses or incomplete final transcripts. Those who are admitted conditionally are required to submit sufficient documentation before matriculation.

Re-Application Policies & Procedures

- ♦ Applicants who applied for admission and were either waitlisted, denied or declined their admission offer may re-apply for admission.
- ♦ Re-Application to a program is not automatic, and is subject to the policies, admission requirements and other factors at the time of re-application.
- ♦ Documentation required for re-application may vary by program and time frame from original application. Please refer to the Re-Application Form for additional information.

Basic Admission Requirements

Baccalaureate Degree

- ♦ Admission to a graduate program at the MGH Institute requires the completion of a baccalaureate degree from a regionally accredited institution or equivalent foreign institution. This must be documented by an official copy of a transcript conferring the baccalaureate degree. Students who cannot provide official evidence of completing a baccalaureate degree upon matriculation are permitted to enroll for a maximum of one semester, during which time official evidence of a completed baccalaureate degree must be provided.
- ♦ The baccalaureate-granting institution must have been accredited at the time the degree was awarded. Accreditation must be by one of the six regional accrediting bodies: Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, or Western Association of Schools and Colleges.

Admission Examinations

- ♦ Most degree programs require submission of graduate admission test scores from all applicants. Please refer to your program of interest for specific test requirements. MGH Institute requires scores from the Graduate Record Examination (GRE). The GRE must have been taken within the last five years, with official scores being sent to the Institute directly from ETS (www.ets.org). Our institution code is R3513.
- ♦ Applicants whose native language is not English and/or who did not receive a baccalaureate degree from a college or university whose language of instruction is English must take the TOEFL examination. The test must have been taken within two years of application, with a minimum score of 80 (internet-based test). Official score report should come directly to the Institute from ETS (www.ets.org). Our institution code is R3513.

Official Transcripts

- ♦ Applicants must submit official transcripts from all colleges and universities attended, even if a degree was not received from that institution. Include undergraduate and graduate coursework. For courses in progress, transcripts should be forwarded upon completion.
- ♦ Applicants who did not receive an undergraduate degree in the United States must have their foreign degree transcript evaluated by an educational credentialing agency to ensure equivalency to a U.S. baccalaureate degree. When requesting a transcript evaluation, please request a “course-by-course” evaluation with grades. Acceptable credentialing agencies are listed on our website. We will also accept evaluations from any U.S. evaluation service that is a member of the National Association of Credential Evaluation Services (NACES). Information on NACES can be found at www.naces.org

Statement of Intent

- ♦ All applicants (with the exception of the tDPT program) are required to submit a statement and/or answer essay question(s) that are specific to each program of study. Please refer to the application process section in the anticipated program of study for additional information and instructions.

Recommendation Letters

- ♦ Applicants are required to submit three letters of recommendation. Recommendation letters should come from individuals who are able to address applicants’ academic ability, leadership potential, character and integrity, as well as the potential for post-baccalaureate professional study. At least one letter should come from an academic reference and one should come from a professional reference.

Resume or CV

- ♦ All applicants are required to submit a current resume or CV.

Application & Application Fee

- ♦ All applicants are required to complete and submit an application form for the intended program of study along with a non-refundable application fee of \$65.
- ♦ Those applying through either PTCAS or CSDCAS are not required to submit the \$65 application fee to the MGH Institute, and should instead submit the appropriate application fee to the centralized application service.
- ♦ All Institute alumni who wish to apply for additional degree programs will be given a one-time application fee waiver. Contact admissions for additional information.

Program-Specific Application & Admission Requirements

School of Health & Rehabilitation Sciences

Department of Communication Sciences & Disorders-

Master of Science in Speech-Language Pathology (CSD)

- ♦ MGH Institute participates in the Communication Sciences & Disorders Centralized Application Service (CSDCAS). All applicants are required to apply online at www.csdcas.org
- ♦ All applicants are required to submit official GRE scores. The general test is required for admission and must have been taken within five years of application.
- ♦ Applicants are asked to complete and submit the CSD Prerequisite Checklist Form. This form is available in the “application process” section of our website and should be submitted directly to MGH Institute Office of Student Affairs, Attn: Admissions.
- ♦ Applicants are asked to complete the following prerequisite courses with a grade of C or better. Prerequisite courses do not need to be completed in order to apply to the program. However, all prerequisite courses must be satisfactorily completed prior to matriculation:
 - **Introduction to Communication Disorders**
 - **Phonetic Transcription and Introduction to Acoustic Phonetics**
 - **Anatomy and Physiology of Speech and Hearing Mechanisms**
 - **Speech-Language Acquisition**

- **Audiology** (not Hearing Science)

Reading Specialist Licensure Program (Certificate of Advanced Study in Reading)

- ◆ Provide official transcripts confirming a conferred bachelors degree from a regionally accredited college or university in the U.S., or an equivalent foreign degree.
- ◆ Provide a copy of Massachusetts Department of Education Initial Teaching Certificate and license number, with area of certification and expiration date (Exceptions may be made on an individual basis. Please contact the Department of Communication Sciences & Disorders for additional information).
- ◆ The GRE is not required for admission to this program.

Department of Physical Therapy-

Entry-Level Doctor of Physical Therapy (DPT)

- ◆ MGH Institute participates in the Physical Therapist Centralized Application Service (PTCAS). All applicants are required to apply online at www.ptcas.org
 - ◆ All applicants are required to submit official GRE scores. The general test is required for admission and must have been taken within five years of application.
 - ◆ Applicants are asked to complete and submit the Entry-Level DPT Prerequisite Checklist Form. The form is available in the “application process” section of our website and should be submitted directly to MGH Institute Office of Student Affairs, Attn: Admissions.
 - ◆ Applicants are required to complete the following prerequisite courses with a grade of C or better:
 - **Anatomy** (1 semester with lab). Human Anatomy recommended; vertebrate or comparative anatomy accepted.
 - **Human Physiology** (1 semester). May take one year of combined Anatomy-Physiology course to meet anatomy & physiology requirements.
 - **Biology** (1 semester with lab)
 - **Exercise Physiology**
 - **Chemistry** (2 semesters with lab)
 - **Physics** (2 semesters with lab)
 - **Developmental Psychology or Child Psychology** (1 course)
 - **Abnormal or General Psychology** (1 course)
 - **Statistics** (1 course, including inferential statistics)
 - ☞ Applicants may have up to two prerequisite courses in progress the semester prior to matriculation.
 - ☞ Prerequisite credit cannot be given for courses taken with a grade of Pass/Fail. Applicants may be asked to submit mid-term reports for certain prerequisite courses. Requests for prerequisite evaluations will be addressed in writing only.
 - ☞ All prerequisite courses must be satisfactorily completed prior to matriculation.
- ◆ A personal interview is required for those being considered for admission. Interviews will be scheduled on Fridays and Saturdays in late January/early February. Interviews are by invitation only.
 - ◆ All applicants are required to have some experience or exposure to varied types of physical therapy practice, with a minimum of 10 hours of volunteer, paid or observational experience.

Post-Professional Programs for Physical Therapists

Transitional Doctor of Physical Therapy (tDPT)

Master of Science in Physical Therapy (MSPT)

Certificate of Advanced Study in Physical Therapy (CAS)

Transitional Doctor of Physical Therapy (tDPT)

- ◆ Applicants are required to submit official GRE scores. The general test is required for admission and must have been taken within five years of application.
- ◆ Applicants may apply for a waiver of the GRE by submitting the GRE waiver request form along with proper documentation. GRE waivers are approved by the program director and only if an applicant meets specific criteria. Please refer to the “application process” section of our website for additional instructions and information.
- ◆ Submission of the Transitional Doctor of Physical Therapy Portfolio Application with the portfolio review fee is required of all applicants seeking credit for prior experience. Institute courses completed with a grade of B or

better may be included in portfolio submission. If Institute courses are the only submission, the portfolio fee will be waived. This form is available in the “application process” section of our website.

- ◆ Applicants are required to submit proof of at least one year of clinical experience.
- ◆ Applicants must be currently licensed U.S. licensed physical therapists, and should submit a copy of all professional state licenses.
- ◆ A personal essay is not required for admission to this program.

Master of Science in Physical Therapy (MSPT)

- ◆ Program is open only to International Applicants.
- ◆ Applicants are required to submit official GRE scores. The general test is required for admission and must have been taken within five years of application.
- ◆ Applicants may apply for a waiver of the GRE by submitting the GRE waiver request form along with proper documentation. GRE waivers are approved by the program director and only if an applicant meets specific criteria. Please refer to the “application process” section of our website for additional instructions and information.
- ◆ Applicants are required to submit official TOEFL scores. Please refer to the “Basic Admission Requirements” section of the catalog for additional information.
- ◆ Applicants are required to submit documentation outlining professional work experience. List all physical therapy clinical positions held after completion of internship. Please use the following format:

| | |
|--------------|------------|
| Company Name | Start Date |
| Title | End Date |

Certificate of Advanced Study in Physical Therapy (CAS)

- ◆ Program is open only to International Applicants.
- ◆ Applicants are required to submit official TOEFL scores. Please refer to the “Basic Admission Requirements” section of the catalog for additional information.
- ◆ The GRE is not required for admission to this program.
- ◆ Applicants are required to submit documentation outlining professional work experience. List all physical therapy clinical positions held after completion of internship. Please use the following format:

| | |
|--------------|------------|
| Company Name | Start Date |
| Title | End Date |

Program in Medical Imaging-

Post-Baccalaureate Certificate in Medical Imaging (MI)

- ◆ The GRE is not required for admission to this program.
- ◆ Applicants are asked to complete and submit the MI Prerequisite Checklist Form. This form is available in the “application process” section of our website.
- ◆ Applicants are required to complete the following prerequisite courses. All courses must be satisfactorily completed prior to matriculation. It is strongly recommended that all prerequisite courses be completed with a grade of B or better:
 - **College Level Human Anatomy & Physiology** (6-8 credits)
 - **College Level Algebra or Pre-Calculus** (3-4 credits)
 - **College Level Physics or Chemistry** (3-4 credits)
 - **Medical Terminology** (1 credit; required for those with no previous health care background)
 - **Computer Literacy Course** (3 credits, or equivalent knowledge of computer hardware and Windows applications)
- ◆ A personal interview is required for those being considered for admission. Interviews are by invitation only.
- ◆ All applicants are required to submit the Job Shadow Experience Form & Self-Assessment Form. All forms are available in the “application process” section of our website.
- ◆ Residency Requirement- Because a significant portion of the curriculum is taught online, international applicants seeking an F-1 visa through MGH Institute are not eligible to apply to this program. International applicants not seeking an F-1 visa through the MGH Institute are eligible to apply and should contact the Manager of Admission in the Office of Student Affairs early in the application process.

School of Nursing

Accelerated Bachelor of Science in Nursing (ABSN)

- ◆ The GRE is not required for admission to this program.
- ◆ Applicants are asked to complete and submit the BSN Prerequisite Checklist Form. This form is available in the “application process” section of our website.
- ◆ Completion of the following prerequisite courses with a grade of C or better is required for admission (all courses should have been taken within 5 years of application). All prerequisites courses must be completed prior to matriculation. Applicants may have no more than one course in progress the semester prior to matriculation:
 - **Human Anatomy**
 - **Human Physiology**
 - **Chemistry**
 - **Microbiology**
 - **Human Nutrition**
 - **Statistics**
- ◆ Applicants with extenuating circumstances may apply for a waiver of the five year policy by completing and submitting the Prerequisite Time Limit Waiver Form. This form should be submitted either before or along with the application for admission, and is available in the “application process” section of our website.

Direct Entry Master of Science in Nursing (DEN)

- ◆ All applicants are required to submit official GRE scores. The general test is required for admission and must have been taken within five years of application.
- ◆ Applicants may apply for a waiver of the GRE by submitting the GRE Waiver Request Form along with proper documentation. GRE waivers are approved by the program director and only if an applicant meets specific criteria. Please refer to the “application process” section of our website for additional instructions and information.
- ◆ Applicants are asked to complete and submit the DEN Prerequisite Checklist Form. This form is available in the “application process” section of our website.
- ◆ Completion of the following prerequisite courses with a grade of C or better is required for admission (all courses should have been taken within 5 years of application). All prerequisites courses must be completed prior to matriculation:
 - **Human Anatomy**
 - **Human Physiology**
 - **Chemistry**
 - **Microbiology**
 - **Human Nutrition**
 - **Statistics**
- ◆ Applicants with extenuating circumstances may apply for a waiver of the five year policy by completing and submitting the Prerequisite Time Limit Waiver Form. This form should be submitted either before or along with the application for admission, and is available in the “application process” section of our website.

Post-Professional Programs for current Registered Nurses (RNs)

[Master of Science in Nursing for RNs \(RN to MS\)](#)

[Doctor of Nursing Practice for RNs \(RN to DNP\)](#)

[Doctor of Nursing Practice for Master’s Prepared Nurses \(DNP\)](#)

[Doctor of Nursing Practice for Nurse Executives \(EDNP\)](#)

[Post-Master’s Certificate of Advanced Study in Nursing](#)

- ◆ Applicants without an existing master’s degree are required to submit official GRE scores. The general test is required for admission and must have been taken within five years of application.
- ◆ Applicants may apply for a waiver of the GRE by submitting the GRE waiver request form along with proper documentation. GRE waivers are approved by the program director and only if an applicants meets specific criteria. Please refer to the “application process” section of our website for additional instructions and information.
- ◆ All applicants are asked to provide a copy of all professional state licenses.
- ◆ All applicants must provide evidence of current RN licensure.
- ◆ Additional application requirements:

Master of Science in Nursing for RNs (RN to MS)

1. Applicants must have completed a graduate or undergraduate level statistics course with a grade of C or better prior to matriculation.
2. Institute BSN graduates are not required to submit GRE scores.
3. For RNs with an associate degree or nursing diploma:
 - ◆ All applicants must have completed a total of 54 undergraduate general education credits prior to matriculation. Many of these courses may be taken at the community college level, although a minimum of 12 credits must be taken at the upper division (300-400) level.
 - ◆ Applicants may meet the general education prerequisite requirements through the College Level Examination Placement (CLEP), or the Excelsior College Examination (ECE), formerly known as ACT Examination Program.
 - ◆ Pre-application advisement is required. Please contact the School of Nursing directly for more detailed information.
 - ◆ General education courses should include the following subject areas:
 - ☞ **Humanities** (15-18 credits- including 2 English writing courses)
 - ☞ **Social Sciences** (15-18 credits- including psychology and sociology)
 - ☞ **Biophysical Sciences** (15 credits- including anatomy, physiology, chemistry, microbiology and nutrition)
 - ☞ **Mathematics** (6 credits- including statistics)

Doctor of Nursing Practice for RNs (RN to DNP)

1. All admitted students will be required to take a biostatistics self-assessment test prior to enrolling in the intermediate statistics course. Students may be required to take a remedial statistics course if faculty deems it necessary.
2. Institute BSN graduates are not required to submit GRE scores.
3. A personal interview is required for those being considered for admission. Interviews are by invitation only.

Doctor of Nursing Practice for Master's Prepared Nurses (DNP)

1. All admitted students will be required to take a biostatistics self-assessment test prior to enrolling in the intermediate statistics course. Students may be required to take a remedial statistics course if faculty deems it necessary.
2. A personal interview is required for those being considered for admission. Interviews are by invitation only.
3. Invites applicants who are current RNs with an MS in Nursing who are already advanced practice nurses in the following areas: Nurse Practitioners, Clinical Nurse Specialists, Certified Nurse Anesthetists and Certified Nurse Midwives. Nurse Administrators may apply as well. Nurse educators who are not advanced practice nurses should apply to the Doctor of Nursing Practice for RNs Program instead.
4. Applicants with a master's degree in a related field will be required to take additional courses. Pre-Application advisement is required. Please contact the School of Nursing for more detailed information.

Doctor of Nursing Practice for Nurse Executives (EDNP)

1. All admitted students will be required to take a biostatistics self-assessment test prior to enrolling in the intermediate statistics course. Students may be required to take a remedial statistics course if faculty deems it necessary.
2. A personal interview is required for those being considered for admission. Interviews are by invitation only.
3. Invites executive-level nurse leaders to apply. Experienced nurse executives who are interested in applying should email a CV to the Director of Doctoral Programs in the School of Nursing for consideration. Please email Dr. Linda Andrist at dnp@mghihp.edu

Interdisciplinary Education

Certificate of Advanced Study in Teaching & Learning

- ◆ The GRE is not required for admission to this program.
- ◆ Applicants are required to submit a copy of a current health care license. If no license is available, please contact the program coordinator for alternative requirements.

Interprofessional Education

Leaders in the health professions need to be able to work effectively across disciplines and in collaboration with health professionals of different specialties. To that end, the Institute's curriculum seeks to prepare students:

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

To accomplish this, Interprofessional activities are interwoven with discipline-specific learning. The Interprofessional aspects of the curriculum include required courses at different levels, elective courses, shared clinical experiences, and research projects.

All students who are entering the health professions through the entry-level programs share a course in Ethical Issues in Health Care, while students who are already health professionals and in the advanced programs share courses in research and statistics.

There is content of interest to students from all disciplines in a number of different Interprofessional course offerings. Each academic program also offers more specialized courses, seventeen in all, that are of interest to students in other disciplines. Nine courses are prerequisite courses for degree programs and are open to students from a variety of backgrounds.

Many clinical issues cross disciplinary lines. All students at the MGH Institute participate in an Interprofessional clinical seminar where the focus is on topics such as health care disparities, cultural competence, and team work. Students, faculty, and staff are invited to participate in quarterly Schwartz Center Educational Rounds where the focus is on strengthening the relationship between patients and caregivers.

In many clinical placement sites, there are students from more than one of our disciplines; faculty aim to assure that common goals are met and students are interacting and sharing these experiences. Finally, students have the opportunity to become involved in research. These collaborative activities may involve faculty from a variety of disciplines as well as practicing health professionals.

Teaching and Learning Certificate for Health Care Educators

- Applicant must be a licensed or credentialed health care professional (provide photocopy of licensure), or have permission of certificate program coordinator.
- Can be completed by enrolling as a non-degree student, without formal application or matriculation.

Course of Study

Graduate Certificate - 9 credits

| | |
|---|------|
| HP 712 Foundations of Teaching and Learning | 3 cr |
| HP 713 Course Design and Measurement of Learning Outcomes | 3 cr |
| HP 714 Teaching Practicum | 3 cr |

This course will necessitate six hours per week of collaboration with a teacher/mentor in the student's specific area of concentration.

Certificate of Advanced Study - 15 credits

| | |
|---|------|
| HP 712 Foundations of Teaching and Learning | 3 cr |
| HP 713 Course Design and Measurement of Learning Outcomes | 3 cr |
| HP 714 Teaching Practicum | 3 cr |

This course will necessitate six hours per week of collaboration with a teacher/mentor in the student's specific area of concentration.

| | |
|---|------|
| HP 715 Designing, Implementing and Evaluating Program Learning Environments | 3 cr |
| HP 716 Teaching and Learning Synthesis for Health Care Profes. | 3 cr |

HIV/AIDS Certificate

Students may earn a Certificate in HIV/AIDS care by completing three online courses in conjunction with the specialty by completing the courses as electives. Interested students may also enroll in these three courses as a non-degree student.

Topics covered in depth through this three course series include epidemiology, infection control, cultural considerations in delivering care, pathophysiology, immunology, symptom management, case management and HIV prevention.

Course of Study

| | |
|---|----------|
| NH 817 Introduction to HIV/AIDS: Epidemiology of HIV/AIDS | 3 |
| NH 833 Pathophysiology and Symptom Mgmt in HIV Disease | 3 |
| NH 831 Prevention and Case Management of HIV/AIDS | 3 |
| Total | 9 |

Interprofessional Course Descriptions

Science Prerequisites:

HA&P1 456 ANATOMY & PHYSIOLOGY 1

Prerequisites: Introductory College level Biology, (3 credit college courses passed with grade of C, or better). This course is part one of two parts. It provides a comprehensive overview of human, anatomy and physiology, and is organized systemically. In this semester we cover, microanatomy, and skin, musculoskeletal, nervous, endocrine and blood systems. The goal of the combined A&P courses is to provide a solid, foundation for both entry level and advance, practice health care professionals. 3 credits

HA&P1 457 ANATOMY & PHYSIOLOGY 1 LAB

Prerequisites: Introductory College level Biology, (3 credit college courses passed with grade of C or better) and concurrent enrollment in A&P 1. The A&P 1 course includes a synchronized laboratory component. The lab is comprised of a virtual, dissector for the anatomy portion and a virtual, interactive physiology experimentation simulator. 1 credit

HA&P2 458 ANATOMY & PHYSIOLOGY 2

Prerequisites: A&P 1. This course is part two of two parts. It provides a comprehensive overview of human anatomy and physiology, and is organized systemically. In this semester we cover cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems. The course includes a synchronized laboratory component. The goal of the combined A&P courses is to provide a solid foundation for both entry level and advance practice health care professionals. 3 credits

HA&P2 459 ANATOMY & PHYSIOLOGY 2 LAB

Prerequisites: A&P 1, A&P 1 lab and concurrent enrollment in A&P 2. The A&P 2 course includes a synchronized laboratory component. The lab is comprised of a virtual dissector for the anatomy portion and a virtual interactive physiology experimentation simulator. 1 credit

HANAT 450 HUMAN ANATOMY

Prerequisites: Introductory College level Biology (3 credit college courses passed with grade of C or better). Pass/fail and audit options are available in consultation with the course faculty. This course provides a comprehensive overview of human anatomy by body system. The goal of the course is to provide a solid foundation for both entry level and advanced practice nursing. This course has no laboratory component and is organized such that it is synchronized with the human physiology course. 3 credits

HCHEM 452 CHEMISTRY

Prerequisite: none. Pass/fail and audit options are available in consultation with the course faculty. Focuses on topics and concepts integrated from chemistry which are crucial to health science majors. Selected areas of general, organic, and biochemistry will be covered and how these topics relate to other subjects such as physiology and pharmacology. 3 credits

HCHEM 453 GENERAL CHEMISTRY 1 FOR THE HEALTH SCI

Prerequisite: Mathematics through high school algebra and introductory college level biology. Prior knowledge in chemistry is not essential but helpful. General Chemistry for the Health Science I is an introductory course in chemistry. The topics in this course are explained and discussed in context with simple clinical applications to different health professions, such as nursing, physical therapy, occupational therapy, pharmacy etc. It involves dimensional analysis, introduction to the structure and properties of atoms and molecules, periodic table, balancing chemical reactions, stoichiometry, thermochemistry and gas laws. The course has a required online laboratory component to it. 4 credits

HCHEM 454 GENERAL CHEMISTRY 2 FOR THE HEALTH SCI

Prerequisite: General Chemistry I for the Health Sciences or permission of the instructor. The topics in General Chemistry for the Health Science II course are also explained and discussed in context with simple clinical applications to different health professions such as, pharmacy etc. The course includes topics from intermolecular forces, properties of solutions, chemical kinetics, chemical equilibrium, acid-base and aqueous equilibrium, thermodynamics, electrochemistry and nuclear chemistry. The course has a required online laboratory component to it. 4 credits

HEXPH 455 EXERCISE PHYSIOLOGY

Prerequisite: Introductory College level Biology and Human Physiology or Human Anatomy; or consent of the instructor. Pass/fail and audit options are available in consultation with the course faculty. This course will focus on the study of acute physiological adjustments and chronic adaptation to exercise related to human performance and health related benefits. Cardiovascular, respiratory, neuromuscular and endocrine systems will be examined from the functional capacity standpoint concerning exercise. 3 credits

HMBIO 454 MICROBIOLOGY

Prerequisite: Introductory College level Biology. Pass/fail and audit options are available in consultation with the course faculty. This course will focus upon aspects of microbiology that pertain to human health. Beginning with the basics of microbiological science including the structure, taxonomy, biochemistry and physiology of microorganisms, the student will learn to associate these concepts with human infectious diseases and pathogenesis. Epidemiology, diagnostics, and antimicrobial, paradigms in healthcare facilities will also be explored. 3 credits

HNUTR 453 NUTRITION

Prerequisite: none. Pass/fail and audit options are available in consultation with the course faculty. Focuses on the functions, sources, and utilization of macronutrients, vitamins/minerals, and fluid. 3 credits

HPHYS 451 HUMAN PHYSIOLOGY

Prerequisites: Introductory College level Biology (3-credit college courses passed with grade of C or better). Pass/Fail available - audit not available. This course provides a comprehensive overview of human physiology by body system. The goal of the course is to provide a solid foundation for both entry level and advanced practice nursing. This course has no laboratory component, and is organized such that it is synchronized with the human anatomy course. 3 credits

HSTATS 451 INTRODUCTORY STATISTICS

Prerequisite: none. Pass/fail and audit options are available in consultation with the course faculty. This course is an introduction to descriptive and inferential statistical concepts and methods. Topics include grouping of data, measures of central tendency and dispersion, probability concepts and distributions, sampling, statistical estimation, and statistical hypothesis testing. This course emphasizes the conceptual application of statistics. Although there will be minimal emphasis placed on the mathematical derivation of the formulas, an understanding of simple algebra and basic math (decimals, percents and probability) is presumed. 3 credits

HP 529 ETHICAL ISSUES IN HEALTHCARE

Prerequisites: Satisfactory completion of Semester 1 (summer) courses-NS 510, NS 511, NS 512, HP 509 (17 credits) & Semester II (fall) courses NS 520, NS 521 NS 522, HP 519 (17 credits) & enrolled in co-requisite courses. This course introduces students to basic ethical theory combined with a problem-solving approach to ethical issues commonly confronting health professionals. Selected issues to be examined include life and death decisions, information-sharing (confidentiality, truth-telling, and informed consent), peer relationships (team work, peer review, blowing the whistle on unethical colleagues), and the relationship of the health professional to institutions (health policy, quality assurance, distributive justice in everyday decisions). 2 Credits.

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 Interprofessional 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: Consent of Instructor. 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.

HP717 SURVEY OF HEALTHCARE INFORMATICS

This online course presents an overview of the evolution of healthcare informatics from an Interprofessional perspective. Students will learn healthcare informatics history, concepts, theories, legal and ethical implications, and applications within the healthcare industry. This course will introduce the student to the information system life cycle; human factors issues in healthcare informatics; critical issues affecting the development and implementation of information and communication systems and technologies (clinical, administrative and learning), knowledge management principles, professional practice trends, and explore some of the emerging ICT (information and communication technology) in health care. 3 or 4 credits.

HP718 SIMULATION IN HEALTHCARE EDUCATION

Prerequisites: HP 712, HP 713 or permission of Instructor. This course provides healthcare clinicians and educators with the theory, skills, supporting evidence and assessment research to infuse the use of simulation in teaching and learning. Students will learn the concepts and practical approaches to experiential learning, which are fundamental to infusing simulation within a curriculum. Students will participate in the development of learning resources, simulation scenarios and simulations. A significant focus will be the use of simulation as an Interprofessional education activity to facilitate the adoption of basic and advanced clinician skills, development of effective teams, enhancement of the clinician's emotional and communication capabilities during patient interaction and treatment, and development of course and curriculum content using established instructional design principles. 3 Credits.

HP 719 EHEALTH/CONSUMER HEALTH INFORMATICS

Prerequisite: HP-717 This course focuses on the implications of consumer health informatics to the practice of healthcare in a digital environment, eHealth. It will explore the impact on patient care within the contemporary health care environment and examine a variety of interactive strategies and technologies used to enhance health care delivery to consumers. An emphasis will be on examining the diversity of consumers' information seeking needs and strategies especially in underrepresented populations. This course will focus on the design and development of consumer health information resources, examine interactive models that integrate consumers' preferences to enhance health care delivery to consumers.

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. 2-3 credits

HP 721 STATISTICS FOR CLINICAL RESEARCH

Pass/Fail available. Basic statistics for graduate students in the health professions, including descriptive and inferential statistics. 2-3 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 Interprofessional professional practice. 2 Credits.

HP 725 HEALTHCARE INFORMATION SYSTEMS

Prerequisites: None. This course presents the terminology, technology and application of information systems in various healthcare information systems and networks. Topics that will be emphasized include a survey of health information systems, operational fundamentals, information systems life cycle, security, audit, and control; legislation, regulations, and accreditation standards, system selection and negotiating contracts, strategic planning and evaluation; design and management of health information systems, and data repositories and data warehouses. 3 Credits

HP 735 HEALTHCARE OPERATIONS AND MANAGEMENT

Prerequisites: None. This course presents the operational and management issues related to Applied Healthcare Informatics, with an emphasis on the major operations and management challenges in healthcare informatics, operations and management in healthcare informatics and compared to other industries, enabling technologies for operations and management, project management concepts, capabilities, and terminology; identifying the skill set requirements for particular projects; forming and nurturing effective teams and related staffing issues, and managing change, process and workflow. 3 Credits

HP 745 ETHICAL, LEAGAL AND TECHNICAL STANDARDS IN HEALTH INFORMATION

Prerequisites: None. This course presents the ethical, legal, and technical standards that apply to Applied Healthcare Informatics. Major topics that will be emphasized include: overview of ethical, legal, and technical standards that apply to the healthcare informatics community, scientific integrity; professional ethics, privacy, confidentiality and security; intellectual property, nomenclature, and communications. Credits 3

HP 755 CLINICAL DOCUMENTATIONS AND KNOWLEDGE MANAGEMENT

Prerequisites: None This course presents the knowledge management principles and techniques relevant to the clinical documentation process. Emphasis will be placed on theories and applications of knowledge management, the knowledge management process, applications of information technologies in knowledge management, knowledge repositories, knowledge leadership roles and skills, codification methods, and clinical documentation as an enabler of evidence-based practice. 3 Credits

HP 815 DECISION SCIENCE

Prerequisites: None This course presents Decision Science, a cornerstone of Applied Healthcare Informatics, from clinical, information technology, and management perspectives. The elements of decision science to be emphasized include clinical decision analysis with biostatistics, methods for analyzing complex patient-management problems, applying data from the literature to estimate the likelihood of outcomes, quantifying the value of health outcomes, calculating the strength of strategy preference, the role of information systems in supporting administrative and clinical decision making, and developing systems that support healthcare providers and administrators in clinical/administrative decision-making. 3 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. '

HP826 IMIGRANT AND REFUGEE HEALTH

Prerequisite: None. Immigrants and refugees bring with them some very unique experiences which can have lifelong implications on their functioning and health care beliefs. In order to provide optimal health care, providers must be sensitive to and knowledgeable of the health care expectations and practices unique to these specific populations. This course explores issues relevant to immigrants and refugees: cultural, health care patterns and practices, previous experiences, available resources, as well as potential challenges confronted by those providing health care. 3 Credits.

HP 831 ORGANIZATIONAL PERSPECTIVES:THEORY AND ACTION

Prerequisites: None. This course focuses on Interprofessional 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-835 QUALITY AND DISPARITIES

Prerequisites: None. The research literature documents challenges to the health care system related to quality of care and racial/ethnic disparities. This course provides an introduction to these issues and interdependent relationship. Topics include: quality and disparities measurement; evidence-based medicine; patient safety; health information technology; provider bias; and cultural competence, among others. 2 Credits.

HP 996-999 INTERPROFESSIONAL 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.

School of Health and Rehabilitation Sciences

Department of Communication Sciences and Disorders

Department of Physical Therapy

Program in Medical Imaging

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

PROGRAM OVERVIEW

Master of Science in Speech Language Pathology

Clinical Experience

To integrate classroom and clinical learning, our program offers intensive but supportive clinical experiences. Two initial in-house practica, involving work with developmental speech-language and reading problems, take place onsite under close faculty supervision in the MGH Institute **Speech, Language and Literacy Center**. During these two semesters, students pair up in dyads sharing primary and secondary roles in planning and conducting evaluations and therapy with clients who have spoken and written language disorders.

These peer-pairings allow students to ease into their first clinical experiences with a greater sense of security, while also enabling them to have more experiences with a wider array of clients. Client casework is reviewed weekly at clinical case discussion groups where students present their cases for the week. Weekly seminars offer hands-on learning of clinical procedures and techniques.

A minimum of three offsite practica (some students elect to take a fourth) follow the in-house practica. Each student's offsite practica include one school setting, one setting in which they work with adults, and one setting of their choosing. Practicum placements are individually determined through consultation with clinical coordinators to best ensure the acquisition of knowledge and skills.

MGH Institute students enjoy priority placements at prestigious health care facilities (including Massachusetts General Hospital, Spaulding Rehabilitation Hospital, Children's Hospital Boston, Brigham and Women's Hospital, Massachusetts Eye and Ear Infirmary, and Boston VA Healthcare System) and schools (including Boston Public Schools and Winthrop Public Schools) in the greater Boston area and throughout New England.

Top Clinical Sites: Speech-Language Pathology

Below is a partial list of our many clinical affiliation partners:

Partners Healthcare System Clinical Placement Sites

Brigham and Women's Hospital
Massachusetts General Hospital
MGH Chelsea and Revere Healthcare Centers
Newton-Wellesley Hospital
North Shore Medical Center
Spaulding Rehabilitation Hospital Network

Educational Clinical Placement Sites

Anne Sullivan Early Intervention Program
Billerica Public Schools
Boston Metro Early Intervention Program
Boston Public Schools
Brookline Public Schools
Dearborn Academy, Arlington
Hanover Public Schools
New England Center for Children
Newton Public Schools
Perkins School for the Blind
Wakefield Public Schools
Wellesley Public Schools
Whitman-Hanson Regional School District
Winthrop Public Schools

Medical Clinical Placement Sites

[Return to table of contents](#)

Barry L. Price Rehabilitation Center
Beth Israel Deaconess Medical Center
Cambridge Hospital
Children's Hospital, Boston
Franciscan Children's Hospital and Rehabilitation Center
Massachusetts Eye and Ear Infirmary
New England Medical Center
South Shore Visiting Nurses Association
Veterans Administration, Boston Healthcare System

Optional Concentrations for Specialty Training

The program's extensive core curriculum and specialty electives eliminate the need for tracking into either a medical or educational course of study. Instead, you may specialize in an area of interest through concentrations, including:

- Adult Neurogenic Communication Disorders
- Autism Spectrum Disorders
- Reading
- Voice Disorders

Our integration of written with spoken language disorders studies also allows you to become eligible for:

- Reading Specialist Licensure through the [Massachusetts Department of Elementary and Secondary Education \(DESE\)](#)
- Certification as an Early Intervention Specialist through the [Massachusetts Office of Health and Human Services \(EOHHS\)](#)

Curriculum – Master of Science in Speech Language Pathology**Curriculum Outline – Master of Science****Total Core Required Credits: 61****(Core courses must be taken for letter grade.)****Total Elective Credits required: 8****Minimum credits required for graduation: 69****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. I | 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 | Interprofessional 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 840 | Dysphagia in Adults & Children | 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 (offered Spring term) | 1 |
| CD 832 | Voice Disorders | 3 |
| CD 721 | Physiology, Acoustics & Perception of Speech | 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 724 | Research Design & Statistics for CSD | 3 |
| CH 835 | Augmentative Communication | 2 |
| HP 999 | Interprofessional 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 8 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 800 | Autism Spectrum Disorders Seminar | 2 |
| CD 825 | Reading and Writing in the Schools | 2 |
| CD 826 | Leading Literacy Change | 1 |
| CD 834 | Alaryngeal Speech | 1 |
| 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 |
| | - Speech-Language Pathology in the Schools | |
| | - Advanced Neuropathologies | |
| CD 859 | Advanced Autism Seminar II | 2 |
| CD 861 | Advanced Voice Disorders Seminar | 2 |
| 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 800 | Pediatric Feeding and Swallowing | 1 |
| CH 837 | Trach & Vent In Medical Settings | 1 |
| CH 836 | Theoretical & Practical Approaches to Counseling | 2 |

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

| | |
|-----|--|
| HP | Interprofessional Courses |
| CIM | Clinical Investigation Multidisciplinary Courses |
| NH | Nursing Multidisciplinary Courses |
| PH | Physical Therapy Multidisciplinary Courses |
| MH | Medical Imaging Multidisciplinary Courses |

Certificate of Advanced Study in Reading

Designed to develop leaders in literacy who can leverage their expertise to improve reading and writing practices in a variety of educational and health care settings, this program complements the credentials of any classroom teacher, special educator, speech-language pathologist, administrator, principal, or psychologist seeking a broader perspective on the science of reading instruction. And with a foundation in spoken language development, the curriculum has immediate relevance for educators of second language learners and for classroom teachers with students from diverse linguistic backgrounds.

Reading Certificate: Program Features

In this intensive, 18-credit graduate certificate program, you will acquire a working knowledge of spoken and written language development and its relationship to reading proficiency, as well as reading and writing disorders. Through exposure to the latest evidence-based research, you'll examine the complex cognitive and linguistic processes that provide the foundation for learning to read and write, and explore the profound impact communication disorders can have on reading and writing skills development when early predictive signs go undiagnosed.

In the context of current research, you will have the opportunity to analyze the full range of instructional reading programs and practices recommended for use in today's inclusive classrooms (including "core" classroom reading programs for all readers, supplementary instructional programs for students "at some risk" for reading difficulties, and specialized instructional techniques for those students "at high risk" of failing to learn to read.)

In addition to the 18-credit curriculum, all students must complete training in a multi-sensory approach to teaching reading, such as Orton-Gillingham or Wilson. The coordinator of the reading certificate program will assist students in identifying appropriate training opportunities.

Through a combination of rigorous coursework and a supervised 150-hour reading practicum, you will gain insight into the most effective assessment tools for classroom screening, diagnosis, and progress monitoring of reading and writing skills and learn how to choose assessment instruments to best inform and adapt instructional practices. You will hone your Interprofessional case consultation skills in preparation for the roles you will typically assume on school-wide literacy teams. And you will develop the skills and expertise necessary not only to practice what you have learned, but also to lead others in the design and assessment of effective, research-based instructional practices for all learners.

*An accelerated route to the initial **Reading Specialist License** in Massachusetts, the Certificate of Advanced Study in Reading is accredited by the Massachusetts Department of Education.*

Reading Certificate: Practicum

The Reading Certificate Practicum is a 150-hour internship under the supervision and mentorship of a Licensed Reading Specialist in the public schools and 766 approved private schools. The practicum is individualized. All students have the opportunity to:

- Meet the requirements and standards of the MA Department of Education
- Gain professional exposure to well-integrated clinical and school-wide literacy leadership roles
- Build on previously developed professional skills/experience

Because the role of the Reading Specialist varies from school to school and building to building across the Commonwealth, practicum sites are chosen carefully to include: a balance of clinical and classroom service delivery experiences, exposure to a variety of individual and group assessments, and a broad range of consultative experiences among professional teams of educators (e.g., principals, classroom teachers, psychologists, speech-language pathologists, special educators).

The MGH Institute has contractual practicum agreements with many Massachusetts public and private schools. Our students enjoy priority placements at these sites. Institute faculty work closely with each site to develop a practicum experience that not only addresses the goals of our students and the Massachusetts licensure requirements, but also serves the most critical literacy needs of each public school site.

Reading Certificate: Curriculum

| Course | Title | Credit |
|--------|---|-----------------|
| CD 822 | Language Acquisition | 3 |
| CD 823 | Development and Disorders of Oral Language, Reading and Writing | 3 |
| CD 824 | Diag. Meth & Clinical Processes in Oral Language, Reading and Writing | 3 |
| CD 825 | Reading and Writing in the Schools | 2 |
| CD 826 | Leading Literacy Change | 1 |
| CD 879 | Multi-sensory Structured Reading and Clinic | 3 |
| CD 882 | Reading Certificate Practicum | 3 |
| | | 18 Total |

Department of Communication Sciences and Disorders Course Descriptions

Refer to Interprofessional Course Offerings for HP course descriptions.

M.S. Program Prerequisites

CD550 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

CD551 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

CD552 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

CD553 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

CD554 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

CD724 RESEARCH DESIGN & STATISTICS IN COMMUNICATION DISORDERS Prerequisites: None. The major goal of this course is to prepare students to be critical consumers of the research literature. The course focuses on types of research, research designs, research methods, evidence-based practice, and statistics that are commonly used to investigate normal and disordered human communication. 3 credits

CD 732 PHONOLOGICAL/ ARTICULATION DISORDERS Program Prerequisites or by consent. This course will address disorders of speech production. Current theories will be discussed, and clinical procedures relating to diagnosis and remediation will be presented. 3 credits

CD743 DISORDERS OF SPOKEN AND WRITTEN LANGUAGE I Program Prerequisites or by consent. The first course in a two course sequence. It will describe and analyze a range of frequently encountered oral and written language disorders of childhood. Principles, methods, and techniques of diagnosis and remediation will be presented. 3 credits

CD744 DISORDERS OF SPOKEN AND WRITTEN LANGUAGE II

Prerequisite: CD743. This course will provide more advanced opportunities to examine disorders of oral and written language. Through case studies, students will learn how to analyze diagnostic information from multiple sources and will apply that information to generating appropriate recommendations. 3 credits

CD745 DIAGNOSTIC METHODS AND CLINICAL PROCESSES IN COMMUNICATION DISORDERS

Prerequisite: CH720, CD743, or by consent. This course introduces basic diagnostic methods and clinical processes of spoken/ written language disorders. Topics: steps in clinical problem solving, fundamental concepts of clinical measurement, models of diagnosis, clinical history, interviewing techniques and report writing. 2 credits

CD 750 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

CD751 AURAL REHABILITATION

Prerequisites: CD554/750 or equivalent. This course provides knowledge of the habilitative/rehabilitative procedures for speech and language problems associated with hearing impairment. Knowledge of principles and methods of prevention, assessment, and intervention for people with hearing disorders, including considerations of anatomical/physiological, psychological, developmental, linguistic, and the cultural correlates of hearing disorders are presented. The same skills from CD752 Hearing Skills Seminar are incorporated in this course. 3 credits

CD752 HEARING SKILLS SEMINAR

Program prerequisites; CD554/750 or consent. This seminar provides students with the following hearing skills: prevention, evaluation, rehabilitation, integration of information, and making appropriate recommendations. 1 credit

CD760 SPOKEN AND WRITTEN CLINICAL PRACTICUM SEMINAR

Program Prerequisites. This seminar provides ongoing practical support and guidance for students seeing clients in the Speech, Language and Literacy Clinic. It addresses either spoken or written language issues, depending on the student's placement. Presentations and discussions help students draw connections between academic course work and initial clinical experiences. 0 credit

CD761, 762 SPOKEN AND WRITTEN CLINICAL PRACTICUM Program Prerequisites. Students will receive one term of spoken language and one term of written language practica in the Speech, Language, and Literacy Clinic. 3 credits each

CD 770, 870 CLINICAL OUTPLACEMENT SEMINAR

These seminars provide ongoing practical support and guidance for students in clinical outplacements. Presentations and discussions help students draw connections between academic course work and clinical experiences. 0 credits

CD771, 871, 872, 873, 874 CLINICAL OUTPLACEMENTS Prerequisites: CD 761, 762. Students will receive clinical practicum at affiliated training sites. Students register each semester in which they expect to engage in supervised practice. 3 credits

CD781/881 CSD READING OUTPLACEMENT

Prerequisites: CD760, 762, 825. Students receive 150 hours of reading practicum in a Massachusetts Public School or a 766 approved site. 3 credits.

CD791/891 AR/AUDIOLOGY OUTPLACEMENT

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

CD800 AUTISM SPECTRUM DISORDERS

Prerequisites: Program prerequisites or by consent. Pass/Fail and Audit option available. This course allows students to develop and understanding of the historical and contemporary aspects of communication disorders associated with autism spectrum disorders (ASD). Rationales and specific procedures for the assessment and treatment of a variety of communication disorders associated with ASD are covered.

CD822 LANGUAGE ACQUISITION

Prerequisites: None. This course covers typical oral language development and its relationship to the acquisition of reading and writing skills. Theories of language development are analyzed and phonology, morphology, syntax, semantics and pragmatics are addressed. 3 credits

CD823 DEVELOPMENT AND DISORDERS OF ORAL LANGUAGE, READING, AND WRITING

Prerequisite: CD-822. This course focuses on typical spoken and written language development and frequently encountered oral language, reading and writing disorders of childhood. Principles, methods, and techniques of diagnosis and remediation are evaluated. Meets with CD553. 3 credits

CD824 DIAGNOSTIC METHODS AND CLINICAL PROCESSES IN ORAL LANGUAGE, READING AND WRITING DISORDERS

Prerequisites: CD 822, CD 823 or equivalent coursework. This course covers a variety of formal and informal oral language, reading, and writing assessments, and focuses on the analysis of patterns of student strengths and weaknesses. The interaction of oral and written language is emphasized. Additional topics include steps in clinical problem solving, fundamental concepts of clinical measurement, models of diagnosis, clinical history, interviewing techniques, and report writing. 3 credits

CD825 READING AND WRITING IN THE SCHOOLS

Prerequisite: CD-822. This course is designed to address issues relevant to teaching reading and writing in the schools (K-12). Topics include analysis of scientifically based research on reading, an overview of reading philosophies, implementation of data driven differentiated instruction, and reading and writing across the curriculum. 2 credits

CD826 LEADING LITERACY CHANGE

Prerequisites: None. This course investigates the roles of reading specialists, issues related to consulting and whole school change, and the use of formative assessments to drive instruction. Its focus is on professional development and in-service education to support classroom teachers and tutors in their efforts to improve reading and writing instruction. 1 credit

CD832 VOICE DISORDERS

Program Prerequisites or by consent. This course will provide a comprehensive review of methods for evaluating and treating voice problems in children and adults that result from a disturbance or disruption in laryngeal function, including disorders caused by neurological conditions, vocal abuse/misuse, and nonneurological organic processes. 3 credits

CD833 NEUROMOTOR SPEECH DISORDERS

Prerequisite: CD722 or by consent. The course will focus upon the theory underlying differential diagnosis and treatment of acquired and congenital motor speech disorders (including those related to cerebral palsy) with an emphasis upon dysarthria and apraxia. 2 credits

CD834 ALARYNGEAL/LARYNGECTOMY SEMINAR

Program prerequisites and CD832. This clinically oriented seminar provides information about all aspects of laryngectomy rehabilitation including effective counseling techniques, the use of the electrolarynx, development of esophageal voice, and tracheoesophageal voice restoration. 1 credit

CD836 GENETICS IN COMMUNICATION DISORDERS

Program Prerequisites, HP 706 or by consent. This course is an overview of genetics and common syndromes that result in craniofacial anomalies and/or communication disorders. Evaluation and treatment of craniofacial anomalies and associated communication disorders, with a special emphasis on genetic based communication disorders related to specific language impairment, stuttering, and phonological disorders will be addressed. 1-2 credits

CD839 APHASIA IN ADULTS: ASSESSMENT AND INTERVENTION

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

CD840 DYSPHAGIA IN ADULTS AND CHILDREN

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

CD841 FLUENCY DISORDERS Program Prerequisites or by consent. This course will address differences in fluency, disfluency and stuttering. Theories, current research findings, evaluation and management of stuttering disorders in both children and adults will be presented. 2 credits

CD843 ACQUIRED COGNITIVELY BASED COMMUNICATION DISORDERS

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

CD855 LANGUAGE-BASED DISORDERS IN COGNITIVE NEUROPSYCHOLOGY

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

CD857 ADULT NEURODEGENERATIVE SYNDROMES AFFECTING LANGUAGE AND COGNITION Prerequisite:

CD839. This course provides an overview of the major adult neurodegenerative disorders (dementia syndromes) that a speech-language pathologist is likely to encounter. Knowledge of the assessment of language and cognition in individuals with these disorders is covered as well as current research related to evidence-based communication treatment methods. 2 credits

CD858 SPECIAL TOPICS IN COMMUNICATION SCIENCES AND DISORDERS Program Prerequisites or by consent.

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

CD859 ADVANCED SEMINAR IN AUTISM SPECTRUM DISORDERS

Program prerequisites or by consent. Course Description: This course is required for the concentration in Autism Spectrum Disorders (ASD) and provides students with a more thorough understanding of the research related to ASD. This course covers important issues in the diagnosis and treatment of these disorders beyond the basics covered elsewhere in the curriculum.

CD861 ADVANCED VOICE DISORDERS SEMINAR

This seminar will utilize lectures, observations, hands-on exercises/experiences, and discussions to provide students with in-depth state-of-the-art knowledge about the diagnosis and treatment of voice disorders, including laboratory exercises in laryngeal physiology, laryngeal imaging, instrumental voice assessment, advanced instruction and practice with targeted voice therapy techniques and observations of endoscopic phonosurgical techniques in the operating room. 2 Credits.

CD879 MULTISENSORY STRUCTURED LANGUAGE INSTRUCTION FOR STRUGGLING READERS

(SEMINAR/PRACTICUM) Prerequisites: CD 823 and 824 or permission of Instructor. This seminar/practicum provides coursework and supervision that addresses multisensory, structured language principles and techniques developed for the remediation of difficulties in reading and writing. Focus is on integrating the areas of spoken and written language. Presentations and discussions help students draw connections between academic course work and clinical application. 3 Credits.

CD880 INTEGRATED PRACTICUM SEMINAR

Prerequisites: CD 822, CD 823, CD 824, CD 825. Must be taken concurrently with CD 882. The purpose of this course is to support students' reading practicum experiences. Students will critically analyze their cases and self-reflect on their professional practices as reading specialists. 1 credit

CD882 READING CERTIFICATE PRACTICUM

Prerequisites: CD 822, CD 823, CD 824, CD 825 or consent of advisor. Must be taken concurrently with CD 880. Integrated Practicum Seminar is required. As a capstone to the Certificate of Advanced Study in Reading, students receive a mentored reading practicum in the Massachusetts Public Schools or in a 766-approved site under the supervision of a licensed reading specialist. Placement can usually be arranged in the school district of your employment. 3 credits

CD895 RESEARCH PROPOSAL IN CSD

Prerequisite: CD 726. Development of a proposal for research in CSD under the guidance of a faculty member. Emphasis is on a critical literature review that supports the formulation of a hypothesis and selection of an appropriate research design and statistical analysis.

CD896 THESIS RESEARCH I

Prerequisite: CD 895. With faculty supervision, students will conduct an original research project and write a scientific report of their findings. Theses may involve descriptive or experimental studies, and also may include rigorous analyses of theoretically informative clinical cases. 1 credit

CD897 THESIS RESEARCH II

Prerequisite: CD 896. Continuation of CD 896. 2 credits

CD898 THESIS CONTINUATION

Use this designation when registering for thesis continuation. After completing 4 credits of thesis research (CD 895, 896, 897), a student is required to register for thesis continuation for each term that the thesis is incomplete. 1 credit

CD899 INDEPENDENT STUDY IN COMMUNICATION SCIENCES AND DISORDERS.

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

CH721 FOUNDATIONS OF SPOKEN/WRITTEN LANGUAGE AND COGNITION. Program Prerequisites or by consent.

This course will examine in depth theories of spoken and written language acquisition, stages of development and methods of analysis. It will also include discussion of information processing concepts such as attention, perception and memory. 2 credits

CH740 EARLY INTERVENTION: BIRTH TO 3

Prerequisite: Program prerequisites. This course provides theoretical and practical preparation for diagnosing and treating infants, toddlers and their families. Through lectures, readings, and discussions, students will understand Individual Family Service Plans (IFSP), service coordination, family-centered practice, and federal and state legislation. In addition, students will learn hands-on remediation techniques. They will also become familiar with the diagnostic tools used in Massachusetts to determine eligibility. 2 Credits.

CH741 ORTON-GILLINGHAM MULTISENSORY LANGUAGE TRAINING

This course, accredited by the International Multisensory Language Education Council, provides theoretical and practical preparation for treating developmental dyslexia and related language learning disabilities. Through lectures, readings, and discussions, students will gain an understanding of written language disorders and the Orton-Gillingham Multisensory Structured Language Approach to written language intervention. Required, supervised practicum hours allow students to apply theory to practice. 3 credits

CH835 AUGMENTATIVE COMMUNICATION

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

CH836 THEOR. & PRACT. APPROACH TO COUNSELING

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

CH837 TRACHEOSTOMY/VENTILATION ISSUES IN A MEDICAL SETTING Program prerequisites. This course addresses concepts, assessment and treatment of respiratory disorders/diseases that require the use of tracheostomy tubes and mechanical ventilation for adults and children. 1 Credit

CH800 PEDIATRIC FEEDING AND SWALLOWING DISORDERS

Prerequisites: Program prerequisites or by consent. This course will focus on pediatric swallowing disorders. It will review the anatomy and physiology of normal and abnormal swallowing, and discuss specific etiologies relevant to the pediatric patient. Clinical and instrumental diagnostic methods will be discussed, as well as treatment planning regarding oral and non-oral feeding recommendations. 1 Credit

DEPARTMENT OF PHYSICAL THERAPY – PROGRAM OVERVIEW

ENTRY-LEVEL DOCTOR OF PHYSICAL THERAPY (DPT) PROGRAM

Program Overview

The DPT program consists of a three and one-half year, graduate-level curriculum comprised of two and one-half years of intensive academic and clinical study experiences followed by a year-long, full-time, paid clinical internship.

Addressing the full scope of the physical therapy practice, including health promotion and education; disability, injury, and disease prevention; and professional reasoning, values, and behaviors, the program broadly prepares students to become competent, widely-skilled, reflective practitioners, equipped to practice in a variety of settings throughout the continuum of health care.

Students will be immersed in the science-based theory and evidence-based practice of the premier minds, practitioners, and facilities in the physical therapy field. Charged with the pursuit of humanistic values, professionalism, and quality care, you will be cross-trained in the theories of basic, behavioral, and clinical sciences and become an expert on the interplay of physical and psychological factors as they affect human motion.

Mentored by those defining the leading edge of today's dynamic physical therapy field, you will develop critical thinking and evidence-based analysis, evaluation, and decision making skills. Benefiting from unparalleled access to world-class health care facilities, you will learn in collegial, non-competitive settings and perfect it through clinical experiences with real patients.

This program is open to individuals who hold a bachelor's degree in any field and have completed the prerequisite credits required for admission. As a graduate-level only environment, our students enjoy a uniquely personalized environment in which they are the center of faculty attention. Students typically enter the program with a variety of educational and occupational backgrounds, many pursuing second careers. This diversity provides a stimulating educational experience, and enriches interactions between classmates and faculty.

Accreditation

The DPT Program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. Graduates receive a Doctor of Physical Therapy (DPT) degree and are eligible to apply for licensure in each of the 50 states and the District of Columbia.

DPT Clinical Experience

Integrated Clinical Experiences

To integrate classroom and clinical learning, the MGH Institute DPT program offers intensive but supportive clinical experiences. Full-time and part-time clinical experiences are integrated throughout the academic curriculum.

In the fall and spring semesters of years 1 and 2, students are in the clinic one-half day each week as part of their Clinical Seminar and Practicum courses. These experiences allow students to advance their critical thinking and to continually practice what they learn in class with real patients. Practicum placements are individually determined through consultation with clinical coordinators to best ensure the acquisition of knowledge and skills. In the summer following year 1, and in the winter of year 2, students also participate in two, 10 week-long, full-time clinical experiences.

DPT Curriculum

The curriculum for the MGH Institute DPT program is based on a progressive program of course offerings that build upon each other throughout all the semesters of study. Emphasizing the critical mix of academic, clinical, and research experiences physical therapists need in today's complex and demanding health care environment, the curriculum utilizes a teaching methodology that enables students to immediately meld theory with clinical practice in stages throughout the program and, as a result, more easily apply what they are learning to their knowledge and skill set.

DPT Curriculum Outline**Year 1 - Summer Semester**

| | | |
|--------|----------------------------|----------|
| PT 606 | Professional Socialization | 2 |
| PT 620 | Gross Anatomy | 5 |
| | | 7 |

Year 1 - Fall Semester

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

Year 1 - Spring Semester

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

Year 2 - Summer Semester

| | | |
|--------|---|----------|
| PT 626 | Principles of Teaching and Motor Learning | 2 |
| PT 659 | Therapeutic Exercise Laboratory | 1 |
| PT 676 | Clinical Experience I | 3 |
| | | 6 |

Year 2 - Fall Semester

| | | |
|--------|---|-----------|
| PH 750 | Diagnostic Imaging | 2 |
| PT 673 | Orthotics | 1 |
| PT 723 | Clinical Neuroscience III | 2 |
| PT 761 | Clinical Seminar and Practicum III | 2 |
| PT 765 | Clinical Mgmt of Musculoskeletal Disorders: Spine | 4 |
| PT 766 | Clinical Mgmt of Neuromuscular Disorders I | 6 |
| PT 768 | Prosthetics | 1 |
| PT 791 | Development of Health Promotion Programs | 1 |
| | | 19 |

Year 2 - Spring Semester

| | | |
|--------|--|-----------|
| PT 724 | Clinical Neuroscience IV | 2 |
| PT 725 | Medical Mgmt of Patients with Neuromuscular Disorders | 1 |
| PT 792 | Health Promotion Project | 1 |
| PT 767 | Clinical Mgmt of Neuromuscular Disorders II | 3 |
| PT 769 | Clinical Mgmt of the Patient with Multi-system Involvement | 1 |
| PT 770 | Clinical Experience II | 3 |
| PT 771 | Cardiopulmonary Laboratory | 1 |
| | | 12 |

Year 3 - Summer Semester

| | | |
|--------|--------------------------------------|---|
| HP 820 | Ethics in Health Care | 2 |
| PT 727 | Psychology of Disability and Illness | 1 |
| PT 730 | Practice Management | 2 |
| PT 772 | Special Topics | 1 |
| PT 773 | Advanced Therapeutic Exercise | 2 |

| | | |
|--------|---|------------|
| PT 777 | Foundations of Diagnostic Screening | 2 |
| PT 778 | Comprehensive Case Study | 1 |
| PT 793 | Health Promotion Presentation | 1 |
| | | 12 |
| | Year 3 - Fall Semester | |
| PT 780 | Clinical Internship | 6 |
| | | 6 |
| | Year 3 - Spring/Summer Semesters | |
| PT 781 | Clinical Internship Continuation | 0 |
| | | 0 |
| | Total | 100 |

POST-PROFESSIONAL PROGRAMS IN PHYSICAL THERAPY

Our post-professional program offers several options for the licensed physical therapist to pursue advanced education. Practicing therapists may choose to update their clinical knowledge and decision making skills through our Transitional DPT Program. Those interested in board certification as clinical specialists may choose the Certificate of Advanced Study or the Orthopaedic Residency. Foreign trained physical therapists can earn a Master of Science degree to further develop their clinical skills. Areas of concentration include orthopaedic, neurologic or geriatric physical therapy.

Transitional Doctor of Physical Therapy

Doctor of Physical Therapy (DPT) Degree

The online Transitional Doctor of Physical Therapy (tDPT) Program enables U.S. licensed physical therapists who hold either a bachelor's or master's degree in Physical Therapy to earn a Doctor of Physical Therapy designation through a combination of coursework and documentation of professional experience (portfolio).

As physical therapists play an increasing vital role in the delivery of quality health care in this nation, the baseline of what is considered minimum credentialing for professional practice has advanced as well. The DPT degree serves as a credential, similar to the MD for medicine, the OD for optometry, and DPM for podiatry. The transitional DPT Program provides current requirements needed to enter the profession and represents the completion of a comprehensive program and the fulfillment of high standards of clinical performance in professional preparation. It does not, however, signify advanced preparation or specialization.

Curriculum – Transitional DPT

Recognizing that currently licensed physical therapists are competent clinicians who have graduated from accredited educational programs, this post-professional program focuses on providing the essential knowledge and skills physical therapists need to practice as a Doctor of Physical Therapy in today's complex and demanding health care environment. Emphasizing clinical decision making, diagnostic and prognostic reasoning, and evidence-based practice, the 15-credit curriculum addresses the full scope of physical therapy practice, including health promotion and education; disability, injury, and disease prevention; and professional values and behaviors.

Applicants who submit a portfolio with their application containing evidence of previous experience and/or education may receive up to 12 credits of the 15 credits of required courses. Students are, however, required to take a minimum of 8 credits (including elective courses, if need be) in order to be awarded the transitional DPT.

The curriculum for the online transitional DPT program is based on a progressive sequence of course offerings that build upon each other. Emphasizing the crucial mix of Critical Inquiry and Clinical Science knowledge and skills physical therapists need to stay current in their practices, the transitional DPT curriculum challenges each student to fully grasp their responsibilities and obligations as clinical doctors within the context of the current health care environment. Our goal is not just to expose you to what you need to know, but to teach you how to apply that knowledge to your future practice, and thereby help you become a better professional.

Within the 8-course online tDPT curriculum, you'll find a contemporary mix of coursework covering critical fundamentals such as pharmacology, diagnostic imaging, diagnostic screening, clinical research design and statistics, and principles of measurement and evidence-based practice. The online transitional DPT program culminates in a comprehensive case analysis seminar that hones your critical thinking and clinical decision-making skills.

All required courses are available online, promoting a dynamic interchange between classmates.

Transitional DPT Curriculum Outline

CRITICAL INQUIRY SEQUENCE

| | | |
|--------|--|------|
| HP 720 | Designing Clinical Research | 2 cr |
| HP 721 | Statistics for Clinical Research | 2 cr |
| PT 740 | Measurement Princ. 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 |
|-------|-----------------------------|------|

TOTAL **15 cr**

Transitional DPT: Portfolio

The portfolio process is a means where you can obtain academic credit for your professional and educational experience. A portfolio (with portfolio review fee) is required of transitional DPT applicants seeking credit for prior experience. Institute courses completed with a grade of B or better may be included in portfolio submission; if only Institute courses are submitted, the review fee is waived.

Physical Therapy: Master of Science for International Students

Designed for physical therapists that completed their physical therapy education in another country, our Master of Science in Physical Therapy program offers training that will prepare you for the next step in your career.

Offering an interprofessional mix of evidence-based academics, clinical research, and clinical experience, the program enables foreign trained therapists to hone core skills in critical inquiry, and basic, behavioral, and clinical sciences as they build upon their critical thinking and clinical decision-making capabilities.

Mentored by master clinicians defining the leading edge of today's dynamic physical therapy field, our master's students get the kind of contemporary clinical preparation that can only be obtained through affiliation with a world-class academic health center.

Curriculum

The curriculum for the 39-credit Master of Science in Physical Therapy Program is built upon courses emphasizing critical inquiry/analytical skills and clinical sciences. Subjects include critical inquiry, clinical decision-making, and evaluation and intervention techniques. Clinical Management courses help students enhance their clinical skills.

As part of the Master of Science, students may petition to complete a clinically-relevant thesis as his or her culminating project. Students selected to undertake a thesis will work with faculty advisors to develop a proposal and carry out a research project. Research projects may involve clinical data collection, case studies, systematic reviews, or secondary analysis of data that have been collected previously.

Master of Science in Physical Therapy for International Students – Curriculum Outline**FALL YEAR 1**

| | | |
|--------|--|--------------|
| PT 601 | Cinical Management 1 | 2 cr |
| PT 644 | Concepts of Motor Control | 3 cr |
| PT 654 | Critical Inquiry 1 | 2 cr |
| PT 865 | Concepts of Neuromusculoskeletal Dysfunction | 3 cr |
| PH 750 | Diagnostic Imaging | 2 cr |
| | Total | 12 cr |

SPRING YEAR 1

| | | |
|--------|--|--------------|
| PT 602 | Clinical Management 2 | 2 cr |
| PT 642 | Examination and Treatment of Upper and Lower Extremity Dysfunction | 4 cr |
| PT 684 | Critical Inquiry 2 | 2 cr |
| PH 842 | Exercise Physiology with Lab | 3 cr |
| | Total | 11 cr |

SUMMER YEAR 1

| | | |
|--------|--|----------------|
| PT 603 | Clinical Management 3 | 2 cr |
| PT 785 | Diagnostic Screening | 2 cr |
| PH 640 | Spine: Treat of Lumbopelvic or Cervicothoracic Dysfunction | |
| Or | | 4 cr |
| PT 643 | Examination and Treatment of Neuromuscular Disorders | |
| PT 895 | Thesis 1 * | 2 cr |
| | Total | 8-10 cr |

FALL YEAR 2

| | | |
|--------|-----------------------------------|---------------|
| PT 675 | Comprehensive Case Analysis ** | 1-3 cr |
| PT 657 | Teaching Procedural Interventions | 3 cr |
| PH 740 | ICU to Home Care | |
| Or | | 2 cr |
| PT 896 | Thesis 2 * | |
| | Total | 6-8 cr |

* Students wishing to elect the Thesis option (PT895-896) must petition for approval.

** PT 675, Comprehensive Case, is a 3 credit course for students who are not taking the thesis option. Students taking the thesis option will register for 1 credit of PT 675.

Certificate of Advanced Study Curriculum

The Certificate of Advanced Study (CAS) provides physical therapists who completed their physical therapy education in another country an enriching opportunity to get a highly individualized, advanced specialty education without pursuing a formal academic degree.

CAS students enjoy all the benefits from the kind of access, information, and contemporary clinical experience that can only be obtained through affiliation with a world-class academic health center, without having to follow a specific curriculum.

The Certificate of Advanced Study is awarded upon completion of a minimum of six courses totaling 15-18 credits from the Master of Science curriculum course offerings. Courses are selected in consultation with the student's advisor.

Curriculum

SEE CURRICULUM FOR MASTER OF SCIENCE IN PHYSICAL THERAPY FOR INTERNATIONAL STUDENTS.

Physical Therapy: Clinical Residency in Orthopaedics

The orthopaedic residency for physical therapists is part-time and open to students enrolled in the Certificate of Advanced Study with a specialization in orthopaedics. Students interested in the clinical residency program should either possess the Doctor of Physical Therapy (DPT) degree, or can enroll concurrently in the tDPT program.

Curriculum Overview

***The Clinical Residency Program is currently under review
and will not be accepting students for academic year 2010 – 2011.***

Department of Physical Therapy Course Descriptions

PH 621 ESSENTIALS OF PHARMACOLOGY

This module provides an introduction to the basic classifications and mechanisms of action of drugs, with consideration of age, gender, co-morbidities, and exercise. 1 credit

PH 640 SPINE: TREATMENT OF LUMBOPELVIC AND CERVICOTHORACIC DYSFUNCTION

Examination and treatment of the lumbopelvic and cervicothoracic spine. For students with an orthopedic focus. 4 credits

PH 740 MANAGEMENT OF THE GERIATRIC PATIENT FROM ICU TO HOME CARE

Prerequisite: none. Students will interpret the complaints of patients with cardiopulmonary, musculoskeletal, and neurological pathologies and use appropriate skills to examine, evaluate, and plan intervention programs for patients across clinical settings. 2 credits.

PH 750 DIAGNOSTIC IMAGING

Prerequisite: none. Pass/Fail and audit available. 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. Lecture and laboratory sessions will emphasize musculoskeletal, neurologic, cardiopulmonary, and common general procedures relevant to physical therapists. 2 Credits.

PH 842 CLINICAL APPLICATIONS IN EXERCISE PHYSIOLOGY

Prerequisite: None. This lab course provides an overview of normal and abnormal adjustment to exercise, considering the processes of aging and other pathologies. 3 Credits.

PT 601 CLINICAL MANAGEMENT I

Prerequisites: None; must be enrolled in the post professional Masters program for international students. This course is for students who have not practiced in the United States. The focus of the course is on clinical skills and clinical decision-making. Students are expected to demonstrate basic competency in physical therapy skills across practice to include orthopedics, cardiopulmonary, and neurologic patient care. Competency involves demonstrating appropriate hands-on skill, effective communication and interpersonal skills, and critical thinking including active self-assessment and ongoing reflective process. 2 credits

PT 602 CLINICAL MANAGEMENT II

Prerequisite: PT 601 International Clinical Management 1 with an earned minimum grade of B. This course consists of lab sessions working on simulated patients and live patients, focusing on the application of skills, interpretation of examination results, and the development of intervention plans. Students will do a minimum of 1 clinical observation day along with additional exposure in various support setting such as prosthetic and orthotic clinics. Students will identify and practice skills and behaviors necessary for success in the academic and clinical environment. The class will also serve as a forum for practicing oral and written communication (e.g. speaking up in class, critically analyzing clinical, theoretical and research literature), as well as reviewing critical reasoning skills. 2 credits

PT603 CLINICAL MANAGEMENT III

Prerequisites: PT 601 and 602. Pass/Fail only. This course consists of clinical experiences which allow students to evaluate patients (simulated and real patients), apply physical therapy skills, interpret examination results, and develop intervention plans. Students will have a total of 75 mentored hours in a clinical setting. In addition to the mentored clinical hours, students will participate in seminars that will facilitate students' clinical decision making on cases they have had in the clinic. Students will also receive additional exposure to areas of physical therapy such as prosthetics and orthotics and recreational programs for the disabled. 2 Credits

PT 606 PROFESSIONAL SOCIALIZATION

An introductory framework for the practice of physical therapy, including ethics and standards of professional practice. Includes laboratory and clinic visits. 2 credits

PT 620 GROSS ANATOMY I

Regional gross structure and function of the musculoskeletal, circulatory, and peripheral nervous systems. Laboratory includes cadaver dissection. 5 credits

PT 622 FUNCTIONAL ANATOMY

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

[Return to table of contents](#)

PT 623 CLINICAL NEUROSCIENCE I

Prerequisite: PT 620. Co-requisite: PH 621. Pass/Fail and audit not available. Anatomical structure and function of the spine and peripheral neurophysiology. Introduction to basic neuroanatomy.

PT 624 CLINICAL NEUROSCIENCE II

Prerequisites: PT 623, PT 640, PH 621. Pass/Fail and audit not available. Introduction to neurophysiology, neuroanatomy, and clinical neurology as they relate to the practice of physical therapy.

PT 625 CLINICAL PERSPECTIVES IN HEALTH POLICY

Discussion of policies related to health care, including the role of professionals in the delivery of health care, and socioeconomic, legislative, ethical, political and historical perspectives. 2 credits

PT 626 PRINCIPLES OF TEACHING AND MOTOR LEARNING

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

PT 640 CLINICAL PATHOPHYSIOLOGY

Pathophysiological mechanisms associated with disease and trauma caused by inflammation, infection, and immune system deficiency across the lifespan, including medical and surgical management. 3 credits

PT 641 MUSCULOSKELETAL PATHOPHYSIOLOGY

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

PT 642 EXAMINATION AND TREATMENT OF UPPER AND LOWER EXTREMITY DYSFUNCTION

Prerequisite: None. Classroom and laboratory experiences focused on the examination and treatment of neuromusculoskeletal dysfunction of the upper and lower extremities. 4 credits

PT 643 EXAMINATION AND TREATMENT OF NEUROMUSCULAR DISORDERS

Examination and treatment of patients with a variety of neuromuscular pathologies. For students with a neurologic focus. 4 credits

PT 644 CONCEPTS OF MOTOR CONTROL

Prerequisite: None. The focus of this course will be on the systems that direct and control human movement. Individual constraints, task requirements, and task organization will be discussed in orthopedic and neurologic contexts. 3 credits

PT 651 CRITICAL INQUIRY I (entry-level PT students only)

Introduction to the research process, including measurement theory and research design, with emphasis on evidence-based practice and critical analysis of professional literature.

PT 652 CRITICAL INQUIRY II (entry-level PT students only)

Continued focus on analysis of professional literature with an emphasis on principles of evidence-based practice for Physical Therapy intervention. 1 credit each

PT 654 CRITICAL INQUIRY I (International MS students only)

Prerequisite: None. Introduction to the research process to include measurement theory, research design and statistics, with an emphasis on evidence based practice and decision making. 2 credits

PT 659 THERAPEUTIC EXERCISE LAB

In this laboratory course, students will apply principles of therapeutic exercise to patient cases with diagnoses that have been previously studied. The patient cases will focus on musculoskeletal limb dysfunction and cardiovascular and pulmonary impairments. For each case, students will demonstrate appropriate therapeutic exercise interventions including gait training, endurance training, muscle strengthening and stability techniques, and strategies to improve flexibility and movement facilitation. The influence of co-morbidities, age and healing status on the choice and progression of exercise interventions will be addressed. Students will use manual techniques and a variety of exercise equipment in their intervention. Cases will progress along the continuum of care from acute to home programs. 1 credit

PT 657 TEACHING PROCEDURAL INTERVENTIONS

Prerequisite: None. This course will incorporate teaching and learning strategies in teaching therapeutic exercise to patients with a variety of orthopedic and neurologic pathologies. 3 credits

PT 661- 662 CLINICAL SEMINAR AND PRACTICUM I, II

Weekly seminars focus on patient cases to integrate content across courses, utilizing the patient/client management model and principles of disablement. Practicum experiences include weekly half-day clinical learning experiences, providing opportunities for practice of clinical skills and integration of class material. 2 credits each

PT 670 FUNDAMENTALS OF PHYSICAL THERAPY PRACTICE

Framework for physical therapy practice based on processes of evaluation, diagnosis, goal setting and treatment planning for simple cases involving musculoskeletal dysfunction. Thermal modalities. 6 credits

PT 671 CLINICAL MANAGEMENT OF MUSCULOSKELETAL DISORDERS - EXTREMITIES

Evaluation and intervention for musculoskeletal disorders of the upper and lower extremities. Includes assessment of joint mobility and strength, therapeutic application of electrical stimulation. 6 credits

PT 672 CLINICAL MANAGEMENT OF CARDIOVASCULAR AND PULMONARY DISORDERS

Clinical applied physiology of oxygen uptake and delivery in human beings across the lifespan, providing a basis for the cardiopulmonary physical exam and clinical measurement techniques. 3 credits

PT 673 ORTHOTICS

Prerequisites: Spring, Year 1 courses. Pass/Fail and audit not available. Principles of upper and lower extremity orthotics for patients with orthopedic and neurologic conditions, including biomechanics and prescription. 1 Credit.

[Return to table of contents](#)

PT 675 COMPREHENSIVE CASE

Integration of all the courses in the physical therapy curriculum culminating in the analysis and presentation of a complex patient case as a capstone project for non-thesis students. Thesis students take this course for 1 credit. 1-3 Credits

PT 676 CLINICAL EXPERIENCE I

Prerequisites: Year 1 courses. Pass/Fail grading only; audit not available. Supervised full-time clinical learning experience for a period of 8 to 10 weeks. 3 credits

PT 684 CRITICAL INQUIRY II (International MS students only)

Prerequisite: PT-654. Continued focus on the research process to, research design and statistics, and proposal development with an emphasis on evidence based practice and decision making. 2 credits

PT 723 CLINICAL NEUROSCIENCE III

Prerequisite: PT 676. Pass/Fail and audit not available. Continuation of PT 624. 3 Credits.

PT 724 CLINICAL NEUROSCIENCE IV

Prerequisite: PT 770. Pass/Fail and audit not available. Continuation of PT 723. 3 Credits

PT 725 MEDICAL MANAGEMENT OF NEUROMUSCULAR DISORDERS

Focus on the range of medical Management for patients who present with neuromuscular disorders. 1 Credit

PT 727 PSYCHOLOGY OF DISABILITY AND ILLNESS

Principles of counseling and communication that focus on interactions with individuals who suffer from physical disabilities and chronic illness. 1 Credit

PT 730 PRACTICE MANAGEMENT

Discussion of contemporary issues in health care, including focus on role of the practitioner as a consultant and patient advocate. Application of administrative and management principles as they relate to the implementation of professional practice. 3 credits

PT 740 MEASUREMENT PRINCIPLES FOR PT PRACTICE

This course focuses on the application of measurement principles to the selection, use and interpretation of measurement tools in physical therapy practice. Students will learn to critically analyze common clinical tests and measures through discussion and literature searches that investigate measurement properties including reliability and validity, sensitivity, specificity, measures of responsiveness, components of the evaluation process, basic criteria for good measurement, the relationship of evaluation to the process of clinical judgment and to development of measurement protocols and documentation forms. 2 credits

PT 741 PRINCIPLES OF EVIDENCE BASED PRACTICE

In this course, students will develop an understanding of the concepts and procedures of evidence-based practice, including how to generate clinical questions, search the literature for supportive studies, and critically appraise the literature to determine its application to patients. Using case examples, students will conduct literature searches, share search strategies, and discuss how critical appraisal of diagnosis, prognosis and intervention studies influence clinical decision-making. 1 Credit

PT 761 CLINICAL SEMINAR AND PRACTICUM III

Prerequisite: PT 676. Co-requisites: Spring, Year 2 courses. Pass/Fail and audit not available. Continuation of PT 662. 2 Credits

PT 765 CLINICAL MANAGEMENT OF MUSCULOSKELETAL DISORDERS: SPINE

Evaluation and management of musculoskeletal disorders related to the spine and craniomandibular joint. Focus on prevention, including ergonomics in the workplace. 4 credits

PT 766 CLINICAL MANAGEMENT OF NEUROMUSCULAR DISORDERS I

Evaluation and intervention for neuromuscular disorders, including deficits of sensation, mental status, cranial nerve function, motor control and development, tone and reflexes and balance. Patient examples include children and adults with developmental and muscular disorders and spinal cord injuries. 6 credits

PT 767 CLINICAL MANAGEMENT OF NEUROMUSCULAR DISORDERS II

Rehabilitation issues related to pediatrics and geriatrics, including functional training, developmental evaluation, use of adaptive equipment, therapeutic exercise, home care and long-term care. Focus on patients with stroke. 3 credits

PT 768 PROSTHETICS

Principles of lower extremity prosthetics, and management of patients with amputations. 1 credit

[Return to table of contents](#)

PT 769 CLINICAL MANAGEMENT OF THE PATIENT WITH MULTI-SYSTEM INVOLVEMENT

Prerequisites: All Yr1 and Yr2 courses to date. This course will develop a critical thinking approach to the physical therapy management of the medically complex patient. Class format will be case-based discussion and critical analysis of complex medical and surgical conditions. There will be guest speakers who are experts in specific practice areas who will be facilitating their cases. Students will receive the patient cases to be discussed the week prior to the class, and will be expected to interpret all relevant medical record diagnostic tests and measures and to plan appropriate PT examinations and interventions prior to the case discussion in class. 1 credit

PT 770 CLINICAL EXPERIENCE II

Second full-time supervised clinical experience for a period of 10 weeks. 3 credits

PT 771 CARDIOPULMONARY CLINICAL LAB

Prerequisites: all required ELPT courses to date. This course will be an intensive skills developing course for the examination and clinical management of the patient with cardiac or pulmonary impairments. Students will develop their skills thru hands-on experience as well as the use of simulation interactive technology. Using medical/surgical cases, students will be expected to interpret the medical history and diagnostic tests and to choose and perform appropriate examination and intervention strategies. Small group interactions will form the core learning experience. 1 credit

PT 772 SPECIAL TOPICS

Special topics relating to various areas of physical therapy practice are offered as electives, providing an opportunity for students to explore a particular area of interest in greater depth. Topics may include Women's Health, Cardiac Rehabilitation, Treatment of Foot/Ankle, Geriatrics, Vestibular Rehabilitation, and others. 1 credit

PT 773 THERAPEUTIC EXERCISE: ADVANCED PRINCIPLES AND PRACTICE

Students develop strategies for choosing appropriate exercise procedures for patients with physical dysfunction and practice these procedures in a laboratory setting. 2 credits

PT 777 FOUNDATIONS OF DIAGNOSTIC SCREENING

Medical specialists illustrate how pathologies can cause confusing symptoms, and how interview techniques and physical examination can be used to screen. 2 credits

PT 778 COMPREHENSIVE CASE STUDY

Students present a comprehensive formal case that demonstrates their critical thinking and decision making skills, including use of literature to demonstrate an understanding of the evidence available for treatment. 1 credit

PT 780 CLINICAL INTERNSHIP

Supervised full-time extended clinical experience. This is the first portion of the culminating clinical experience, extending for 16 weeks, focusing on the development of entry-level competence. 6 credits

PT 781 CLINICAL INTERNSHIP CONTINUATION

Completion of internship requirements for those doing a one-year internship. 0 credits

PT 785 DIAGNOSTIC SCREENING FOR PHYSICAL THERAPISTS: WHEN TO TREAT? WHEN TO REFER?

Prerequisite: none. Pass/Fail and audit available. Medical specialists present lectures and labs to illustrate how pathologies can cause confusing symptoms, and how interview techniques and physical examination can help screen for different medical entities. Selected case examples are presented to develop an algorithm describing the diagnostic decision making process. Students will select a case to analyze. 2 credits

PT 786 COMPREHENSIVE CASE ANALYSIS

Prerequisite: none. Pass/Fail available. Students will be required to present a case in writing that will demonstrate their critical thinking and decision making skills, including a review of literature to demonstrate an understanding of the evidence available for treatment of the patient. The Guide to Physical Therapist Practice is used as a framework for this analysis. Note: This course is a requirement for the Transitional Program to earn the Doctor of Physical Therapy degree. 3 credits

PT 791 DEVELOPING HEALTH PROMOTION PROGRAMS

Students work in small groups with faculty advisors to develop a formal proposal to implement and evaluate a community health promotion program. 1 credit

PT 792 - 793 HEALTH PROMOTION PROJECT, PRESENTATION

Students work in small groups to carry out data analysis for their health promotion project. Students present their research as a written report and as an oral presentation. 1 credit each

[Return to table of contents](#)

PT 865 CONCEPTS OF NEUROMUSCULOSKELETAL DYSFUNCTION

Prerequisite: none. Pass/Fail and audit available. This course presents a framework for clinical decision making within current physical therapy practice. Various conceptual models are presented and applied as a basis for providing comprehensive management of patients with movement disorders including patients with musculoskeletal, neurological and or cardiopulmonary dysfunction. Case studies are used throughout to enhance clinical relevance. 3 credits

PT 876 CLINICAL RESIDENCY IN ADV ORTHOPAEDIC PT

Prerequisite: PT 875. Pass/Fail grading only, audit not available. This course is a continuation of PT 875. Advanced clinical practice offered under the direction of a preceptor in the student's specialty. The practicum, designed to meet individual needs, provides a variety of clinical experiences to develop expertise in physical therapy evaluation and treatment techniques. Additional objectives may include acquiring skill in teaching and/or clinical research. 3 Credits.

PT 880 SPECIAL TOPICS IN PHYSICAL THERAPY

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

PT 885 ADVANCED SEMINAR IN PHYSICAL THERAPY

Prerequisite: specialty courses, PT 875. Pass/Fail available; audit not available. Integration of all required core courses in the physical therapy curriculum. Students identify cases and critically analyze alternative evaluation and treatment approaches with reference to recent literature. 1 Credit.

PT 895 THESIS RESEARCH I

Prerequisite: Approved petition. Pass/Fail grading only, audit not available. Students who are approved to take thesis option (by petition only) work with a faculty advisor to develop a proposal and carry out a research project. Research

projects may involve clinical data collection, case studies, systematic reviews, or secondary analysis of data that have been collected previously. 2 Credits.

PT 896 THESIS RESEARCH II

Prerequisite: PT 895. Pass/Fail grading only, audit not available. Continuation and conclusion of PT 895.

PT 898 THESIS CONTINUATION

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

PT 899 INDEPENDENT STUDY IN PHYSICAL THERAPY

Prerequisite: written consent of instructor. Pass/Fail available; audit not available. Independent study allows the student to pursue special problems in physical therapy. Individually planned work guided by a faculty member may include directed readings, investigations, or projects in areas not currently covered by formal courses. Variable credit.

PROGRAM IN MEDICAL IMAGING: PROGRAM OVERVIEW

Accreditation

The Post-Baccalaureate Certificate in Medical Imaging is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

[JRCERT](#)

20 North Wacker Drive, Suite 2850
Chicago, IL 60606-3182
(312) 702-5300

Curriculum Overview – Post Baccalaureate Certificate

The curriculum for the 47-credit Post-Baccalaureate Certificate in Medical Imaging has been built upon teaching methodologies that optimize and expedite learning:

- A competency-based curriculum ensures that students master learning and skills at each successive level of study before proceeding onto the next.
- Throughout the 18-month program, eight and ten-week academic blocks of intensive online study are followed by procedures laboratories and then capped by clinical rotations. This three-tiered approach enables students to immediately meld theory with practice in progressive stages throughout the program and, as a result, more easily apply what they are learning to their knowledge and skill set.
- Laboratory and clinical rotations are set up as full-time commitments (generally eight hours a day, five days a week), allowing students to focus all their attention on mastering new skills, without the distraction of outside class and coursework or interruption to the routine that best reinforces skills acquisition.
- Students progress through the program as a group, in tandem with their fellow classmates, in order to maximize the exchange of ideas and sharing of perspectives and experiences.

A brief, face-to-face, on-campus orientation, in which you get to know your fellow classmates, marks the start of your program. After a ten-week block of online study, in which weekly assignment deadlines and vigorous online discussions prepare you for your initial procedures laboratory, you reconvene with fellow students for 2.5 weeks of full-time evening lab work, followed by 3 weeks of full-time clinical practice. That marks the end of your first semester of study.

Semesters II and III follow the same model, alternating coursework between blocks of online study, lab, and clinical rotations. Online courses last 8-10 weeks. Laboratory courses vary from 2.5 - 4.5 weeks. Clinical courses are progressive, including a 3-week session, an 8.5-week session, and a capstone (final) session of 22 weeks in length.

Program in Medical Imaging: Course Outline – Post Baccalaureate Certificate

Total Credits 47
Total Time for completion 18 months

Semester 1 - 10 weeks

| | | |
|--------|--|----------|
| MH 720 | Medicolegal Issues in Health Care | 1 |
| MI 610 | Fundamentals of Radiologic Science & Health Care | 1 |
| MI 720 | Radiographic Procedures I | 2 |
| MI 730 | Medical Imaging & Processing I | 2 |
| MI 750 | 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 | Radiation Biology | 2 |
| MI 723 | Imaging Equipment | 2 |
| MI 721 | Radiographic Procedures II | 2 |
| MI 731 | Medical Imaging & Processing II | 2 |
| MI 740 | Radiation Production & Protection | 3 |
| | *Intersession Clinical (5 Days/Wk for 8 Hrs for 1 Wk) | |
| | | 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 | Radiographic Pathology | 2 |
| MI 772 | Sectional Anatomy | 2 |
| MI 770 | Image Analysis & Critical Thinking (Capstone Course) | 1 |
| MI 771 | Advanced Patient Care & Pharmacology in the Radiologic Sciences | 2 |
| HP 717 | Survey of Healthcare Informatics | 3 |
| | | 10 |

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) | 5 |
| | | 6 |

TOTAL 47

Program in Medical Imaging Course Descriptions

Refer to Interprofessional Course Offerings for HP course descriptions.

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.

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.

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 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 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 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 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 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 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 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 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 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.

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.

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.

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.

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.

SCHOOL OF NURSING: PROGRAM OVERVIEW

Accelerated BSN

Visit our curriculum section for curriculum outlines.

Your career. Accelerated.

Recognizing the urgent need to build the nation's pool of qualified nurses, the MGH Institute of Health Professions implemented a new baccalaureate degree program in May 2008 designed to quickly move graduates into the nursing workforce.

The 14-month **Accelerated Bachelor of Science in Nursing (BSN)** provides you with the knowledge and skill preparation that employers increasingly prefer for nurses who provide direct patient care. Designed for applicants who already possess a bachelor's degree in another field, no prior nursing education or experience is required to apply to the Accelerated BSN.

The intensive, full-time Accelerated BSN program puts you on a fast track toward direct patient care and flexible career opportunities. The MGH Institute provides outstanding preparation for this professional development path by offering:

- **A unique learning environment.** The curriculum is designed to foster adult learning in a collaborative environment, offering individual attention, innovative teaching methodologies and access to the skilled practitioners, and renowned facilities in the health professions.
- **Highly regarded faculty.** The Accelerated BSN program was developed by the same nationally recognized faculty who teach in our graduate-level nurse practitioner program. Many of our faculty are highly regarded experts in a variety of research and clinical practice areas.
- **An exceptional track record.** As a clear measure of the MGH Institute's 25-year success in preparing nurses for clinical practice, we have an exceptionally high pass rate on the NCLEX-RN® exam required for licensing. It is consistently above the national average for first-time test takers.
- **Top-rated clinical placements.** The MGH Institute operates within the framework of the Partners HealthCare System, enabling students to work and learn in some of the region's finest acute care and community-based facilities including Brigham and Women's Hospital, Massachusetts General Hospital, Spaulding Rehabilitation Hospital Network, and Newton-Wellesley Hospital. With more than 400 clinical partners overall, students get exposure to a full range of clinical experiences.
- **A network of nursing professionals.** As an MGH Institute graduate, you become part of an alumni and professional network of more than 1,000 nurses. Fellow alumni, as well as nursing faculty, can help you expand your professional knowledge and discover new ways to approach problems within a rapidly evolving health care environment. Your Institute education also positions you to return later for advanced practice nursing preparation, if you choose.

Direct-Entry Master's in Nursing

Visit our curriculum section for curriculum outlines.

The Direct-Entry **Master of Science in Nursing (MS)** program consists of a three-year, graduate-level curriculum that commences with three semesters of generalist-level (pre-RN) courses, followed by three semesters of advanced-practice-level specialty coursework.

Addressing the full scope of advanced practice nursing, including the physical and social sciences, nursing research, public and community health, this program broadly prepares students to become competent, widely-skilled, reflective nurse-leaders, equipped to practice in a variety of settings.

As a student of this rigorous graduate nursing program, you will be immersed in the science-based theory and evidence-based practice of the highly skilled practitioners, and renowned facilities in the nursing field. Charged with the pursuit of humanistic values, professionalism, and quality care, you will be cross-trained in the theories of etiology, pathophysiology, and therapeutic treatment, and become versed in the interplay of physical, psychological, and environmental factors as they affect human health.

Mentored by those defining the leading edge of today's dynamic and growing nursing field, you will develop assessment,

diagnostic reasoning, and decision making skills as a means for enhancing critical thinking. Benefiting from unparalleled access to premier health care facilities, you will develop professionally in collegial, non-competitive settings and practice it through clinical experiences in hospitals and community settings with patients.

Through it all, you will come to understand the interrelationship of body-mind-spirit as it affects human health at the biological and social systems level. You will master ever-changing ways to promote, maintain, and restore health, while learning what it is to be an expert clinician, educator, consultant, and advocate and become a leader as an advanced practice nurse.

A nurse practitioner (NP) is a master's prepared, advanced practice registered nurse with advanced academic and clinical experience. A clinical nurse specialist (CNS) is a master's prepared, advanced practice registered nurse who possesses expert knowledge and clinical skills in a specialized area of nursing

Advanced Practice Nursing Defined | Nurse Practitioner | Clinical Nurse Specialist

Nurse Practitioner

A nurse practitioner (NP) is a master's prepared, advanced practice registered nurse with advanced academic and clinical experience. Taking a holistic approach that emphasizes preventative care, nurse practitioners play an increasingly vital role in providing primary health care to a variety of populations from children to older adults and their families, to geriatric patients, the acutely ill, and those with mental illness. Working directly with patients, NPs can diagnose and manage most common and many chronic illnesses. With advanced practice privileges, they perform physical examinations, order and interpret diagnostic tests, provide counseling and education, and write prescriptions. NPs have prescriptive privileges of varying degrees in 50 states. Working either independently or as part of a health care team in a variety of settings, nurse practitioners can be found in hospitals, HMOs, schools, clinics, doctors' offices, their own private practices, and various public health care roles.

Clinical Nurse Specialist

A clinical nurse specialist (CNS) is a master's prepared, advanced practice registered nurse who possesses expert knowledge and clinical skills in a specialized area of nursing practice. A CNS's specialty may be identified in terms of a:

- patient population (e.g. pediatrics, geriatrics, women's health)
- type of problem (e.g. pain, wound management, stress)
- practice setting (e.g. rehabilitation, end-of-life)
- disease/pathology/medical specialty (e.g. diabetes, oncology, psychiatry)

In addition to delivering direct, holistic patient care, the CNS plays a leadership role in coordinating and managing health care services, developing innovative, quality patient care, educating patients and training staff, and using theory and research to improve the processes of nursing care. As a result, the CNS assumes a variety of roles within the health care system, including health care provider, case manager, leader/administrator, educator, consultant, and researcher.

The CNS in psychiatric nursing is prepared primarily for direct care including psychiatric assessments and various approaches to intervention including individual, group and family psychotherapy. Psychotropic medication assessment and prescribing and management are also roles of the psychiatric CNS. The psychiatric CNS in Massachusetts has prescriptive authority and practices independently and collaboratively working in various inpatient and community settings.

Practicing mainly through the ability to influence others to action, clinical nurse specialists must possess mature clinical and professional judgment, strong leadership, interpersonal, collaboration, and managerial skills, and an understanding of the complexities and interdependencies of the various components of health care practice. Working independently or more often as part of a health care team in a variety of settings, clinical nurse specialists can be found in hospitals, HMOs, schools, clinics, doctors' offices, or their own private practices.

MS in Nursing Curriculum (Direct-Entry)

Visit our curriculum section for curriculum outlines.

Coursework

Emphasizing the critical mix of academic, clinical, and research experiences nurses need in today's complex and demanding health care environment, the direct-entry Master's curriculum utilizes a teaching methodology that enables students to immediately apply theory within clinical practice in stages throughout the program and, as a result, more easily integrates what they are learning with their knowledge and skill set. A number of courses in the program are tailored to both the population students will serve in their advanced practices as well as to the roles they will perform in their chosen specialties.

Pre-RN Coursework

The direct-entry master's nursing program begins with three semesters of *full-time* preparation in the foundations of nursing practice to prepare you for the NCLEX-RN exam which leads to licensure as a registered nurse.

During this pre-RN phase of the program, all students, regardless of their choice of nursing role or specialty, undergo a progressive core of coursework that includes classroom as well as hands-on lab and clinical learning experiences. You will also participate in onsite medical surgical experiences in acute care settings, such as the renowned Massachusetts General Hospital, biobehavioral, community health, and maternity settings for clinical education experiences.

Studying in small supervised groups, (six to eight students per faculty member) you'll work in laboratory settings with adult and/or infant patient simulators (SimMan and SimBaby) where you'll acquire focused assessment skills related to the population you will be working with in your advance practice coursework.

Advanced Practice Coursework

The advanced practice portion of the Direct-Entry graduate nursing program consists of three semesters of advanced-level coursework. During this portion of the program, students hone their specialty skills, enjoying even smaller student to faculty ratios than in their pre-RN phase of study. In clinical practicums, students work one-on-one with a practitioner in their area of advanced practice and with patients individually. In clinical seminars, students focus on application of knowledge and development of clinical thinking and decision-making skills.

Students complete a minimum of 500 hours of supervised clinical practice throughout this portion of the program, more if they have chosen specialties catering to various age groups or requiring performance in multiple health care settings. These experiences allow students to meet learning objectives in a variety of settings and to continually practice what they learn in class with patients. Our students enjoy priority clinical practicum placements at prestigious health care facilities within Partners Health Care facilities including Massachusetts General Hospital, Spaulding Rehabilitation Hospital, Brigham and Women's Hospital, Newton-Wellesley Hospital, McLean Hospital, Faulkner Hospital and North Shore Medical Center. Placements also occur in more than 400 additional clinical facilities.

Combining theory and intensive hands-on clinical coursework, this phase of the graduate nursing program gives you the additional credits required for your master's degree and for eligibility as a certified Nurse Practitioner and/or Clinical Specialist. In earning your credits, you will receive a clinical education across the continuum of socio-economic, ethnic, and clinical sites, and have the opportunity to study with a faculty that is actively engaged in clinical scholarship and practice. You will also be prepared in the utilization of research as it impacts clinical care and outcomes and have the opportunity to be supported in studies and research related to your own interests.

A faculty advisor who is a clinical expert in your chosen field of specialization will be assigned to work with you to develop a program plan that meets your interests and assures eligibility for your certification as either a nurse practitioner or clinical nurse specialist.

Post-Professional Nursing: Master of Science

Visit our curriculum section for curriculum outlines.

Addressing the full scope of advanced practice nursing, including the physical and social sciences, nursing research, public and community health, the Post-Professional Master of Science in Nursing broadly prepares registered nurses to become competent, highly-skilled, reflective nurse-leaders, equipped to practice in a variety of settings.

Emphasizing the critical mix of academic, clinical, and research experiences advanced practice nurses need in today's complex and demanding health care environment, our Master's curriculum utilizes a teaching methodology that enables students to immediately apply theory with clinical practice in stages throughout the program and, as a result, more easily integrate what they are learning with their knowledge and skill set.

To integrate classroom and clinical learning, our program offers intensive but supportive clinical experiences. Students complete a minimum of 500 hours of supervised clinical practice throughout this portion of the program, more if they have chosen specialties catering to various age groups or requiring performance in multiple health care settings. These experiences allow students to meet learning objectives in a variety of settings and to continually practice what they learn in class with patients. Our students enjoy priority clinical practicum placements at prestigious health care facilities within Partners Health Care facilities including Massachusetts General Hospital, Spaulding Rehabilitation Hospital, Brigham and Women's Hospital, Newton-Wellesley Hospital, McLean Hospital, Faulkner Hospital and North Shore Medical Center. Placements also occur in more than 400 additional clinical facilities.

As a student of this rigorous graduate degree program, you will be immersed in the science-based theory and evidence-based practice of the skilled minds, practitioners, and renowned facilities in the nursing field. You will be mentored by those defining the leading edge of today's dynamic and growing nursing field and be charged with the pursuit of humanistic values, professionalism, and quality care.

In acquiring your credits, you will receive a clinical education across the continuum of socio-economic, ethnic, and clinical sites, and have the opportunity to study with a faculty that is actively engaged in scholarship. You will also be prepared in the utilization of research as it impacts clinical care and outcomes and have the opportunity to be supported in study and research related to your own interests.

Benefiting from intensive clinical practicum experiences with patients while working one-on-one with a nurse practitioner, clinical nurse specialist, or physician in your specialty, you will develop professionally in various hospital and community settings.

As a result, you will hone your critical thinking, diagnostic reasoning, assessment, and decision making skills as a means for mastering ever-changing ways to promote, maintain, and restore health as the foundation for a caring, holistic practice.

The program can be taken on either a full or part-time basis and is open to licensed registered nurses with any of the following qualifications:

- Bachelor of Science in Nursing (BSN)
- Bachelor of Science (BS) or Bachelor of Arts (BA) in a field other than Nursing
- Nursing Diploma or Associate Degree (AD) *

The prerequisites you will need for entry into the program, your course load, and the length of your program may vary depending upon your previous educational preparation and choice of specialty. Upon enrollment, a faculty member who is a clinical expert will be assigned to you to develop a curriculum plan that meets your interests and assures eligibility for certification in your advanced practice specialty.

Experienced RNs may be eligible to earn up to 6 credits for life/work experience which may be applied to Advanced Practice Level courses. Credits are awarded based on a review of a portfolio prepared by the applicant after matriculation.

**Associate Degree and Diploma RNs meet the same admissions requirements as all other students, with the exception of the baccalaureate degree, and must complete selected additional general education requirements (see Course of Study) prior to applying. Many of these courses may be taken at the community college level, although a minimum of 12 credits must be taken at the upper division (300-400) level.*

Post-Professional Nursing: Doctor of Nursing Practice (DNP), RN to DNP, and Executive DNP

Visit our curriculum section for curriculum outlines.

The MGH Institute's Doctor of Nursing Practice program is at the forefront of educational change, preparing registered nurses for leadership roles in the increasingly complex management of healthcare delivery. The program was developed in response to the American Association of Colleges of Nursing (AACN) 2004 decision that advanced practice nursing education should move from the master's to the doctoral level by the year 2015.

Building on the MGH Institute's current graduate-level nursing curriculum, the innovative DNP program provides an unmatched opportunity to build on your knowledge, expand your professional roles, and contribute to improved health care outcomes through practice, policy, and scholarship.

Upon completion of your doctoral degree requirements, you will be prepared to provide leadership for health system change in a variety of settings — whether as a manager of quality initiatives, an executive in a health care organization, a director of clinical programs, or a faculty member responsible for clinical teaching and program delivery.

Applicants to the Post-Master's Doctor of Nursing Practice program, must be registered nurses who hold a master's degree and are advanced practice nurses, administrators, health policy or informatics experts. (Applicants with a master's in a field other than nursing may be required to complete additional coursework.) Applicants to the RN-DNP cohort must be Registered Nurses who hold a baccalaureate degree (applicants with a baccalaureate in another field will be required to take additional courses). Interested chief nursing officers and senior vice presidents of patient care services will be screened for eligibility into the DNP for Nurse Executives.

The curriculum includes 43 credits of instruction, with up to 18 credits that may be awarded for previous work through a post-admissions portfolio process. The curriculum includes an intensive, semester-long clinical residency culminating in an applied-practice capstone project.

Post Professional Nursing: Post-Master's or Post-NP Certificate of Advanced Study

Visit our curriculum section for curriculum outlines.

Our Post-Master's Certificates of Advanced Study (CAS) allow RNs holding a Master of Science in Nursing to expand their specialty training and become eligible for additional advanced practice certification.

The CAS can be earned on either a full or part-time basis. Students may apply for admission and begin their course of study in the Fall or Spring semester. The program is open to licensed registered nurses with a Master of Science in Nursing (MSN) (or higher) degree. Upon enrollment, a faculty member who is a clinical expert in your chosen field of specialization will be assigned to you to develop a curriculum plan that meets your interests and assures eligibility for certification in your advanced practice specialty.

Emphasizing the critical mix of academic, clinical, and research experiences advanced practice nurses need in today's complex and demanding health care environment, our Certificate of Advanced Study curriculum utilizes a teaching methodology that enables students to immediately apply theory with clinical practice in stages throughout the program and, as a result, more easily integrate what they are learning within their knowledge and skill set.

To integrate classroom and clinical learning, our programs offer intensive but supportive clinical experiences. Students complete a minimum of 500 hours of supervised clinical practicum during their specialty programs, more if they have chosen specialties catering to various age groups or requiring performance in multiple health care settings. These experiences allow students to meet learning objectives in a variety of settings and to continually practice what they learn in class with patients. Our students enjoy priority placements at prestigious health care facilities within Partners Health Care, including Massachusetts General Hospital, Spaulding Rehabilitation Hospital, Brigham and Women's Hospital, Newton-Wellesley Hospital, McLean Hospital, Faulkner Hospital and North Shore Medical Center. These placements have often resulted in job offers after graduation.

Nursing: HIV/AIDS Certificate

Visit our [Interprofessional curriculum section for curriculum outlines.](#)

RNs may earn a Certificate in HIV/AIDS care by completing three online courses in conjunction with the specialty by completing the courses as electives. Interested students may also enroll in these three courses as a non-degree student.

Topics covered in depth through this three course series include epidemiology, infection control, cultural considerations in delivering care, pathophysiology, immunology, symptom management, case management and HIV prevention.

Nursing Specialty Descriptions

Nurse Practitioner Specialties

Acute Care

The Acute Care Nurse Practitioner (ACNP) specialty option prepares graduates to assess and manage the care of adult patients who are physiologically unstable, technologically dependent, and highly vulnerable for health complications.

Focusing on a collaborative model for providing holistic care to acutely or critically ill patients, this track prepares Acute Care Nurse Practitioners (ACNP) for practice within the inpatient/hospital setting and across hospital-to-clinic settings, including the emergency department, intensive care unit, specialty labs (interventional radiology), acute care units (oncology, trauma, transplantation, cardiac surgery), specialty clinics (congestive heart failure, urgent care, rehabilitation, pulmonary, in-patient medical and surgical units), or any combination of the above. Knowledge and skills preparation includes:

- assessment of acute and chronic illness (epidemiology/disease control, pathophysiology, psychopathology, common mental health problems, diagnostic reasoning)
- clinical management (pharmacotherapeutics, clinical therapeutics, clinical decision-making, patient safety)
- health promotion and disease prevention (risk factor analysis, risk reduction, special needs of the adult across the lifespan, screening tests)
- practitioner-patient relationship (cultural competence and spiritual awareness, communication, teaching/coaching, patient advocacy)
- professional issues (ethics, scope of practice/health care public policy, access to care coordination of care)
- research utilization (evidence-based practice principles)

Upon completion of this course of study, graduates are eligible to take the Acute Care Nurse Practitioner certification exam given by the American Nurses Credentialing Center (ANCC).

Acute Care Specialty Coordinator: Deborah Rosenbloom-Brunton, PhD, APRN-BC

Adult

Adult Nurse Practitioner (ANP) Specialty

The Adult Nurse Practitioner (ANP) specialty option prepares graduates to provide comprehensive wellness care, as well as acute, episodic, and chronic care to older adolescent, adult, and older adult patients. Emphasis is placed on diagnosing and managing common primary care problems through comprehensive physical and psychosocial assessment, decision-making / diagnostic reasoning processes, and health maintenance, including health promotion and disease prevention. Focusing on a collaborative model for providing holistic care, this track prepares adult nurse practitioners for practice in a variety of hospital and community-based practice settings, including community health clinics, private medical practices, health maintenance organizations, specialty clinics, and correctional facilities. Knowledge and skills preparation includes:

[Return to table of contents](#)

- health promotion and disease prevention (epidemiology/risk analysis, genetics, risk reduction, health behavior guidelines, anatomy, physiology, growth and development, screening tests, wellness assessment)
- assessment of acute and chronic illness (epidemiology/disease control, pathophysiology, common mental health problems, diagnostic reasoning, comprehensive health assessment)

- clinical management (standards of practice, clinical guidelines, pharmacotherapeutics, clinical therapeutics, clinical decision-making, documentation, patient safety, theory application)
- the practitioner-patient relationship (cultural and linguistic competence, communication skills, patient education, patient advocacy)
- professional issues (health care/public policy, ethic standards and scope of advanced practice nursing, access to care)
- research (research utilization/evidence-based practice, outcomes evaluation)

(A 9-credit [HIV/AIDS certificate](#) is also available when taken as elective credits in conjunction with this specialty track. In combination, these offerings prepare Adult Nurse Practitioners to provide comprehensive primary care to adults, as well as specialty care to HIV+ adults. All courses for the HIV/AIDS certificate are available online.)

Upon completion of this course of study, graduates are eligible to take the Adult Nurse Practitioner certification exam given by the American Nurses Credentialing Center (ANCC), or the Adult Nurse Practitioner exam administered by the American Academy of Nurse Practitioners (AANP).

Adult Specialty Coordinator: Elissa Ladd, PhD, APRN, ANP, FNP

Family

The Family Nurse Practitioner (FNP) specialty option prepares graduates to provide comprehensive wellness, acute, episodic, and chronic care to families and individuals across the life span. Emphasis is placed on diagnosing and managing common primary care problems through comprehensive physical and psychosocial assessment, decision-making / diagnostic reasoning processes, and health maintenance, including health promotion and disease prevention.

Focusing on a collaborative model for providing holistic care, this track prepares family nurse practitioners for practice in a variety of hospital and community-based practice settings, including community health clinics, private medical practices, health maintenance organizations, specialty clinics, ambulatory care centers, school and home care facilities.

Participation in and use of research development and implementation of health policy, leadership, education, case management, and consultation is also stressed. Knowledge and skills preparation includes:

- clinical management (standards of advance practice, clinical practice guidelines, pharmacotherapeutics, clinical therapeutics, clinical decision-making, documentation, safety, theory application)
- professional role and policy (health care/public policy awareness, ethics, scope of practice, access to care, coordination of care)
- practitioner-patient relationship (cultural competence, communication skills, education, patient advocacy)
- assessment of acute and chronic illness (epidemiology/disease control, anatomy/anatomical variants, physiology, pathophysiology, psychosocial, diagnostic reasoning)
- research (research process/utilization, continuous process improvement/outcomes evaluation)
- health promotion and disease prevention (epidemiology/risk analysis, genetics, risk reduction and health behavior guidelines, growth and development across the lifespan, screening, wellness assessment)

Upon completion of this course of study, graduates are eligible to take the Family Nurse Practitioner certification exam given by the American Nurses Credentialing Center (ANCC), or the American Academy of Nurse Practitioners (AANP).

Family Specialty Coordinator: Ellen Long-Middleton, PhD, APRN-BC, FNP

[Return to table of contents](#)

Pediatrics

The Pediatric Nurse Practitioner (PNP) specialty option prepares graduates to be the principal provider of primary health care for children from birth through 21 years of age. Preparing students to provide comprehensive wellness care, as well as acute, episodic, and chronic care, this track encourages students to assume a leadership role in addressing health care trends, professional issues, role development, and research.

Emphasis is placed on diagnosing and managing common primary care problems through comprehensive physical and psychosocial assessment, decision-making / diagnostic reasoning processes, and developmental health maintenance, including health promotion and disease prevention. Focusing on a collaborative model for providing holistic care, this track

prepares pediatric nurse practitioners for practice in a variety of hospital and community-based practice settings, including community health clinics, private medical practices, and specialty clinics. Knowledge and skills preparation includes:

- health promotion and disease prevention (epidemiology/risk analysis, genetics, risk reduction/lifestyle modification, health behavior guidelines, growth and development, screening tests, wellness assessment)
- assessment of acute and chronic illness (epidemiology/disease control, physiologic/pathophysiology, anatomy/anatomical variants related to body systems and problems areas, advanced diagnostic reasoning, advanced health assessment)
- clinical management of acute and chronic illness/conditions (current standards of practice related to management of body systems and problem areas, clinical practice guidelines, pharmacotherapeutics, clinical therapeutics, clinical decision-making, patient safety, developmental, family, and health related theory application)
- the practitioner-patient relationship (documentation, cultural and spiritual competence, communication skills, patient education, patient advocacy)
- professional issues (ethics, scope of advanced practice nursing, access to care)
- research (manage conditions using evidence-based research for body systems and problem areas, outcomes evaluation continuous process improvement)

Upon completion of this course of study, graduates are eligible to take the Pediatric Nurse Practitioner certification exam given by the American Nurses Credentialing Center (ANCC), or the Primary Care Certified Pediatric Nurse Practitioner certification exam given by the Pediatric Nursing Certification Board (PNCB).

Pediatric Specialty Coordinator: Veronica Kane, PhD, MSN, RN, CPNP

Women's Health

The Women's Health Nurse Practitioner (WHNP) specialty option prepares graduates to provide comprehensive wellness care, as well as acute, episodic, and chronic care to women as older adolescent, adult, and older adult patients. Emphasis is placed on diagnosing and clinically managing gynecological and obstetrical problems through comprehensive physical and psychosocial assessment, decision-making/diagnostic reasoning processes, and health maintenance, anticipatory guidance, and early detection of potential problems including health promotion and disease prevention.

Focusing on a collaborative model for providing holistic care, this track prepares women's health nurse practitioners for practice in a variety of hospital and community-based settings, including primary care clinics, physician offices, community health centers, hospitals, antepartum triage units, school and college health clinics, health departments, and their own private practices.

Special emphasis is placed on gender-focused health assessment, education, and interventions, the conditions that are unique to women within the context of socio-cultural environments, and external influences that affect women's lives such as public health policy. Knowledge and skills preparation includes:

- physical assessment and diagnostic evaluation (health history & physical examination diagnostic studies/laboratory tests/procedures)
- primary care (recognition, basic management and/or referral of common health problems health promotion and patient counseling) [Return to table of contents](#)
- gynecology (normal gynecologic health, gynecologic deviations, fertility control)
- obstetrics (physiology of pregnancy, prenatal care, assessment of fetal well being, complications of pregnancy, postpartum)
- pharmacology (pharmacokinetics/dynamics indications, side effects, drug interactions & contraindications, patient education)
- professional issues (basic research principles ethical/legal issues)

Graduates of the Women's Health Nurse Practitioner (WHNP) specialty track are eligible to take the Women's Health Care Nurse Practitioner exam through the National Certification Corporation (NCC).

Women's Health Specialty Coordinator: Katherine E. Simmonds, MS, MPH, RN, WHNP-BC '93

Psychiatric/Mental Health (Adult)

The Adult Psychiatric-Mental Health specialty option prepares graduates to deliver advanced primary mental health care across the adult lifespan, in accordance with ANAs scope and standards of psychiatric and mental health nursing. Students are prepared to provide comprehensive physical and psychosocial assessment, diagnostic reasoning / differential diagnosis, psychotherapeutic interventions, and medication management of psychiatric disorders, in addition to health maintenance, including health promotion, risk analysis, and disease prevention.

Focusing on a collaborative model for providing holistic care, this track prepares advanced practice nurses to work in settings that include inpatient and emergency psychiatric services, outpatient mental health clinics, community mental health centers, psychiatric home care and programs with a substance abuse focus. Knowledge and skills preparation:

- health promotion and disease prevention (epidemiology/risk analysis, genetics, risk reduction, health behavior guidelines, biological considerations, growth and development, screening tests, wellness assessment)
- assessment of acute and chronic illness (epidemiology/disease risk and control, anatomy and pathophysiology, psychopathology, diagnostic reasoning – differential diagnoses, health assessment)
- clinical management (standards of practice, clinical guidelines, pharmacotherapeutics, clinical therapeutics, clinical decision-making, patient safety, theoretical models application, documentation)
- provide treatment (prescriptive practice of psychotropic medications; individual, group and family psychotherapy; crisis intervention; case management; consultation)
- the practitioner-patient relationship (cultural competence, communication skills, patient education, patient advocacy)
- professional issues (health care/public policy, ethic standards and scope of advanced practice nursing, access to care, coordination of services, scholarly activities)
- research (research process, research utilization/evidence-based practice, continuous process improvement, outcomes evaluation, peer review)

Graduates are eligible to take the Adult Psychiatric & Mental Health Nurse Practitioner (PMHNP-BC) certification exam given by the American Nurses Credentialing Center (ANCC) and/or the Clinical Nurse Specialist in Adult Psychiatric & Mental Health (PMHCNS-BC) through the ANCC. Graduates are eligible to sit for one OR the other exam depending on their role preparation.

Psych/Mental Health Specialty Coordinator: Jeanne M. Cartier, PhD, APRN, BC

Psychiatric/Mental Health (Child/Adolescent)

The Clinical Nurse Specialist in Psychiatric and Mental Health Nursing (PMH-CNS) specialty option prepares graduates to provide leadership to others in the mental health workforce in the care of children and adolescents and to assume a variety of advanced practice nursing roles including teaching, research, consultation, supervision, case management, and administration. Candidates enter the program with strong interpersonal skills which are then supplemented through coursework by a high degree of therapeutic proficiency aimed at assisting the child or adolescent in achieving growth, development, mental well-being through holistic psychiatric care. [Return to table of contents](#)

Emphasis is placed on patient assessment, diagnostic process, patient-centered treatment planning and evaluation, case management, teaching principles, consultation and supervision, utilization of research theory, administration, management, and leadership.

Graduates practice as Clinical Nurse Specialists in hospital, ambulatory, and community-based settings that include intensive case management teams, community mental health centers, psychiatric home-care programs, and forensic mental health programs. Knowledge and skills preparation:

- practice (health assessment/examination including psychiatric history and mental status examination; diagnosis; treatment planning and outcome-oriented interventions, including patient-centered treatment modalities and psychopharmacology; individual, group, and family psychotherapy; outcome evaluation; case management; communication; application of theory to practice)

- patient and professional education (application of teaching/learning concepts and strategies, including health promotion, disease prevention, and cultural and intellectual effects on learning; growth and development; professional role development)
- consultation (role negotiation; the consultative process, including application of theory to practice and outcomes)
- research utilization (research design and analysis; research critique and dissemination)
- administration/management (resource utilization, including human and financial; quality management; policy and program development; leadership, mentorship, and collaboration)

Graduates are eligible to take the Clinical Nurse Specialist in Child/Adolescent Psychiatric & Mental Health (PMHCNS-BC). Students are only eligible to sit for Child/Adolescent CNS exam through the American Nurses Credentialing Center (ANCC).

Psych/Mental Health Specialty Coordinator: Jeanne M. Cartier, PhD, APRN, BC

Dual Nurse Practitioner Specialties*

* Students who complete dual specialty programs are eligible to sit for certification in both specialties.

Adult-Gerontology

The dual Adult Nurse Practitioner (ANP) / Gerontological Nurse Practitioner (GNP) specialty option prepares graduates to provide comprehensive wellness care, as well as acute, episodic, and chronic care to older adults and their families. Emphasis is placed on improving quality of life through comprehensive assessment and management of health and illness in the context of individuals, families, health care settings and society.

Focusing on a collaborative model for providing holistic care to adults from adolescence throughout the life span, this track prepares nurse practitioners for practice in hospital, community, and home-based settings, including community health clinics, private medical practices, health maintenance organizations, specialty clinics, adult day health centers, nursing homes, skilled nursing facilities, and long-term care institutions.

Gerontology courses focus on population specific issues such as physiological aging, psychosocial aging, and physiological aging versus pathology, as well as differential diagnosis and pharmacokinetics. Knowledge and skills preparation includes:

- health promotion and disease prevention (epidemiology/risk analysis, genetics, risk reduction, health behavior guidelines, anatomy, physiology, growth and development, diagnostic tests, wellness assessment)
- assessment of acute and chronic illness (epidemiology/disease control, comorbidity, physiological aging vs pathology, depression, dementia, diagnostic reasoning, comprehensive health assessment) [Return to table of contents](#)
- clinical management (standards of practice, clinical guidelines, drug interactions, clinical therapeutics, clinical decision-making, documentation, nutrition, rehabilitation therapies)
- the practitioner-patient relationship (cultural and linguistic competence, family systems and spirituality, patient education, patient advocacy, advanced directives, self care, end of life care)
- professional issues (health care/public policy, ethical standards, access to care, coordination of care, patient advocacy)
- research (research utilization/evidence-based practice, outcomes evaluation)
- systems and focus areas (head, eyes, ears, nose, throat, cardiovascular, gastrointestinal, genitourinary/reproductive, musculoskeletal, neurological, skin, psychology/mental health, immune/lymphatic, metabolic/endocrine, hematology)

Upon completion of this course of study, graduates are eligible to take both the Adult Nurse Practitioner certification exam and the Gerontological Nurse Practitioner exam given by the American Nurses Credentialing Center (ANCC) and the Adult and Gerontological Nurse Practitioner exams given by the American Academy of Nurse Practitioners (AANP).

Adult/Gero Specialty Coordinator: Mary Jane Henderson, MSN, APRN, BC

Adult-Women's Health

The dual Adult Nurse Practitioner (ANP) / Women's Health Nurse Practitioner (WHNP) specialty option prepares graduates to provide comprehensive wellness care, as well as acute, episodic, and chronic care to older adolescent, adult, and older adult patients. Emphasis is placed on diagnosing and clinically managing common gynecological and obstetrical problems through comprehensive physical and psychosocial assessment, decision-making/diagnostic reasoning processes, and health maintenance, including health promotion and disease prevention.

Focusing on a collaborative model for providing holistic care, this track prepares students for practice as both Adult and Women's Health Nurse Practitioners in a variety of hospital and community-based settings, including primary care clinics, physician offices, community health centers, hospitals, antepartum triage units, health maintenance organizations, specialty clinics, school and college health clinics, health departments, and their own private practices, and correctional facilities.

Special emphasis is placed on gender-focused health assessment, education, and interventions, the conditions that are unique to women within the context of socio-cultural environments, and external influences that affect women's lives such as public health policy. Knowledge and skills preparation includes:

Adult Nurse Practitioner Focus

- health promotion and disease prevention (epidemiology/risk analysis, genetics, risk reduction, health behavior guidelines, anatomy, physiology, growth and development, screening tests, wellness assessment)
- assessment of acute and chronic illness (epidemiology/disease control, pathophysiology, psychopathology, diagnostic reasoning, comprehensive health assessment)
- clinical management (standards of practice, clinical guidelines, pharmacotherapeutics, clinical therapeutics, clinical decision-making, documentation, patient safety, theory application)
- the practitioner-patient relationship (cultural and linguistic competence, communication skills, patient education, patient advocacy)
- professional issues (health care/public policy, ethic standards and scope of advanced practice nursing, access to care)
- research (research utilization/evidence-based practice, outcomes evaluation)

Women's Health Nurse Practitioner Focus

- physical assessment and diagnostic evaluation (health history & physical examination diagnostic studies/laboratory tests/procedures) [Return to table of contents](#)
- primary care (recognition, basic management and/or referral of common health problems health promotion and patient counseling)
- gynecology (normal gynecologic health, gynecologic deviations, fertility control)
- obstetrics (physiology of pregnancy, prenatal care, assessment of fetal well being, complications of pregnancy, postpartum)
- pharmacology (pharmacokinetics/dynamics indications, side effects, drug interactions & contraindications, patient education)
- professional issues (basic research principles ethical/legal issues)

Graduates of the dual Adult Nurse Practitioner (ANP) / Women's Health Nurse Practitioner (WHNP) specialty track are eligible to take the Adult Nurse Practitioner certification exam through the American Nurses' Credentialing Center and the Women's Health Care Nurse Practitioner exam through the National Certification Corporation (NCC) and the Adult Nurse Practitioners exam through the American Association of Nurse Practitioners (AANP).

Adult-Women's Health Specialty Coordinator: Katherine E. Simmonds, MS, MPH, RN, WHNP-BC '93

Clinical Nurse Specialist

The specialties listed below are open to post-professional RN students only at this time.

Visit our curriculum section for curriculum outlines.

Acute Care

Adult
Family
Gerontology
Pediatrics
Women's Health

School of Nursing

Curriculum Plans 2010-2011

Bachelor of Science In Nursing (BSN)

| Course | Year | Semester | Credits |
|--|-------------|-----------------|----------------|
| NS 510 - Nursing Process Practice and Skills - Theory/Clinical | I | Summer | 6 |
| NS 511 - Biobehavioral Principles and Theories - Theory/Clinical | I | Summer | 5 |
| NS 512 - History of Nursing Ideas | I | Summer | 3 |
| HP 509 - Pathophysiology | I | Summer | 3 |
| NS 520 - Common Problems of Adult Health - Theory/Clinical | II | Fall | 6 |
| NS 521 - Comm NU Principles and Theories - Theory/Clinical | II | Fall | 5 |
| NS 522 - Health Assessment - Theory/Cinical | II | Fall | 3 |
| HP 519 - Pharmacology | II | Fall | 3 |
| NS 530 - Maternal Child Nursing - Theory/Clinical | III | Spring | 6 |
| NH 531 - Health Care Policy and Politics | III | Spring | 3 |
| NS 532 - Nursing Synthesis 3 | III | Spring | 3 |
| HP 529 - Ethical Issues in Healthcare | III | Spring | 2 |
| NS 540 - Role Immersion/Clinical Internship | IV | Summer* | 6 |
| | | Totals | 54 |

[Return to table of contents](#)

***first 7 weeks of summer session**

Direct Entry Master of Science (MS)

TABLE OF CONTENTS

Curriculum Plan for Direct-Entry Students

| | |
|--|----|
| Acute Care Specialty | 1 |
| Adult Specialty | 2 |
| Family Specialty | 3 |
| Pediatrics Specialty | 4 |
| Psychiatric/Mental Health (Adult) CNS (NP) | 5 |
| Psychiatric/Mental Health (Child/Adolescent) CNS | 6 |
| Dual Adult/Gerontology Specialty | 7 |
| Dual Adult/Women's Health Specialty | 8 |
| Women's Health Specialty | 9 |
| Advanced Practice Elective Options | 10 |

Acute Care Specialty

Prerequisites

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

Year I, Term I, Fall

| | | | |
|----|-----|---------------------------------------|-----------|
| NS | 660 | Nursing Practice: Process and Skills | 6 |
| HP | 621 | Pathophysiology | 3 |
| NS | 663 | Biobehavioral Principles and Theories | 5 |
| NS | 601 | History of Nursing Ideas | 3 |
| | | | 17 |

Year I, Term II, Spring

| | | | |
|----|-----|--|-----------|
| NS | 661 | Nursing Practice Common Problems in Adult Health | 6 |
| NS | 665 | Health Assessment | 3 |
| NS | 664 | Community Principles and Theories | 5 |
| HP | 622 | Pharmacology | 3 |
| | | | 17 |

Year II, Term I, Fall

| | | | |
|----|------|--|-----------|
| NH | 602 | Health Care Policy and Politics | 3 |
| NS | 680 | Maternal Child Nursing | 3 |
| NS | 683 | Clinical Application of Family-Centered Care - Adult | 3 |
| NP | 715B | Advanced Pathophysiology | 2 |
| NS | 760B | Advanced Assessment and Diagnostic Reasoning, Adult | 4 |
| | | | 15 |

Year II, Term II, Spring

| | | | |
|----|-----|-----------------------------------|-----------|
| NP | 734 | Acute Care Management I Theory | 3 |
| NP | 774 | Acute Care Management Practicum I | 3 |
| NS | 739 | Advanced Pharmacology | 3 |
| | | Elective | 3 |
| | | | 12 |

Year III, Term I, Fall

| | | | |
|----|-----|------------------------------------|-----------|
| HP | 720 | Designing Clinical Research | 3 |
| NP | 834 | Acute Care Management II Theory | 3 |
| NP | 874 | Acute Care Management Practicum II | 6 |
| | | Elective | 3 |
| | | | 15 |

Year III, Term III, Spring

| | | | |
|----|------|-------------------------------------|-----------|
| HP | 820 | Ethical Issues | 2 |
| NP | 854 | Acute Care Management III Theory | 3 |
| NP | 884 | Acute Care Management Practicum III | 6 |
| NP | 839 | Professional Issues | 2 |
| NS | 891B | Scholarly Project | 2 |
| | | | 15 |

TOTAL 91

Adult Specialty

Prerequisites

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

Year I, Term I, Fall

| | | | |
|----|-----|---------------------------------------|-----------|
| NS | 660 | Nursing Practice: Process and Skills | 6 |
| HP | 621 | Pathophysiology | 3 |
| NS | 663 | Biobehavioral Principles and Theories | 5 |
| NS | 601 | History of Nursing Ideas | 3 |
| | | | 17 |

Year I, Term II, Spring

| | | | |
|----|-----|--|-----------|
| NS | 661 | Nursing Practice Common Problems in Adult Health | 6 |
| NS | 665 | Health Assessment | 3 |
| NS | 664 | Community Principles and Theories | 5 |
| HP | 622 | Pharmacology | 3 |
| | | | 17 |

Year II, Term I, Fall

| | | | |
|----|------|--|-----------|
| NH | 602 | Health Care Policy and Politics | 3 |
| NS | 680 | Maternal Child Nursing | 3 |
| NS | 683 | Clinical Application of Family-Centered Care - Adult | 3 |
| NP | 715B | Advanced Pathophysiology | 2 |
| NS | 760B | Advanced Assessment and Diagnostic Reasoning, Adult | 4 |
| | | | 15 |

Year II, Term II, Spring

| | | | |
|----|-----|---|-----------|
| HP | 720 | Designing Clinical Research | 3 |
| NS | 739 | Advanced Pharmacology | 3 |
| NP | 701 | Nursing Mgmt. Adult: Primary Care I Theory | 3 |
| NP | 761 | Nursing Mgmt Adult: Primary Care I Clinical | 3 |
| | | | 12 |

Year III, Term I, Fall

| | | | |
|----|-----|--|-----------|
| NP | 801 | Nursing Mgmt Adult: Primary Care II Theory | 3 |
| NP | 861 | 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 | 802 | Nursing Mgmt Adult: Primary Care III Theory | 3 |
| NP | 862 | Nursing Mgmt Adult: Primary Care III Clinical | 6 |
| NP | 839 | Professional Issues | 2 |
| NS | 891B | Scholarly Project | 2 |
| | | | 15 |
| TOTAL | | | 91 |

Family Specialty

Prerequisites

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

Year I, Term I, Fall

| | | |
|--------|---------------------------------------|-----------|
| NS 660 | Nursing Practice: Process and Skills | 6 |
| HP 621 | Pathophysiology | 3 |
| NS 663 | Biobehavioral Principles and Theories | 5 |
| NS 601 | History of Nursing Ideas | 3 |
| | | 17 |

Year I, Term II, Spring

| | | |
|--------|--|-----------|
| NS 661 | Nursing Practice Common Problems in Adult Health | 6 |
| NS 665 | Health Assessment | 3 |
| NS 664 | Community Principles and Theories | 5 |
| HP 622 | Pharmacology | 3 |
| | | 17 |

Year II, Term I, Fall

| | | |
|---------|---|-----------|
| NH 602 | Health Care Policy and Politics | 3 |
| NS 680 | Maternal Child Nursing | 3 |
| NS 685 | Clinical Application of Family-Centered Care - Family | 3 |
| NP 715B | Advanced Pathophysiology | 2 |
| NS 762B | Advanced Assessment and Diagnostic Reasoning, Family | 4 |
| | | 15 |

Year II, Term II, Spring

| | | |
|--------|---|-----------|
| HP 720 | Designing Clinical Research | 3 |
| NP 739 | Advanced Pharmacology | 3 |
| NP 732 | Primary Care Across the Life Span - Family Health I | 4 |
| NP 730 | Diagnostic Measures & Psychomotor Skills | 3 |
| NP 777 | Family Practicum I | 3 |
| | | 16 |

Year III, Term I, Fall

| | | |
|--------|--|-----------|
| NP 832 | Primary Care Across the Life Span - Family Health II | 4 |
| HP 820 | Ethical Issues in Health Care | 2 |
| NP 847 | Family Theory: An Integrated Approach | 2 |
| NP 877 | Family Health Practicum II | 6 |
| | Elective (optional) | |
| | | 14 |

Year III, Term II, Spring

| | | |
|---------|---|-----------|
| NP 882 | Primary Care Across the Life Span - Family Health III | 4 |
| NP 839 | Professional Issues | 2 |
| NS 891B | Scholarly Project | 2 |
| NP 878 | Family Health Practicum III | 6 |
| | | 14 |
| | TOTAL | 93 |

Pediatrics Specialty

Prerequisites

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

Year I, Term I, Fall

| | | | |
|----|-----|---------------------------------------|-----------|
| NS | 660 | Nursing Practice: Process and Skills | 6 |
| HP | 621 | Pathophysiology | 3 |
| NS | 663 | Biobehavioral Principles and Theories | 5 |
| NS | 601 | History of Nursing Ideas | 3 |
| | | | 17 |

Year I, Term II, Spring

| | | | |
|----|-----|--|-----------|
| NS | 661 | Nursing Practice Common Problems in Adult Health | 6 |
| NS | 665 | Health Assessment | 3 |
| NS | 664 | Community Principles and Theories | 5 |
| HP | 622 | Pharmacology | 3 |
| | | | 17 |

Year II, Term I, Fall

| | | | |
|----|------|---|-----------|
| NH | 602 | Health Care Policy and Politics | 3 |
| NS | 680 | Maternal Child Nursing | 3 |
| NS | 685 | Clinical Application of Family-Centered Care - Family | 3 |
| NP | 715B | Advanced Pathophysiology | 2 |
| NS | 761B | Advanced Assessment and Diagnostic Reasoning, Child | 4 |
| | | | 15 |

Year II, Term II, Spring

| | | | |
|----|-----|--|-----------|
| HP | 720 | Designing Clinical Research | 3 |
| NP | 738 | Advanced Pediatric Pharmacology | 3 |
| NP | 721 | Nursing Management of Child: Primary Care I Theory | 3 |
| NP | 771 | Nursing Management of Child: Primary Care I Clinical | 3 |
| | | | 12 |

Year III, Term I, Fall

| | | | |
|----|-----|---|-----------|
| NP | 821 | Nursing Management of Child: Primary Care II Theory | 3 |
| NP | 871 | Nursing Management of Child: Primary Care II Clinical | 3 |
| NP | 822 | Adolescent Health Theory | 3 |
| NP | 872 | Adolescent Health Clinical | 3 |
| | | Elective | 3 |
| | | | 15 |

Year III, Term II, Spring

| | | | |
|----|------|---|-----------|
| HP | 820 | Ethical Issues in Health Care | 2 |
| NP | 839 | Professional Issues | 2 |
| NS | 891B | Scholarly Project | 2 |
| NP | 823 | Behavioral Issues in Pediatrics | 3 |
| | | Clinical Practicum: Advanced Topics in Pediatric Clinical | |
| NP | 868 | Practice | 6 |
| | | | 15 |

TOTAL 91

Psychiatric/Mental Health (Adult) CNS (NP)

Prerequisites

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

Year I, Term I, Fall

| | | | |
|----|-----|---------------------------------------|-----------|
| NS | 660 | Nursing Practice: Process and Skills | 6 |
| HP | 621 | Pathophysiology | 3 |
| NS | 663 | Biobehavioral Principles and Theories | 5 |
| NS | 601 | History of Nursing Ideas | 3 |
| | | | 17 |

Year I, Term II, Spring

| | | | |
|----|-----|--|-----------|
| NS | 661 | Nursing Practice Common Problems in Adult Health | 6 |
| NS | 665 | Health Assessment | 3 |
| NS | 664 | Community Principles and Theories | 5 |
| HP | 622 | Pharmacology | 3 |
| | | | 17 |

Year II, Term I, Fall

| | | | |
|----|------|--|-----------|
| NH | 602 | Health Care Policy and Politics | 3 |
| NS | 680 | Maternal Child Nursing | 3 |
| NS | 683 | Clinical Application of Family-Centered Care - Adult | 3 |
| NP | 715B | Advanced Pathophysiology | 2 |
| NS | 760B | Advanced Assessment and Diagnostic Reasoning, Adult | 4 |
| | | | 15 |

Year II, Term II, Spring

| | | | |
|----|-----|---|-----------|
| NP | 733 | Psychobiology and Psychopharmacology | 3 |
| NS | 739 | Advanced Pharmacology | 3 |
| NP | 845 | Advanced Assessment and Management of Common Psychiatric Problems | 3 |
| NP | 763 | Psychiatric-Mental Health Nursing Practicum I | 2 |
| | | Elective | 3 |
| | | | 14 |

Year III, Term I, Fall

| | | | |
|----|-----|--|-----------|
| NP | 855 | Advanced Assessment and Management of Complex Psych Problems | 3 |
| NP | 875 | Psychiatric/Mental Health Nursing Practicum II | 5 |
| HP | 720 | Designing Clinical Research | 3 |
| | | Elective | 3 |
| | | | 14 |

Year III, Term II, Spring

| | | | |
|--------------|------|---|-----------|
| HP | 820 | Ethical Issues in Health Care | 2 |
| NP | 885 | Psychiatric-Mental Health Nursing Practicum III | 5 |
| NP | 839 | Professional Issues | 2 |
| NS | 891B | Scholarly Project | 2 |
| | | Elective | 3 |
| | | | 14 |
| Total | | | 91 |

Graduates of this track are eligible to sit for either NP or CNS certification.

[Return to table of contents](#)

Psychiatric/Mental Health (Child/Adolescent) CNS

Prerequisites

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

Year I, Term I, Fall

| | | | |
|----|-----|---------------------------------------|-----------|
| NS | 660 | Nursing Practice: Process and Skills | 6 |
| HP | 621 | Pathophysiology | 3 |
| NS | 663 | Biobehavioral Principles and Theories | 5 |
| NS | 601 | History of Nursing Ideas | 3 |
| | | | 17 |

Year I, Term II, Spring

| | | | |
|----|-----|--|-----------|
| NS | 661 | Nursing Practice Common Problems in Adult Health | 6 |
| NS | 665 | Health Assessment | 3 |
| NS | 664 | Community Principles and Theories | 5 |
| HP | 622 | Pharmacology | 3 |
| | | | 17 |

Year I, Summer

| | | | |
|-----|-----|--|---|
| *NP | 778 | Family Therapy or NP 740 Child/Adolescent Psych Theory | 3 |
|-----|-----|--|---|

Year II, Term I, Fall

| | | | |
|----|------|---|-----------|
| NH | 602 | Health Care Policy and Politics | 3 |
| NS | 680 | Maternal Child Nursing | 3 |
| NS | 685 | Clinical Application of Family-Centered Care - Family | 3 |
| NP | 715B | Advanced Pathophysiology | 2 |
| NS | 760B | Advanced Assessment and Diagnostic Reasoning, Child | 4 |
| | | | 15 |

Year II, Term II, Spring

| | | | |
|----|-----|---|-----------|
| NP | 738 | Advanced Pediatric Pharmacology | 3 |
| NP | 733 | Psychobiology and Psychopharmacology | 3 |
| NP | 845 | Advanced Assessment and Management of Common Psychiatric Symptoms | 3 |
| NP | 763 | Psychiatric-Mental Health Nursing Practicum I | 2 |
| | | Elective | 3 |
| | | | 14 |

Year III, Term I, Fall

| | | | |
|----|-----|--|-----------|
| NP | 855 | Advanced Assessment and Management of Complex Psych Problems | 3 |
| NP | 875 | Psychiatric-Mental Health Nursing Practicum II | 5 |
| HP | 720 | Designing Clinical Research | 3 |
| | | | 11 |

Year II, Summer

| | | | |
|-----|-----|--|---|
| *NP | 778 | Family Therapy or NP 740 Child/Adolescent Psych Theory | 3 |
|-----|-----|--|---|

Year III, Term II, Spring

| | | | |
|----|------|---|-----------|
| HP | 820 | Ethical Issues in Health Care | 2 |
| NP | 885 | Psychiatric-Mental Health Nursing Practicum III | 5 |
| NP | 839 | Professional Issues | 2 |
| NS | 891B | Scholarly Project | 2 |
| | | | 11 |

TOTAL 91

* Taught in alternating summers

Graduates of this track are eligible to sit for Child/Adolescent CNS certification. They are not eligible to sit for Nurse Practitioner Licensing

Dual Adult / Gerontology Specialty

Prerequisites

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

Year I, Term I, Fall

| | | |
|--------|---------------------------------------|-----------|
| NS 660 | Nursing Practice: Process and Skills | 6 |
| HP 621 | Pathophysiology | 3 |
| NS 663 | Biobehavioral Principles and Theories | 5 |
| NS 601 | History of Nursing Ideas | 3 |
| | | 17 |

Year I, Term II, Spring

| | | |
|--------|--|-----------|
| NS 661 | Nursing Practice Common Problems in Adult Health | 6 |
| NS 665 | Health Assessment | 3 |
| NS 664 | Community Principles and Theories | 5 |
| HP 622 | Pharmacology | 3 |
| | | 17 |

Year II, Term I, Fall

| | | |
|---------|--|-----------|
| NH 602 | Health Care Policy and Politics | 3 |
| NS 680 | Maternal Child Nursing | 3 |
| NS 683 | Clinical Application of Family-Centered Care - Adult | 3 |
| NP 715B | Advanced Pathophysiology | 2 |
| NS 760B | Advanced Assessment and Diagnostic Reasoning, Adult | 4 |
| | | 15 |

Year II, Term II, Spring

| | | |
|--------|---|-----------|
| HP 720 | Designing Clinical Research | 3 |
| NS 739 | Advanced Pharmacology | 3 |
| NP 701 | Nursing Mgmt. Adult: Primary Care I Theory | 3 |
| NP 761 | Nursing Mgmt Adult: Primary Care I Clinical | 3 |
| | Elective | 3 |
| | | 15 |

Year III, Term I, Fall

| | | |
|--------|--|-----------|
| NP 801 | Nursing Mgmt Adult: Primary Care II Theory | 3 |
| NP 861 | Nursing Mgmt Adult: Primary Care II Clinical | 3 |
| NP 746 | Primary Care Older Adult | 3 |
| NP 766 | Gerontol Nsg Practicum | 3 |
| HP 822 | Living with Death, Living with Grief | 3 |
| | | 15 |

Year III, Term II, Spring

| | | |
|--------------|---|-----------|
| HP 820 | Ethical Issues in Health Care | 2 |
| NP 839 | Professional Issues | 2 |
| NS 891B | Scholarly Project | 2 |
| NP 846 | Clinical Issues in Care of Frail Elders | 3 |
| NP 866 | Gerontol Practicum | 6 |
| | | 15 |
| TOTAL | | 94 |

Graduates of this track are eligible to sit for Adult NP and/or Gerontological NP certification.

Dual Adult / Women's Health Specialty

Prerequisites

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

Year I, Term I, Fall

| | | | |
|----|-----|---------------------------------------|-----------|
| NS | 660 | Nursing Practice: Process and Skills | 6 |
| HP | 621 | Pathophysiology | 3 |
| NS | 663 | Biobehavioral Principles and Theories | 5 |
| NS | 601 | History of Nursing Ideas | 3 |
| | | | 17 |

Year I, Term II, Spring

| | | | |
|----|-----|--|-----------|
| NS | 661 | Nursing Practice Common Problems in Adult Health | 6 |
| NS | 665 | Health Assessment | 3 |
| NS | 664 | Community Principles and Theories | 5 |
| HP | 622 | Pharmacology | 3 |
| | | | 17 |

Year II, Term I, Fall

| | | | |
|----|------|--|-----------|
| NH | 602 | Health Care Policy and Politics | 3 |
| NS | 680 | Maternal Child Nursing | 3 |
| NS | 683 | Clinical Application of Family-Centered Care - Adult | 3 |
| NP | 715B | Advanced Pathophysiology | 2 |
| NS | 760B | Advanced Assessment and Diagnostic Reasoning, Adult | 4 |
| | | | 15 |

Year II, Term II, Spring

| | | | |
|----|-----|---|-----------|
| HP | 720 | Designing Clinical Research | 3 |
| NP | 739 | Advanced Pharmacology | 3 |
| NP | 701 | Nursing Mgmt. Adult: Primary Care I Theory | 3 |
| NP | 761 | Nursing Mgmt Adult: Primary Care I Clinical | 3 |
| NP | 762 | Women's Health Clinical Seminar | 1 |
| | | | 13 |

Year III, Term I, Fall

| | | | |
|----|-----|--|-----------|
| NP | 781 | Women's Health Practicum I | 3 |
| NP | 801 | Nursing Mgmt Adult: Primary Care II Theory | 3 |
| NP | 861 | Nursing Mgmt Adult: Primary Care II Clinical | 3 |
| NP | 752 | Women's Health Theory I | 3 |
| | | Elective | 3 |
| | | | 15 |

Year III, Term II, Spring

| | | | |
|----|------|-------------------------------|-----------|
| HP | 820 | Ethical Issues in Health Care | 2 |
| NP | 839 | Professional Issues | 2 |
| NS | 891B | Scholarly Project | 2 |
| NP | 853 | Women's Health Theory II | 3 |
| NP | 881 | Women's Health Practicum II | 6 |
| | | | 15 |

TOTAL 92

Graduates in this track are eligible to sit for both Adult NP and Women's Health NP certification.

Women's Health Specialty

Prerequisites

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

Year I, Term I, Fall

| | | |
|--------|---------------------------------------|-----------|
| NS 660 | Nursing Practice: Process and Skills | 6 |
| HP 621 | Pathophysiology | 3 |
| NS 663 | Biobehavioral Principles and Theories | 5 |
| NS 601 | History of Nursing Ideas | 3 |
| | | 17 |

Year I, Term II, Spring

| | | |
|--------|--|-----------|
| NS 661 | Nursing Practice Common Problems in Adult Health | 6 |
| NS 665 | Health Assessment | 3 |
| NS 664 | Community Principles and Theories | 5 |
| HP 622 | Pharmacology | 3 |
| | | 17 |

Year II, Term I, Fall

| | | |
|---------|--|-----------|
| NH 602 | Health Care Policy and Politics | 3 |
| NS 680 | Maternal Child Nursing | 3 |
| NS 683 | Clinical Application of Family-Centered Care - Adult | 3 |
| NP 715B | Advanced Pathophysiology | 2 |
| NS 760B | Advanced Assessment and Diagnostic Reasoning, Adult | 4 |
| | | 15 |

Year II, Term II, Spring

| | | |
|--------|---|-----------|
| HP 720 | Designing Clinical Research | 3 |
| NP 739 | Advanced Pharmacology | 3 |
| NP 701 | Nursing Mgmt. Adult: Primary Care I Theory | 3 |
| NP 761 | Nursing Mgmt Adult: Primary Care I Clinical | 3 |
| NP 762 | Women's Health Clinical Seminar | 1 |
| | | 13 |

Year III, Term I, Fall

| | | |
|---------|----------------------------|-----------|
| NP 752 | Women's Health Theory I | 3 |
| NP 781 | Women's Health Practicum I | 6 |
| NS 891B | Scholarly Project | 2 |
| | Elective | 3 |
| | | 14 |

Year III, Term II, Spring

| | | |
|--------|-------------------------------|-----------|
| HP 820 | Ethical Issues in Health Care | 2 |
| NP 839 | Professional Issues | 2 |
| NP 853 | Women's Health Theory II | 3 |
| NP 881 | Women's Health Practicum II | 6 |
| | | 13 |

TOTAL 89

Advanced Practice Elective Options

| | | | Semester(s) Offered | Credits |
|----|-----|--|--------------------------------|----------------|
| HP | 822 | Living with Death, Living with Grief | Fall | 3 |
| NH | 817 | Introduction to HIV/AIDS: Epidemiology of HIV/AIDS | see registration guide | 3 |
| NH | 832 | Prevention and Care Management of HIV/AIDS | varies | 3 |
| NH | 833 | Advanced Pathophysiology and Symptom Management in HIV Disease | see registration guide | 3 |
| NH | 842 | International Health | see registration guide | 3 |
| NH | 843 | International Health Practicum | see registration guide | 3 |
| NP | 715 | Advanced Pathophysiology | Fall | 2 |
| NP | 730 | Diagnostic Measures and Psychomotor Skills | Spring | 3 |
| NP | 733 | Psychobiology and Psychopharmacology | Spring | 3 |
| NP | 740 | Child/Adolescent Psychiatric Theory | Summer - even years | 3 |
| NP | 746 | Primary Care Older Adults | Fall | 3 |
| NP | 752 | Women's Health I Theory | Fall | 3 |
| NP | 778 | Family Therapy | Summer - odd years | 3 |
| NP | 802 | Nursing Management of the Adult: Primary Care III Theory | Spring | 3 |
| NP | 822 | Adolescent Health | Fall | 3 |
| NP | 823 | Behavioral Issues in Pediatrics | Spring | 3 |
| NP | 845 | Advanced Assessment and Management of Common Psychiatric Symptoms | Spring | 3 |
| NP | 846 | Clinical Issues in Care of Frail Elders | Spring | 3 |
| NP | 847 | Family Theory: An Integrated Approach | Fall | 2 |
| NP | 853 | Women's Health II Theory | Fall | 3 |
| NP | 855 | Advanced Assessment and Management of Complex Psychiatric Problems | Fall | 3 |
| NP | 859 | Psychiatric Issues in Advanced Psychiatric Nursing | see registration guide | 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 and prerequisites.

Advanced Practice Clinicals are available subject to approval from your academic advisor and Academic Coordinator of Clinical Education.

RN and Post-MSN Includes CNS Options for RNs (MS/CAS)

[Return to table of contents](#)

RN Student Course of Study Course Requirements

Acute Care
Adult
Family
Pediatrics
Psychiatric Mental Health (Adult) CNS (NP)
Psychiatric Mental Health (Child/Adolescent) CNS
Dual Adult / Gerontology
Dual Adult / Women's Health
Women's Health

Post Masters Student Course of Study

Post-MSN Acute Care
Post-MSN Adult
Post-MSN Gerontology
Post-MSN Women's Health
Post-MSN Pediatrics
Post-MSN Psychiatric/Mental Health
Post-MSN Psychiatric/Mental Health (Child/Adolescent) CNS
Post-NP Acute Care
Post-NP Gerontology
Post-NP Psychiatric/Mental Health
Post-NP Women's Health

Acute Care Specialty

| | | Credits | Semester(s) Offered |
|--------------------------------------|---|----------------|--------------------------------|
| NS 664 | Community Principles and Theories | 5 | Spring |
| HP 820 | Ethical Issues in Health Care | 2 | Spring |
| NS 601 | History of Nursing Ideas | 3 | Fall |
| | Credits | 10 | |
| Core Courses | | | |
| NP 715B | Advanced Pathophysiology | 2 | Fall |
| HP 720 | Designing Clinical Research | 3 | All |
| NH 602 | Health Care Policy and Politics | 3 | Fall |
| NS 760B | Advanced Assessment & Diagnostic Reasoning, Adult | 4 | Fall |
| NS 739 | Advanced Pharmacology | 3 | All |
| NP 839 | Professional Issues | 2 | Spring, Summer |
| NS 891B | Scholarly Project | 2 | All |
| | Elective | 3 | |
| | Credits | 22 | |
| Advanced Practice Courses | | | |
| NP 734 | Acute Care Nursing Management I Theory | 3 | Spring |
| NP 774 | Acute Care Nursing Management I Clinical | 3 | Spring |
| NP 834 | Acute Care Nursing Management II Theory | 3 | Fall |
| NP 874 | Acute Care Nursing Management II Clinical | 6 | Fall |
| NP 854 | Acute Care Nursing Management III Theory | 3 | Spring |
| NP 884 | Acute Care Nursing Management III Clinical | 6 | Spring |
| | Advanced Practice Electives | 3 | |
| | Credits | 27 | |
| | Total | 59 | (49 for students with BSN) |

Note

RN students 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. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience."

Adult Specialty

| | | | Credits | | Semester(s) Offered |
|----------------------------------|------|---|----------------|--|----------------------------------|
| NS | 664 | Community Principles and Theories | 5 | | Spring |
| HP | 820 | Ethical Issues in Health Care | 2 | | Spring |
| NS | 601 | History of Nursing Ideas | 3 | | Fall |
| | | Credits | 10 | | |
| Core Courses | | | | | |
| NP | 715B | Advanced Pathophysiology | 2 | | Fall |
| HP | 720 | Designing Clinical Research | 3 | | All |
| NH | 602 | Health Care Policy and Politics | 3 | | Fall |
| NS | 760B | Advanced Assessment & Diagnostic Reasoning, Adult | 4 | | Fall |
| NS | 739 | Advanced Pharmacology | 3 | | All |
| NP | 839 | Professional Issues | 2 | | Spring, Summer |
| NS | 891B | Scholarly Project | 2 | | All |
| | | Elective | 3 | | |
| | | Credits | 22 | | |
| Advanced Practice Courses | | | | | |
| NP | 701 | Nursing Management of the Adult: Primary Care I Theory | 3 | | Spring |
| NP | 761 | Nursing Management of the Adult: Primary Care I Clinical | 3 | | Spring |
| NP | 801 | Nursing Management of the Adult: Primary Care II Theory | 3 | | Fall |
| NP | 861 | Nursing Management of the Adult: Primary Care II Clinical | 3 | | Summer, Fall |
| NP | 802 | Nursing Management of the Adult: Primary Care III Theory | 3 | | Spring |
| NP | 862 | Nursing Management of the Adult: Primary Care III Clinical | 6 | | Spring |
| | | Advanced Practice Electives | 6 | | |
| | | Credits | 27 | | |
| | | Total | 59 | | (49 for students with BSN) |

Note

RN students 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. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience."

Family Specialty

| | | | | | Semester(s) Offered |
|--|------|---|-----------|--|----------------------------------|
| NS | 664 | Community Principles and Theories | 5 | | Spring |
| HP | 820 | Ethical Issues in Health Care | 2 | | Spring |
| NS | 601 | History of Nursing Ideas | 3 | | Fall |
| | | Credits | 10 | | |
| Core Courses | | | | | |
| NP | 715B | Advanced Pathophysiology | 2 | | Fall |
| HP | 720 | Designing Clinical Research | 3 | | All |
| NH | 602 | Health Care Policy and Politics | 3 | | Fall |
| NS | 762B | Advanced Assessment & Diagnostic Reasoning, Family | 4 | | Fall |
| NS | 739 | Advanced Pharmacology | 3 | | All |
| | | | | | Spring, |
| NP | 839 | Professional Issues | 2 | | Summer |
| NS | 891B | Scholarly Project | 2 | | All |
| | | Credits | 19 | | |
| Advanced Practice Course Requirements | | | | | |
| NP | 732 | Primary Care Across the Life Span - Family Health I | 4 | | Spring |
| NP | 730 | Diagnostic Measures & Psychomotor Skills | 3 | | Spring |
| NP | 777 | Family Health I Clinical | 3 | | Spring |
| NP | 832 | Primary Care Across the Life Span - Family Health II | 4 | | Fall |
| NP | 847 | Family Theory: An Integrated Approach | 2 | | Fall |
| NP | 877 | Family Health II Clinical | 6 | | Fall |
| NP | 878 | Family Health III Clinical | 6 | | Spring |
| NP | 882 | Primary Care Across the Life Span - Family Health III | 4 | | Spring |
| | | Credits | 32 | | |
| | | Total | 61 | | (51 for students with BSN) |

Note

RN students 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. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience."

Pediatrics Specialty

| | | | Credits | Semester(s) Offered |
|--|------|--|----------------|--------------------------------|
| NS | 664 | Community Principles and Theories | 5 | Spring |
| HP | 820 | Ethical Issues in Health Care | 2 | Spring |
| NS | 601 | History of Nursing Ideas | 3 | Fall |
| Credits | | | 10 | |
| Core Courses | | | | |
| NP | 715B | Advanced Pathophysiology | 2 | Fall |
| HP | 720 | Designing Clinical Research | 3 | All |
| NH | 602 | Health Care Policy and Politics | 3 | Fall |
| NS | 761B | Advanced Assessment & Diagnostic Reasoning, Child | 4 | Fall |
| NP | 738 | Advanced Pediatric Pharmacology | 3 | Spring |
| NP | 839 | Professional Issues | 2 | Spring, Summer |
| NS | 891B | Scholarly Project | 2 | All |
| | | Elective | 3 | |
| Credits | | | 22 | |
| Advanced Practice Course Requirements | | | | |
| NP | 721 | Nursing Management of the Child: Primary Care I Theory | 3 | Spring |
| NP | 771 | Nursing Management of the Child: Primary Care I Clinical | 3 | Spring |
| NP | 821 | Nursing Management of the Child: Primary Care II Theory | 3 | Fall |
| NP | 871 | Nursing Management of the Child: Primary Care II Clinical | 3 | Fall |
| NP | 822 | Adolescent Health Theory | 3 | Fall |
| NP | 872 | Adolescent Health Clinical | 3 | Fall |
| NP | 823 | Behavioral Issues in Pediatrics | 3 | Spring |
| NP | 868 | Clinical Practicum: Advanced Topics in Pediatric Clinical Practice | 6 | Spring |
| Credits | | | 27 | |
| Total | | | 59 | (49 for students with BSN) |

Note

RN students 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. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience."

[Return to table of contents](#)

Psychiatric/Mental Health (Adult) Specialty NP or (CNS)

| | | | Credits | Semester(s) Offered |
|--------------------------------------|------|--|----------------|----------------------------------|
| NS | 664 | Community Principles and Theories | 5 | Spring |
| HP | 820 | Ethical Issues in Health Care | 2 | Spring |
| NS | 601 | History of Nursing Ideas | 3 | Fall |
| Credits | | | 10 | |
| Core Courses | | | | |
| NP | 715B | Advanced Pathophysiology | 2 | Fall |
| HP | 720 | Designing Clinical Research | 3 | All |
| NH | 602 | Health Care Policy and Politics | 3 | Fall |
| NS | 762B | Advanced Assessment & Diagnostic Reasoning, Family | 4 | Fall |
| NS | 739 | Advanced Pharmacology | 3 | All |
| NP | 839 | Professional Issues | 2 | Spring, Summer |
| NS | 891B | Scholarly Project | 2 | All |
| | | Elective | 3 | |
| Credits | | | 22 | |
| Advanced Practice Courses | | | | |
| NP | 733 | Psychobiology and Psychopharmacology | 3 | Spring |
| NP | 845 | Advanced Assessment & Mgmt. Of Common Psychiatric Symptoms Theory | 3 | Spring |
| NP | 763 | Psychiatric-Mental Health Nursing I Clinical | 2 | Spring |
| NP | 855 | Advanced Assessment and Management of Complex Psychiatric Problems | 3 | Fall |
| NP | 875 | Psychiatric-Mental Health Nursing II Clinical | 5 | Fall |
| NP | 885 | Psychiatric-Mental Health Nursing III Clinical | 5 | Spring |
| | | Electives | 6 | |
| Credits | | | 27 | |
| | | | | (49 for students with BSN) |
| Total | | | 59 | |

Graduates of this track are eligible to sit for either CNS or NP certification in Adult Psychiatric Mental Health.

Note

RN students 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. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience."

Psychiatric/Mental Health Child/Adolescent) CNS

| NS | 664 | Community Principles and Theories | | | | 5 | | | Spring |
|----------------------------------|------|--|--|--|--|----------------|--|--|-----------------------------|
| HP | 820 | Ethical Issues in Health Care | | | | 2 | | | Spring |
| NS | 601 | History of Nursing Ideas | | | | 3 | | | Fall |
| | | | | | | Credits | | | |
| | | | | | | 10 | | | |
| Core Courses | | | | | | | | | |
| NP | 715B | Advanced Pathophysiology | | | | 2 | | | Fall |
| HP | 720 | Designing Clinical Research | | | | 3 | | | All |
| NH | 602 | Health Care Policy and Politics | | | | 3 | | | Fall |
| NS | 761B | Advanced Assessment & Diagnostic Reasoning, Family | | | | 4 | | | Fall |
| NP | 738 | Advanced Pediatric Pharmacology | | | | 3 | | | Spring Spring, Summer |
| NP | 839 | Professional Issues | | | | 2 | | | Summer |
| NS | 891B | Scholarly Project | | | | 2 | | | All |
| | | Elective | | | | 3 | | | |
| | | | | | | Credits | | | |
| | | | | | | 22 | | | |
| Advanced Practice Courses | | | | | | | | | |
| NP | 733 | Psychobiology and Psychopharmacology | | | | 3 | | | Spring |
| NP | 845 | Advanced Assessment & Mgmt. of Common Psychiatric Symptoms Theory | | | | 3 | | | Spring |
| NP | 763 | Psychiatric-Mental Health Nursing I Clinical | | | | 2 | | | Spring |
| NP | 778 | Family Therapeutic Interventions | | | | 3 | | | Summer |
| NP | 740 | Child/Adolescent Psychiatric Mental Health | | | | 3 | | | Summer |
| NP | 855 | Advanced Assessment and Management of Complex Psychiatric Problems | | | | 3 | | | Fall |
| NP | 875 | Psychiatric-Mental Health Nursing II Clinical | | | | 5 | | | Fall |
| NP | 885 | Psychiatric-Mental Health Nursing III Clinical | | | | 5 | | | Spring |
| | | | | | | Credits | | | |
| | | | | | | 27 | | | |
| | | | | | | Total | | | |
| | | | | | | 59 | | | (49 for students with BSN) |

Graduates of this track are eligible to sit for CNS certification in Child/Adolescent Psychiatric Mental Health. They are not eligible to sit for Nurse Practitioner Licensing

RN students 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. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience."

Dual Adult / Gerontology Specialty

| | | | Credits | Semester(s) Offered |
|----------------------------------|---|----------------|----------------|--------------------------------|
| NS 664 | Community Principles and Theories | | 5 | Spring |
| HP 820 | Ethical Issues in Health Care | | 2 | Spring |
| NS 601 | History of Nursing Ideas | | 3 | Fall |
| | | Credits | 10 | |
| Core Courses | | | | |
| NP 715B | Advanced Pathophysiology | | 2 | Fall |
| HP 720 | Designing Clinical Research | | 3 | All |
| NH 602 | Health Care Policy and Politics | | 3 | Fall |
| NS 760B | Advanced Assessment & Diagnostic Reasoning, Adult | | 4 | Fall |
| NS 739 | Advanced Pharmacology | | 3 | All |
| NP 839 | Professional Issues | | 2 | Spring, Summer |
| NS 891B | Scholarly Project | | 2 | All |
| | Elective | | 3 | |
| | | Credits | 22 | |
| Advanced Practice Courses | | | | |
| NP 701 | Nursing Management of the Adult: Primary Care I Theory | | 3 | Spring |
| NP 761 | Nursing Management of the Adult: Primary Care I Clinical | | 3 | Spring |
| HP 822 | Living With Death, Living With Grief | | 3 | Spring |
| NP 801 | Nursing Management of the Adult: Primary Care II Theory | | 3 | Fall |
| NP 861 | Nursing Management of the Adult: Primary Care II Clinical | | 3 | Summer, Fall |
| NP 746 | Primary Care of the Elderly Client | | 3 | Fall |
| NP 766 | Gerontological Nursing I Clinical | | 3 | Fall |
| NP 846 | Issues in Care of Frail Elders | | 3 | Spring |
| NP 866 | Gerontological Nursing II Clinical | | 6 | Spring |
| | | Credits | 30 | |
| | | Total | 62 | (52 for students with BSN) |

Note

RN students 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. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience."

Dual Adult / Women's Health

| NS | 664 | Community Principles and Theories | | | | 5 | | | Spring |
|----------------------------------|------|---|--|--|--|----------------------|--|--|---------------|
| HP | 820 | Ethical Issues in Health Care | | | | 2 | | | Spring |
| NS | 601 | History of Nursing Ideas | | | | 3 | | | Fall |
| | | | | | | Credits | | | 10 |
| Core Courses | | | | | | | | | |
| NP | 715B | Advanced Pathophysiology | | | | 2 | | | Fall |
| HP | 720 | Designing Clinical Research | | | | 3 | | | All |
| NH | 602 | Health Care Policy and Politics | | | | 3 | | | Fall |
| NS | 760B | Advanced Assessment & Diagnostic Reasoning, Adult | | | | 4 | | | Fall |
| NS | 739 | Advanced Pharmacology | | | | 3 | | | All |
| | | | | | | | | | Spring, |
| NP | 839 | Professional Issues | | | | 2 | | | Summer |
| NS | 891B | Scholarly Project | | | | 2 | | | All |
| | | Elective | | | | 3 | | | |
| | | | | | | Credits | | | 22 |
| Advanced Practice Courses | | | | | | | | | |
| NP | 762 | Women's Health Clinical Seminar | | | | 1 | | | Spring |
| NP | 701 | Nursing Management of the Adult: Primary Care I Theory | | | | 3 | | | Spring |
| NP | 761 | Nursing Management of the Adult: Primary Care I Clinical | | | | 3 | | | Spring |
| NP | 752 | Women's Health Theory I | | | | 3 | | | Fall |
| NP | 781 | Women's Health Clinical I | | | | 3 | | | Fall |
| NP | 801 | Nursing Management of the Adult: Primary Care II Theory | | | | 3 | | | Fall |
| NP | 861 | Nursing Management of the Adult: Primary Care II Clinical | | | | 3 | | | Summer, Fall |
| NP | 853 | Women's Health II Theory | | | | 3 | | | Spring |
| NP | 881 | Women's Health II Clinical | | | | 6 | | | Spring |
| | | | | | | Total credits | | | 28 |
| | | | | | | | | | (50 for |
| | | | | | | | | | students with |
| | | | | | | | | | BSN) |
| | | | | | | Total | | | 60 |

Note

RN students 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. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience."

| | | | | Semester(s) Offered |
|----|-----|-----------------------------------|-----------|--------------------------------|
| NS | 664 | Community Principles and Theories | 5 | Spring |
| HP | 820 | Ethical Issues in Health Care | 2 | Spring |
| NS | 601 | History of Nursing Ideas | 3 | Fall |
| | | Credits | 10 | |

**Core
Courses**

| | | | | |
|----|------|---|-----------|-------------------|
| NP | 715B | Advanced Pathophysiology | 2 | Fall |
| HP | 720 | Designing Clinical Research | 3 | All |
| NH | 602 | Health Care Policy and Politics | 3 | Fall |
| NS | 760B | Advanced Assessment & Diagnostic Reasoning, Adult | 4 | Fall |
| NS | 739 | Advanced Pharmacology | 3 | All |
| NP | 839 | Professional Issues | 2 | Spring, Summer |
| NS | 891B | Scholarly Project | 2 | All |
| | | Elective | 3 | |
| | | Credits | 22 | |

Advanced Practice Courses

| | | | | |
|----|-----|---|-----------|----------------------------------|
| NP | 762 | Women's Health Clinical Seminar | 1 | Spring |
| | | Nursing Management of the Adult: Primary Care I | | Spring |
| NP | 701 | Theory | 3 | |
| | | Nursing Management of the Adult: Primary Care I | | Spring |
| NP | 761 | Clinical | 3 | |
| NP | 752 | Women's Health I Theory | 3 | Fall |
| NP | 781 | Women's Health I Clinical | 6 | Fall |
| NP | 853 | Women's Health II Theory | 3 | Spring |
| NP | 881 | Women's Health II Clinical | 6 | Spring |
| | | Total credits | 25 | |
| | | Total | 57 | (47 for students with BSN) |

RN students 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. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience."

Post-MSN Certificates

10

Post-MSN Acute Care

| | | | Credits | Semester(s) Offered |
|----|------|--|----------------|--------------------------------|
| NP | 715B | Advanced Pathophysiology | 2 | Fall |
| NS | 739 | Advanced Pharmacology | 3 | All |
| NS | 760B | Advanced Assessment and Diagnostic Reasoning Adult | 4 | Fall |
| NP | 734 | Acute Care Nursing Management I Theory | 3 | Spring |
| NP | 774 | Acute Care Nursing Management I Clinical | 3 | Spring |
| NP | 834 | Acute Care Nursing Management II Theory | 3 | Fall |
| NP | 874 | Acute Care Nursing Management II Clinical | 6 | Fall |
| NP | 854 | Acute Care Nursing Management III Theory | 3 | Spring |
| NP | 884 | Acute Care Nursing Management III Clinical | 6 | Spring |
| | | | 2 | Spring, Summer |
| NP | 839 | Professional Issues | | |
| | | Total | 35 | |

RN students 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. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience."

[Return to table of contents](#)

Post-MSN Certificates

11

Post-MSN Adult

| | | | Credits | Semester(s) Offered |
|--------------|------|--|----------------|--------------------------------|
| NP | 715B | Advanced Pathophysiology | 2 | Fall |
| NS | 739 | Advanced Pharmacology | 3 | All |
| NS | 760B | Advanced Assessment and Diagnostic Reasoning Adult | 4 | Fall |
| NP | 701 | Nursing Management of the Adult: Primary Care I Theory | 3 | Spring |
| NP | 761 | Nursing Management of the Adult: Primary Care I Clinical | 5 | Spring |
| NP | 801 | Nursing Management of the Adult: Primary Care II Theory | 3 | Summer, Fall |
| NP | 861 | Nursing Management of the Adult: Primary Care II Clinical | 5 | Summer, Fall |
| NP | 839 | Professional Issues | 2 | Spring, Summer |
| Total | | | 27 | |

Note

RN students 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. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience."

Post-MSN Certificates

12

Post-MSN Gerontology

[Return to table of contents](#)

| | | | Credits | Semester(s) Offered |
|----|------|--|----------------|--------------------------------|
| NP | 715B | Advanced Pathophysiology | 2 | Fall |
| NS | 739 | Advanced Pharmacology | 3 | All |
| | | Advanced Assessment and Diagnostic Reasoning | | |
| NS | 760B | Adult | 4 | Fall |
| NP | 746 | Primary Care of the Older Adult | 3 | Fall |
| NP | 766 | Gerontological NU Practicum I | 5 | Fall |
| HP | 822 | Living with death, Living with Grief | 3 | Spring |
| NP | 846 | Issues in the Care of Frail Elders | 3 | Spring |
| NP | 866 | Gerontological NU Practicum II | 5 | Spring |
| | | Total | 28 | |

Note

RN students 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. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience."

Post-MSN Certificates

13

Post-MSN Women's Health

| | | | Credits | Semester(s) Offered |
|----------------------|------|--|----------------|--------------------------------|
| NP | 715B | Advanced Pathophysiology | 2 | All |
| NS | 760B | Advanced Assessment & Diagnostic Reasoning, Adult | 4 | Fall |
| NS | 739 | Advanced Pharmacology | 3 | All |
| NP | 762 | Women's Health Clinical Seminar | 1 | Spring |
| NP | 701 | Nursing Management of the Adult: Primary Care I Theory | 3 | Spring |
| NP | 761 | Nursing Management of the Adult: Primary Care I Clinical | 3 | Spring |
| NP | 752 | Women's Health I Theory | 3 | Fall |
| NP | 781 | Women's Health I Clinical | 6 | Fall |
| NP | 853 | Women's Health II Theory | 3 | Spring |
| NP | 881 | Women's Health II Clinical | 6 | Spring |
| NP | 839 | Professional Issues | 2 | Spring |
| Total credits | | | 36 | |

Post-MSN Certificates

14

Pediatrics

| | | | Credits | Semester(s) Offered |
|--------------|------|--|----------------|--------------------------------|
| NP | 715B | Advanced Pathophysiology | 2 | Fall |
| NP | 738 | Advanced Pharmacology/Pedi | 3 | All |
| NS | 761B | Advanced Assessment and Diagnostic Reasoning Adult | 4 | Fall |
| NP | 721 | Nursing Management of the Child: Primary Care I Theory | 3 | Spring |
| NP | 771 | Nursing Management of the Child: Primary Care I Clinical | 3 | Spring |
| NP | 822 | Adolescent Health Theory | 3 | Fall |
| NP | 872 | Adolescent Health Clinical | 3 | Fall |
| NP | 821 | Nursing Management of the Child: Primary Care II Theory | 3 | Fall |
| NP | 871 | Nursing Management of the Child: Primary Care II Clinical | 3 | Fall |
| NP | 823 | Behavioral Issues in Pediatrics | 3 | Spring |
| NP | 868 | Clinical Practicum: Advanced Topics in Pediatric Clinical Practice | 6 | Spring |
| NP | 839 | Professional Issues | 2 | Spring, Summer |
| Total | | | 38 | |

Note

RN students 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. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience."

Post-MSN Certificates

15

Post-MSN Psychiatric/Mental Health

| | | | Credits | Semester(s) Offered |
|----|------|---|---|--------------------------------|
| NP | 715B | Advanced Pathophysiology | 2 | Fall |
| NS | 739 | Advanced Pharmacology | | |
| | Or | Or | 3 | All |
| NS | 736 | Advanced Pharmacology/Pedi | | |
| NS | 762B | Advanced Assessment and Diagnostic Reasoning Family | 4 | Fall |
| NP | 733 | Psychobiology and Psychopharmacology | 3 | Spring |
| NP | 845 | Advanced Assessment and Management of Common Psychiatric Symptoms | 3 | Spring |
| NP | 763 | Psychiatric-Mental Health Nursing I Clinical | 2 | Spring |
| NP | 855 | Advanced Assessment and Management of Complex Psychiatric Problems | 3 | Fall |
| NP | 875 | Psychiatric-Mental Health Nursing II Clinical | 5 | Fall |
| NP | 885 | Psychiatric-Mental Health Nursing III Clinical | 5 | Spring |
| | | | <hr style="width: 100px; margin: 0 auto;"/> | Spring, Summer |
| NP | 839 | Professional Issues | 2 | |
| | | Total | 32 | |

Note

RN students 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. RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience."

Post-MSN Certificates

16

Post-NP Acute Care

| | | | Credits | Semester(s) Offered |
|----|-----|--|----------------|--------------------------------|
| NP | 734 | Acute Care Nursing Management I Theory | 3 | Spring |
| NP | 774 | Acute Care Nursing Management I Clinical | 3 | Spring |
| NP | 834 | Acute Care Nursing Management II Theory | 3 | Fall |
| NP | 874 | Acute Care Nursing Management II Clinical | 6 | Fall |
| NP | 854 | Acute Care Nursing Management III Theory | 3 | Spring |
| NP | 884 | Acute Care Nursing Management III Clinical | 6 | Spring |
| | | Total | 24 | |

Post-MSN Certificates

17

Post-NP Gerontology

| | | | Credits | Semester(s) Offered |
|----|-----|--------------------------------------|----------------|--------------------------------|
| NP | 746 | Primary Care of the Older Adult | 3 | Fall |
| NP | 766 | Gerontological Nursing I Clinical | 6 | Fall |
| HP | 822 | Living with Death, Living with Grief | 3 | Spring |
| NP | 846 | Issues in the Care of Frail Elders | 3 | Spring |
| NP | 866 | Gerontological Nursing II Clinical | 6 | Spring |
| | | Total | 21 | |

Post-MSN Certificates

18

Post-NP Psychiatric/Mental Health

| | | | Credits | Semester(s) Offered |
|----|-----|--|----------------|--------------------------------|
| NP | 733 | Psychobiology and Psychopharmacology | 3 | Spring |
| NP | 845 | Advanced Assessment and Management of Common Psychiatric Symptoms | 3 | Spring |
| NP | 763 | Psychiatric-Mental Health Nursing I Clinical | 2 | Spring |
| NP | 855 | Advanced Assessment and Management of Complex Psychiatric Problems | 3 | Fall |
| NP | 875 | Psychiatric-Mental Health Nursing II Clinical | 5 | Fall |
| NP | 885 | Psychiatric-Mental Health Nursing III Clinical | 5 | Spring |
| | | Total | 21 | |

Post-MSN Certificates

19

Post-NP Women's Health

| | | | Credits | Semester(s) Offered |
|----|-----|--|----------------|--------------------------------|
| NP | 762 | Women's Health Clinical Seminar | 1 | Spring |
| NP | 701 | Nursing Management of the Adult: Primary Care I Theory | 3 | Spring |
| NP | 761 | Nursing Management of the Adult: Primary Care I Clinical | 3 | Spring |
| NP | 752 | Women's Health Theory I | 3 | Fall |
| NP | 781 | Women's Health Practicum I | 6 | Fall |
| NP | 853 | Women's Health Theory II | 3 | Spring |
| NP | 881 | Women's Health Practicum II | 6 | Spring |
| | | Total credits | 25 | |

Advanced Practice Elective Options

| | | Semester(s) Offered | Credits | |
|----|-----|--|------------------------|---|
| HP | 822 | Living with Death, Living with Grief | Fall | 3 |
| NH | 817 | Introduction to HIV/AIDS: Epidemiology of HIV/AIDS | see registration guide | 3 |
| NH | 832 | Prevention and Care Management of HIV/AIDS | see registration guide | 3 |
| NH | 833 | Advanced Pathophysiology and Symptom Management in HIV Disease | see registration guide | 3 |
| NH | 842 | International Health | see registration guide | 3 |
| NH | 843 | International Health Practicum | see registration guide | 3 |
| NP | 715 | Advanced Pathophysiology | Fall | 2 |
| NP | 730 | Diagnostic Measures and Psychomotor Skills | Spring | 3 |
| NP | 733 | Psychobiology and Psychopharmacology | Spring | 3 |
| NP | 740 | Child/Adolescent Psychiatric Theory | Summer - even years | 3 |
| NP | 746 | Primary Care Older Adults | Fall | 3 |
| NP | 752 | Women's Health I Theory | Fall | 3 |
| NP | 778 | Family Therapy | Summer - odd years | 3 |
| NP | 802 | Nursing Management of the Adult: Primary Care III Theory | Spring | 3 |
| NP | 822 | Adolescent Health | Fall | 3 |
| NP | 823 | Behavioral Issues in Pediatrics | Spring | 3 |
| NP | 845 | Advanced Assessment and Management of Common Psychiatric Symptoms | Spring | 3 |
| NP | 846 | Clinical Issues in Care of Frail Elders | Spring | 3 |
| NP | 847 | Family Theory: An Integrated Approach | Fall | 2 |
| NP | 853 | Women's Health II Theory | Fall | 3 |
| NP | 855 | Advanced Assessment and Management of Complex Psychiatric Problems | Fall | 3 |
| NP | 859 | Psychiatric Issues in Advanced Psychiatric Nursing | see registration guide | 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 and prerequisites.

Advanced Practice Clinicals are available subject to approval from your academic advisor and Academic Coordinator of Clinical Education.

Doctor of Nursing Practice

Includes RN to DNP and Executive DNP Curriculum Plans

(DNP)

Doctor of Nursing Practice | DNP Curriculum**Doctor of Nursing Practice Curriculum for Advanced Practice Registered Nurses and Nurses in advanced practice (administrators, health policy and informatics specialists) with a Master's Degree in Nursing**

| Course Number | Course Title | Credits |
|--|--|----------------|
| Professional Core | | |
| NP-745 | Leadership for Advanced Practice Nursing | 3 |
| Systems Core Courses | | |
| DNH-720 | Population Health | 3 |
| NH-730 | Outcomes Measurement | 3 |
| NH-740 | Healthcare Economics and Financing | 3 |
| HP-717 | Survey of Healthcare Informatics | 3 |
| Critical Inquiry and Evidence-Based Courses | | |
| DNS-840 | Knowledge & Inquiry Development for Nursing Practice | 3 |
| DNS-845 | Nursing Research, Analysis and Critique | 3 |
| DNP-870 | Mentored Doctoral Practicum | 3 |
| DNP-850 | Intermediate Biostatistics | 3 |
| Independent Scholarship in Practice | | |
| DNP-891 | Capstone Project: Definition and Development | 2 |
| DNP-880 | Residency | 5 |
| Subtotal Core Credits Required | | 34 |
| Minor Study Concentration | | |
| 3 courses | Administration | 9 |
| 3 courses | Advanced Clinical Practice | 9 |
| 3 courses | Education | 9 |
| 3 courses | Informatics | 9 |
| 3 courses | Global Health | 9 |
| 3 courses | HIV/AIDS | 9 |
| Subtotal Minor Study Elec. Focus Concentr. | | 9 |
| Total Credits | | 43 |

Note: Up to 18 credits may be waived through post acceptance portfolio review.

Advanced Practice (APNS) Nurses with a Master's Degree in a related field may need to take these courses in addition to those above:

| Course Number | Course Title | Credits |
|---|--|----------------|
| Clinical Core | | |
| NP 715B | Advanced Pathophysiology | 2 |
| NS 739 | Advanced Pharmacology | 3 |
| NS 760B, 761B, 762B | Advanced Assessment and Diagnostic Reasoning | 4 |
| Professional Core | | |
| NH 602 | Health Care Policy and Politics | 3 |
| Critical Inquiry and Evidence-Based Courses | | |
| HP 720 | Designing Clinical Research | 3 |
| Subtotal, APN with a Related Master's Degree | | 6-17 |
| Total, APN with Related Master's Degree | | 49-58 |

Graduate Program Curriculum Outline

**MGH INSTITUTE OF HEALTH PROFESSIONS
RN* TO DNP CURRICULUM**

| Major Required (Core) Courses (Total courses required = 17) | | |
|---|--|--------------|
| Course Number | Course Title | Credit Hours |
| | <i>Clinical Core</i> | |
| NP 715B | Advanced Pathophysiology | 2 |
| NS 739 | Advanced Pharmacology | 3 |
| NS 760B/761B/762B | Advanced Assessment and Diagnostic Reasoning | 4 |
| | <i>Professional Core</i> | |
| NH 602 | Health Care Policy and Politics | 3 |
| NP 745 | Leadership for Advanced Practice Nursing | 3 |
| NP 839 | Professional Issues | 2 |
| | <i>Systems Core Courses</i> | |
| DNH 720 | Population Health | 3 |
| NH 730 | Outcomes Measurement | 3 |
| NH 740 | Healthcare Economics and Financing | 3 |
| HP 717 | Survey of Healthcare Informatics | 3 |
| | <i>Critical Inquiry and Evidence-Based Courses</i> | |
| HP 720 | Designing Clinical Research | 3 |
| DNS 840 | Knowledge & Inquiry Development for Nursing Practice | 3 |
| DNS 845 | Nursing Research, Analysis and Critique | 3 |
| DNP 870 | Mentored Doctoral Practicum | 3 |
| DNP 850 | Intermediate Biostatistics | 3 |
| | <i>Independent Scholarship in Practice</i> | |
| DNP 891 | Capstone Project: Definition and Development | 2 |
| DNP 880 | Residency | 5 |
| | Subtotal # Core Credits Required | 51 |
| <i>Specialty Clinical Core Course Choices (Total courses required = 6 – 8 depending on specialization)</i> | | |
| <i>Acute Care</i> | | |
| NP | <i>Theory</i> NP 734 Acute Care Nursing Management I Theory (3) NP 834 Acute Care Nursing Management II Theory (3) NP 854 Acute Care Nursing Management III Theory (3) | 9 |

*RNs with a Bachelor's degree in another field will be required to take additional courses: NS 601 History of Nursing Ideas (3) and NS 664 Community Principles and Theories (5)

| | | |
|----|--|---------------|
| | <p>Clinical Practica NP 774 Acute Care Nursing Practicum I (3) NP 874 Acute Care Nursing Management Practicum II (6) NP 854 Acute Care Nursing Management Practicum III (6)</p> | 15 |
| | | Total = 24 cr |
| | <i>Adult</i> | |
| NP | <p>Theory NP 701 Nursing Management of the Adult: Primary Care I Theory (3) NP 801 Nursing Management of the Adult: Primary Care II Theory (3) NP 802 Nursing Management of the Adult: Primary Care III Theory (3)</p> | 9 |
| NP | <p>Clinical Practica NP 761 Nursing Management of the Adult: Primary Care I Clinical (3) NP 861 Nursing Management of the Adult: Primary Care II Clinical (3) NP 862 Nursing Management of the Adult: Primary Care III Clinical (6)</p> | 12 |
| | | Total = 21 cr |
| | <i>Family</i> | |
| | <p>Theory NP 730 Diagnostic Measures & Psychomotor Skills (3) NP 732 Primary Care Across the Life Span – Family Health I (4) NP 832 Primary care Across the Life Span – Family Health II (4) NP 847 Family Theory: An Integrated Approach (2) NP 872 Primary Care Across the Life Span – Family Health III (4)</p> | 17 |
| NP | <p>Clinical Practica NP 777 Family Health Practicum I (3) NP 877 Family Health Practicum II (6) NP 878 Family Health Practicum III (6)</p> | 15 |
| | | Total = 32 |
| | <i>Pediatric</i> | |
| NP | <p>Theory NP 721 Nursing Management of the Child: Primary Care I Theory (3) NP 821 Nursing Management of the Child: Primary Care II Theory (3) NP 822 Adolescent Health Theory (3) NP 823 Behavioral Issues in Pediatrics (3)</p> | 12 |

| | | |
|----|--|---------------|
| NP | <p>Clinical Practica</p> <p>NP 771 Nursing Management of the Child: Primary Care I Clinical (3)</p> <p>NP 871 Nursing Management of the Child: Primary Care II Clinical (3)</p> <p>NP 872 Adolescent Health Clinical (3)</p> <p>NP 868 Clinical Practicum: Advanced Topics in Pediatric Clinical Practice (6)</p> | 15 |
| | | Total = 27 cr |
| | Psychiatric/Mental Health (Adult) | |
| | <p><i>Theory</i></p> <p>NP 733 Psychobiology and Psychopharmacology (3)</p> <p>NP 845 Advanced Assessment & Management of Common Psychiatric Symptoms Theory (3)</p> <p>NP 855 Advanced Assessment and Management of Complex Psychiatric Problems (3)</p> | 9 |
| | <p><i>Clinical Practica</i></p> <p>NP 763 Psychiatric-Mental Health Nursing Practicum I (2)</p> <p>NP 875 Psychiatric-Mental Health Nursing Practicum II (5)</p> <p>NP 885 Psychiatric-Mental health Nursing Practicum II (5)</p> | 12 |
| | | Total = 21cr |
| | Psychiatric/Mental Health (Child/Adolescent) | |
| | <p><i>Theory</i></p> <p>NP 733 Psychobiology and Psychopharmacology (3)</p> <p>NP 845 Advanced Assessment and Management of Common Psychiatric Symptoms Theory (3)</p> <p>NP 778 Family Therapeutic Interventions (3)</p> <p>NP 740 Child/Adolescent Psychiatric Mental Health (3)</p> <p>NP 855 Advanced Assessment and Management of Complex Psychiatric Problems (3)</p> | 15 |

| | | |
|--|--------------------------|----|
| | <i>Clinical Practica</i> | 12 |
|--|--------------------------|----|

| | | |
|----|--|---------------|
| | <p>NP 763 Psychiatric/Mental Health Practicum I (2)</p> <p>NP 875 Psychiatric-Mental Health Practicum II (5)</p> <p>NP 885 Psychiatric-Mental Health Practicum III (5)</p> | |
| | | Total = 27 cr |
| | Adult/Gerontology | |
| NP | <p>Theory</p> <p>NP 701 Nursing Management of the Adult: Primary Care I Theory (3)</p> <p>NP 801 Nursing Management of the Adult: Primary Care Theory II (3)</p> <p>NP 822 Living with Death; Living with Grief (3)</p> <p>NP 746 Primary Care of the Elderly Client (3)</p> <p>NP 846 Issues in Care of Frail Elders (3)</p> | 15 |
| NP | <p>Clinical Practica</p> <p>NP 761 Nursing Management of the Adult: Primary Care I Clinical (3)</p> <p>NP 861 Nursing Management of the Adult: Primary Care II Clinical (3)</p> <p>NP 766 Gerontological Nursing Practicum I (3)</p> <p>NP 866 Gerontological Nursing Practicum II (6)</p> | 15 |
| | | Total = 30 cr |
| | Adult/Women's Health | |
| NP | <p>Theory</p> <p>NP 762 Women's Health Clinical Seminar (1)</p> <p>NP 701 Nursing Management of the Adult: Primary Care I Theory (3)</p> <p>NP 801 Nursing Management of the Adult: Primary Care II Theory (3)</p> <p>NP 752 Women's Health Theory I (3)</p> <p>NP 853 Women's Health Theory II (3)</p> | 13 |
| NP | <p>Clinical Practica</p> <p>NP 761 Nursing Management of the Adult: Primary Care I Clinical (3)</p> <p>NP 861 Nursing Management of the Adult: Primary Care II Clinical (3)</p> <p>NP 781 Women's Health Practicum I (3)</p> <p>NP 881 Women's Health Practicum II (6)</p> | 15 |
| | | Total = 28 cr |

[Return to table of contents](#)

| | | |
|-----|--|---|
| CNS | <i>Clinical Nurse Specialist</i> | |
| | Theory - (drawn from the specialty theory listed above) | 9 |

| | | |
|---|---|--------------|
| | Patient Care Theory I (3) Patient Care Theory II (3) One education course (3) | |
| | Clinical Practica CNS Clinical Practicum I (3) CNS Clinical Practicum II (3) CNS Clinical Practicum III (6) | 12 |
| | | Total = 21cr |
| | Subtotal number of core clinical credits required | 21 - 32 |
| | Advanced Practice Electives Minor study elective options in support of Advanced Practice (See attached list) | |
| | Administration | 9 |
| | Advanced Clinical | 9 |
| | Education | 9 |
| | Informatics | 9 |
| | International Health | 9 |
| | Subtotal number of Advanced Practice Electives | 9 |
| Curriculum Summary | | |
| Total number of courses required for the degree | | 26 – 28 |
| Total credit hours required for degree | | 81 – 92 |
| Prerequisites: Anatomy; Physiology; Chemistry; Nutrition; Microbiology and Statistics | | |
| Additional Requirements: Successful completion of Capstone Project and Residency | | |

Summary

| | Credits | Courses |
|-----------------------------|----------------|----------------|
| Core | 51 | 17 |
| Specialty Clinical Core | 21 – 32 | 6 – 8 |
| Advanced Practice Electives | 9 | 3 |
| Total | 81 – 92 | 26 - 28 |

MGH Institute of Health Professions
 School of Nursing
 Doctor of Nursing Practice for Nurse Executives
 2 years

| Fall Semester 1 | Spring Semester 1 |
|--|--|
| DNP 850 Intermediate Biostatistics (3) | DNP 720 Population Health (3) |
| HP 717 Survey of Healthcare Informatics (3) | DNP-861 Executive Leadership and Management (3) |
| Concentration #1 | Concentration #2 (3) |
| Total = 9 | Total = 9 |
| Fall Semester 2 | Spring Semester 2 |
| DNP 845 Nursing Research, Analysis, Critique (3) | DNP 891 Capstone Project: Definition and Development (2) |
| DNP 840 Knowledge and Inquiry Development for Nursing Practice (3) | DNP 870 Mentored Doctoral Practicum (3) |
| Total = 6 | Total = 5 |
| Summer Semester 1 | |
| NH 740 Health Care Economics and Financing (3) | |
| NH 730 Outcomes Measurement (3) | |
| Concentration #3 (3) | |
| Total = 9 | |
| Summer Semester 2 | |
| DNP 880 Residency (5) | |
| Total = 5 | |
| Total = 43 | |

Students choose a concentration (3 courses, 1 is a practicum course = 9 credits). Concentrations include: Nursing Administration, Advanced Practice, Education, Global Health, HIV/AIDS, and Informatics

School of Nursing Course Descriptions

Courses with the HP prefix are listed under “Interprofessional Course Descriptions”

Accelerated BSN Courses

NH 531 HEALTH CARE POLICY AND POLITICS

Prerequisites: Satisfactory completion of Semester 1 (summer) courses-NS 510, NS 511, NS 512, HP 509 (17 credits) & Semester II (fall) courses NS 520, NS 521 NS 522, HP 519 (17 credits) & enrolled in co-requisite courses. This course provides a forum for the discussion of policies related to health care. The focus is on the inter-relationships among the process of policy development, the role of health care professionals and organizations in this process, and the delivery of health care. Students analyze health care policy from organizational, socioeconomic, legal, ethical, political and historical perspectives. 3 credits.

NS 509 PATHOPHYSIOLOGY

Prerequisites: Previously earned baccalaureate degree; anatomy, physiology, chemistry, nutrition, microbiology, statistics. This course provides an overview of pathophysiological processes common to many diseases that afflict humans. Major pathophysiological concepts are explored using a body systems approach. Theories relating to etiology, pathogenesis and clinical manifestations are used to study common disease processes. Selected disease models and case studies will be used as examples. Concepts from anatomy and physiology courses provide the foundation for exploring human dysfunction. Students are expected to have a prerequisite knowledge of normal physiology in order to adequately understand pathophysiology. 3 credits

NS 510 NURSING PROCESS: PRACTICE AND SKILLS

Prerequisites: Previously earned baccalaureate degree; anatomy, physiology, chemistry, nutrition, microbiology, statistics. The course introduces students to the professional role in nursing. Emphasis is on scientific inquiry, critical thinking, and the clinical judgment process in a variety of acute clinical settings. Students utilize assessments of individuals across the life cycle in beginning problem identification, outcome evaluation, intervention and evaluation. Specific psychomotor skills are integrated in the clinical setting. Clinical practice is provided. 6 Credits.

NS 511 BIOBEHAVIORAL PRINCIPLES AND THEORIES

Prerequisites: Previously earned baccalaureate degree; anatomy, physiology, chemistry, nutrition, microbiology, statistics. This course explores a variety of theoretical positions that support holistic nursing practice. The interrelationship of body-mind-spirit in achievement of mental health is examined from historical, psychosociospiritual, and biobehavioral perspectives. The clinical component provides the opportunity to apply theory to practice in selected patient care settings. 5 Credits.

NS 512 HISTORY OF NURSING IDEAS

Prerequisites: Previously earned baccalaureate degree; anatomy, physiology, chemistry, nutrition, microbiology, statistics. This course focuses on the contributions of nursing history, nursing theory, and contemporary issues in the social evolution of nursing as a profession. The nature of nursing theory and the relationship between philosophy, theory, and science are explored. The evolution of nursing knowledge within the social context of history is emphasized. 3 Credits.

NS 519 PHARMACOLOGY

Prerequisites: Satisfactory completion of Semester 1 (summer) courses-NS 510, NS 511, NS 512, HP 509 & enrolled in co-requisite courses. The course is designed to provide an understanding of basic pharmacology of drugs and their clinical application. It provides a foundation for understanding the actions, effects, and provider responsibilities of drug therapy. Lectures are organized so that the sequence builds new information on information already assimilated. Handouts and reading material will be placed on a shared network folder. You are expected come prepared for the class discussions, having reviewed chapter lessons prior to attendance. Every attempt is made to follow the text, however, drug therapy changes more rapidly than textbooks can be printed. Students will be responsible for material that is discussed that does not appear in the textbook. Relevant current medical literature and consensus statements along with presenters will be placed on a network drive accessible to all students. 3 credits

NS 520 COMMON PROBLEMS OF ADULT HEALTH

Prerequisites: Satisfactory completion of Semester 1 (summer) courses-NS 510, NS 511, NS 512, HP 509 & enrolled in co-requisite courses. This course is designed to integrate theory and research while caring for acute and chronic problems in adults. Patient care models will be used to examine common nursing diagnoses associated with acute and chronic conditions. Emphasis will be on the nurse's role in restoring and maintaining health and in managing patient and family responses to illness, hospitalization and surgery. Clinical practice will be in medical and surgical settings. 6 Credits.

NS 521 COMMUNITY NURSING PRINCIPLES AND THEORIES

Prerequisites: Satisfactory completion of Semester 1 (summer) courses-NS 510, NS 511, NS 512, HP 509 (17 credits) & enrolled in fall semester co-requisite courses. This course introduces students to the care of families and aggregate populations as clients within the community. Principles and theories of family and community health are discussed in relation to the application of nursing process. Students will examine the influence of social, political, economic and physical forces on the health status and health needs of families and community-aggregate populations. Student will participate in a community health promotion activity with families and aggregates, integrating theories and principles of epidemiology, program planning and health behavior change. Clinical practice is required. 5 Credits.

NS 522 HEALTH ASSESSMENT

Prerequisites: Satisfactory completion of Semester 1 (summer) courses-NS 510, NS 511, NS 512, HP 509 & enrolled in co-requisite courses. This course will focus on fundamental health assessment skills with emphasis on the role, execution and importance of health history across the lifespan. Attention will be given to interactions with clients, application of history taking and basic physical assessment skills, as well as, communication of findings related to physical assessment. Health promotion, screening, and prevention techniques will be introduced and integrated into the examination process. 3 Credits

NS 530 MATERNAL CHILD NURSING

Prerequisites: Satisfactory completion of Semester 1 (summer) courses-NS 510, NS 511, NS 512, HP 509 (17 credits) & Semester II (fall) courses NS 520, NS 521 NS 522, HP 519 (17 credits) & enrolled in co-requisite courses. This course uses a family-centered framework to offer the knowledge and skills necessary for nursing care of childbearing women and children from infancy through adolescence in wellness and illness. Biobehavioral, developmental, and psychosocial factors influencing the health and well-being of women, children and families are examined in the context of community and acute care settings. Clinical practice with women, infants, children and families are required. 6 Credits.

NS 532 NURSING SYNTHESIS 3

Prerequisites: Satisfactory completion of Semester 1 (summer) courses-NS 510, NS 511, NS 512, HP 509 (17 credits) & Semester II (fall) courses NS 520, NS 521 NS 522, HP 519 (17 credits) & enrolled in co-requisite courses. This course provides a framework for evidence based nursing practice and health care system change as a synthesizing focus for nursing role development. Emphasis is on the basic concepts and processes of nursing research, and the application of these in the critical evaluation of research and clinical evidence for and application to clinical practice. Theories, concepts and models foundational to nursing clinical leadership and management will be explored to support innovation and improvement of nursing care. 3 Credits.

NS 540 ROLE IMMERSION/CLINICAL INTERNSHIP

Prerequisites: Satisfactory completion of Semester 1 (summer) courses-NS 510, NS 511, NS 512, HP 509 (17 credits) & Semester II (fall) courses NS 520, NS 521 NS 522, HP 519 (17 credits) & enrolled in co-requisite courses. This course provides students with an opportunity to integrate their academic and clinical experiences in a selected clinical setting. The clinical seminar with this course provides an opportunity to analyze nursing roles in relation to health care system change. Students will analyze issues related to nursing role implementation in complex health care systems, including team functioning and delegation, clinical management and leadership. The clinical component will be negotiated between the student, an appropriate clinical setting, and the faculty. On-unit time = 32 hours/week x's seven weeks or 224 hours plus 3 hours of seminar time per week. 6 Credits.

Courses with the "DNH" prefix

DNH 710 HEALTH POLICY ACTION, ANALYSIS AND ADVOCACY

Prerequisites: NH-602 or permission of instructor. This course provides a context for health care policy decision-making and advocacy. Students will develop and apply a framework for health care policy formulation, analysis and implementation. The course will require students to integrate political, ethical, legal and professional constructs and standards in support of their policy project and case analysis. 3 credits

DNH 720 POPULATION HEALTH

Prerequisite: Designing Clinical Research or equivalent. This course provides an overview of population health trends at the local, state, national and global levels. Students will critically examine the use of epidemiology and biostatistics in the prevention and intervention with clinical problems and health services research. 3 credits

Courses with the "DNP" prefix

DNP 850 INTERMEDIATE BIostatISTICS

Prerequisites: Successful completion of competency assignment that evaluates the ability of the student: (1) To evaluate health data using introductory descriptive statistical methods; and (2) Apply probability, hypothesis testing, and simple correlational statistical methods to the study of health care systems, and health science issues. This course will teach the multivariate statistical techniques used in applied and clinical nursing research. Students are expected to master concepts such as multiple regression, logistic regression, multivariate ANOVA, and factor analysis. Students will also learn and apply statistical software in the analysis of data. Both the theory and applied components of the course will rely on a review and critique of case studies of statistical methods used in applied and clinical nursing research. 3 credits

DNP 860 HEALTHCARE ADMINISTRATION AND MANAGEMENT

Prerequisites: Non-DNP, Master's Degree students are eligible with the permission of the instructor. This course provides the advanced practice nurse or DNP student with the requisite management and administrative theory for a senior level leadership and management position in healthcare. Emphasis is placed on examining the functions and relationships within a complex healthcare organization. Students will analyze the healthcare organization's governance, mission, values, planning for developing strategic initiatives, performance improvement and evaluation, workforce issues, finance, information technology, patient safety and regulatory requirements. 3 Credits.

DNP 861 LEADERSHIP FOR NURSE EXECUTIVES

Prerequisites: DNP Nurse Executives Cohort. Audit option available. This course is designed to enhance the leadership competencies, such as leading change, strategic thinking, and resilience, of executive nurse leaders through integration of theory and development of new skills that can be applied to a variety of nursing, healthcare, community and corporate settings. Emphasis will be placed on the nurse executive's leadership role development and its applied strategic utilization to provide organizational direction, strengthen the profession of nursing, and advance the competencies of future leaders. The course introduces new skills integrated through practice, reflection, and self- and group assessment. 3 credits

DNP 863 HEALTHCARE ADMINISTRATION AND MANAGEMENT STRATEGIC BUSINESS PLANNING

Prerequisites: Non-DNP, Master's Degree students are eligible with the permission of the instructor. This course is designed to integrate theory and practice of strategic business planning processes that can be applied to hospitals, physician practices, outpatient services, long-term care facilities etc. Emphasis will be placed on the nurse administrator's role of using evidence based management to establish clinical service strategies that include the organization's mission, vision, values, goals, external environment analysis, financial impact of alternatives, marketing, implementation strategies and plan performance evaluation. 3 Credits.

DNP 865 CURRENT TOPICS HEALTHCARE ADMINISTRATION AND MANAGEMENT SEMINAR

Prerequisites: Non-DNP. Master's Degree students are eligible with the permission of the Instructor. This course examines key issues impacting the effective management and administration of a complex and rapidly changing healthcare organization. Emphasis will be placed on analyzing the evolving changes and responses to external requirements for patient safety, selected legal issues, regulatory requirements, reimbursement, and the national quality initiatives. The Nurse Administrator will evaluate and define their leadership and management role for developing and implementing the changes. 3 Credits

DNP 870 MENTORED DOCTORAL PRACTICUM

Prerequisites: Statistics, Designing Clinical Research. This course provides a practicum for research-based activities in the DNP program. Research content and application to a mentored research experience are developed in a clinical, informatics or academic setting. 3 credits

DNP 880 DNP RESIDENCY

Prerequisites: All required theoretical core courses and capstone courses. This residency provides students with a clinical experience in which to integrate course content through project development and implementation in a clinical setting. The student will complete the residency and project under the guidance of the site mentor, nursing faculty capstone advisor, and appropriate content expert(s). 5 credits

DNP 881 DNP RESIDENCY CONTINUATION

Prerequisite: DNP-880. Pass/Fail grading only; audit not available. This designation is used for students who are continuing residence. Students must register for residence continuation for each term that the residence is incomplete. 1 credit

DNP 891 CAPSTONE PROJECT: PROPOSAL AND IMPLEMENTATION

Prerequisite: Required core courses. In this seminar students will be guided in the process of evidenced based project development, including formulation of goals and objectives, refinement of project design, implementation strategies, development of tools and or forms for data collection, identification of resources (personnel and fiscal), and evaluation. Through group discussion, students will participate in a process of peer consultation and critique in support of project refinement. 2 credits

Courses with the "DNS" prefix

DNS 840 KNOWLEDGE AND INQUIRY DEVELOPMENT FOR NURSING PRACTICE

Prerequisites: Statistics, Designing Clinical Research. This course examines the philosophical, scientific and practice contexts for theory and knowledge development for nursing. Key theories of relevance to nursing, and approaches to advancing knowledge and evidence-based practice are considered for implementation. 3 credits

DNS 845 NURSING RESEARCH, ANALYSIS AND CRITIQUE

Prerequisites: Statistics, Designing Clinical Research, Knowledge and Inquiry for Nursing Practice. The ability of advanced practice nurses to understand, utilize, and generate research evidence is a requisite skill for providing optimal healthcare. This course is designed to familiarize students with nursing research literature and with exemplars of qualitative and quantitative nursing research programs. Students will use their background knowledge of statistics and clinical research design to critically evaluate a variety of research studies. Class discussions will address the reciprocity between nursing research, theory, and practice. Students will critically review a body of research related to a topic of their choice. 3 credits

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-730 OUTCOMES MEASUREMENT

Prerequisite: Matriculation into advanced practice level or permission of instructor. Outcomes Measurement is a core skill used by Advanced Practice Nurses to evaluate their own practice and the practice of other nurses. This class is an introduction to the analysis of outcome measures at the Patient and Systems levels. Critique of reliability, validity, and applicability of measures will be emphasized. Analysis of cases and research focusing on outcomes. 3 credits

NH 740 HEALTH CARE ECONOMICS AND FINANCING

Prerequisites: RN Status or NCLEX eligible. An introduction to the principles of economics, financing and budgeting within the context of the healthcare environment. Essential economic and financial theory for the healthcare provider will be examined and financial methodology will be introduced. Specific weekly topics will be presented based on the following modules: principles of economic theory in healthcare, public and private financing in healthcare and budgeting principles. 3 credits

NH750 PRINCIPLES OF MIND BODY NURSING

Prerequisites: Anatomy and Physiology, Pathophysiology. Pass/Fail, Audit option available. This course provides an overview of the stress system as it relates to health and illness. New concepts including allostasis, allostatic load, and resilience, along with the physiology of relaxation response will be presented, with evidence supporting clinical applications. Holistic nursing theories will provide the framework for nursing interventions derived from these models. 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 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 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

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 715B ADVANCED PATHOPHYSIOLOGY

Prerequisite: Basic pathophysiology. This course provides an in depth scientific knowledge base relevant to selected pathophysiological states. Major concepts from basic pathophysiology are built upon with consideration of responses across the lifespan. Advanced concepts of pathophysiological functioning are correlated with clinical decisions related to selected diagnostic tests and initiation of therapeutic regimens applicable to advanced practice nurses across specialties. Specific disease processes are examined incorporating the role of developmental physiology, embryologic, genetic, and environmental factors in the epidemiology of disease. 2 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 738 ADVANCED PHARMACOLOGY FOR PEDIATRICS

Prerequisites: Pediatric specialty or permission of instructor. This course explores the unique world of Pediatric pharmaco-therapeutics and provides advanced practice nurses with knowledge needed to prescribe medications and monitor the safety and effectiveness of medications. Additionally, this course will develop clinical reasoning skills vital for appropriate therapeutic decision-making. Emphasis is given to indications, mechanisms of action, action, dosages, adverse side effects and control, cost containment, and client education. 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 745 LEADERSHIP FOR ADVANCED NURSING PRACTICE

Prerequisite: Matriculation at the graduate level. This course will focus on the role of nursing leadership in designing and implementing health systems change. . Emphasis will be placed on leadership for systems innovation. Students will draw on theories and concepts of organizations, leadership, business, finance, economics, and health policy to develop and support initiatives to improve health care at the practice and systems level. 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

Co-requisites NP 733, NP 845. This clinical course is designed to complement the knowledge base of NP 845, Advanced Assessment and Management of Common Psychiatric Symptoms. Building upon diagnostic reasoning skills and comprehensive assessment, students will develop knowledge and skills in interviewing techniques, use of the DSM-IV multiaxial classification system, assessment, planning, and implementation of intervention with clients who are experiencing disruption in mental health. Selection of placement will be determined by the student's clinical focus. Both individual and group supervision will provide a forum for exploring the student's understanding of, and developing expertise in, advanced nursing practice. 2 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 781 WOMEN'S HEALTH PRACTICUM I

Pass/Fail and Audit not available. This clinical course focuses on advanced practice in women's health nursing. Students are placed in precepted clinical settings where prenatal, post partal follow up and/or family planning and well woman gynecology care are provided. Clinical Practice emphasizes health promotion, health maintenance, anticipatory guidance, and early detection of potential problems in the well woman and/or childbearing woman. A weekly two hour seminar assists students in applying theory to clinical practice and integrating concepts based on environment, health, nursing, and persons-in-relation. 3-6 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 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 761, NP 721, and NP 771. 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 ELDERERS

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 THERAPEUTIC COMMUNICATION WITH FAMILIES: APPLIED FAMILY THEORY

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 859 PSYCHIATRIC ISSUES IN ADVANCED PRACTICE NURSING

Prerequisites: Advanced practice placement in the curriculum. This course is designed to provide an overview of the epidemiology, presentation, diagnostic criteria, and screening tests for psychiatric disorders likely to be encountered in primary and acute care settings, including anxiety disorders, mood disorders, insomnia, somatization disorder, substance use disorder, eating disorders, dementia, and psychotic disorders. Content will include general guidelines for treatment of many psychiatric disorders in medical settings, including basic pharmacological management and recommendations on when to refer patients. Selection of special topics will be determined by students' practice interests in order to develop expertise in providing holistic, integrated advanced practice nursing care.

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 869 CNS PRACTICUM I

Prerequisites: Patient Care theory 1 and 2 courses, Advanced pathophysiology and Advanced health Assessment taken prior to course or contiguous to course. This clinical practicum focuses on the application of clinical core content and varied patient care theories in the direct care of clients and families. This course also emphasizes evidence-based nursing interventions and evaluations in addressing complex health issues and phenomenon of nursing care. 3 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

Prerequisites/Co-requisites: NP 763, NP 855, NP 733. This clinical course is designed to complement the knowledge base of NP 855 Advanced Assessment and Management of Complex Psychiatric Problems. Students will utilize skills in advanced assessment and management of patients who have psychiatric and/or physical problems. Selection of placement will be determined by the student's clinical focus: age specific, problem specific, or setting specific. Both individual and group supervision will provide a forum for exploring the student's understanding of, and developing expertise in, advance nursing practice.

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 879 CNS PRACTICUM II

Prerequisites: Patient care theory 1 and 2, advanced pathophysiology and advanced health Assessment taken prior to course or contiguous to course. This clinical practicum focuses on a specialty population with emphasis on the unit in which the patient is receiving care and the culture of the nursing system. Study will include the impact of policies, practices, procedures on patient care and nursing practice. techniques for navigating the power and reporting structure in an Interprofessional system of care will be analyzed. Learners will evaluate evidence-based practices and design interventions through consultation, research based inquiry and conflict resolution strategies. 3 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/Co-requisites: NP 855, NP 875. This culminating five credit 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. Individual supervision and group seminars will provide an opportunity for specialized learning specific to particular patient problems. 4 credits

NP 887 PRIMARY CARE/MENTAL HEALTH INTEGRATED PRACTICUM

Prerequisites/Co-requisites: NP 733, NP 845, NP 701. This clinical course is designed to complement the knowledge base of NP 845, Advanced Assessment and Management of Common Psychiatric Symptoms and NP 701, Nursing Management of the Adult: Primary Care I Theory. This first clinical course begins to prepare students for advanced practice as nurse practitioners in both adult primary care and psychiatric settings. Clinical experience emphasizes the development of critical thinking and diagnostic reasoning skills in the comprehensive and differential assessment and management of common and chronic physical and/or psychiatric health problems. Students have clinical practice in a variety of settings. Both individual and group supervision will provide a forum for exploring the student's understanding of, and developing expertise in, advance nursing practice. 4 Credits

NP 889 CNS PRACTICUM III

Prerequisites: Clinical Practicum I and II. This clinical practicum focuses on direct patient care and the development and design of a systems change project. This project addresses issues such as collaboration, technology, resources, utilization and patient outcome measures. The emphasis will be on critical decision-making and analysis regarding resources (human, technical, and/or organizational) impacting outcomes on a specific patient care unit. 6 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

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

NS621 PATHOPHYSIOLOGY

Prerequisites: Anatomy, Physiology. This course focuses on common pathophysiological processes applied to common acute and chronic diseases. 3 Credits

NS622 PHARMACOLOGY

Prerequisites: None Pass/Fail and audit available. Research, theory, and practices in pharmacology as a base for the safe administration of drugs. 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 Prerequisite 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 670 STUDENTS EXPERIENCE AND ROTATION IN COMMUNITY HEALTH (SEARCH)

Prerequisite: NS-664. This community health experience provides students with the opportunity to serve on Interprofessional health care teams in underserved areas. Typically students apply to NHSC sites. Students take responsibility to the sites; and if selected, students participate in such activities health promotion and disease prevention community projects, assisting clinicians with routine screenings, and working with local health departments. The faculty NHSC ambassador or delegate provides guidance and consultation for students throughout the process. 1-5 credits

NS 739 ADVANCED PHARMACOLOGY

Prerequisite: HP 622 or RN status. Pass/Fail and audit available. Building on basic knowledge of pharmacology, commonly used drugs, drug interactions, and pharmacotherapeutics will be explored. The course is designed to meet requirements for prescription writing by advanced practice nurses. 3 credits

NS 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. 4 or 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. 4 or 5 credits

NS 762 ADVANCED ASSESSMENT AND DIAGNOSTIC REASONING – FAMILY

Prerequisite: Year 1 Generalist Courses or RN Status. The purposes of this course are to develop expertise in: 1) diagnostic reasoning skills based on evidence, 2) the performance of history-taking and physical examination in individuals across the life span, and 3) health promotion with individuals and families across the life span, inclusive of prenatal and postpartum care. Emphasis is placed on mastery of interviewing and psychomotor assessment skills, differentiating between normal and abnormal physical findings with appreciation of age-related differences, and health promotion primary care visit content for individuals across the life span. 4 or 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. 2 or 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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BA, Lehigh University
MSN, Boston College

Richard Santeusano, EdD

Clinical Associate Professor of Communication Sciences and Disorders
AB, Suffolk University
MEd, Northeastern University
EdD, University of Massachusetts

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MS, Boston College

Katherine Simmonds, MS, MPH, WHNP-BC

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MS, MGH Institute of Health Professions
MPH, Harvard University

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MSN, Yale University
DNP, MGH Institute of Health Professions

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Associate Professor of Nursing
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MSN, Boston University
MA, Hunter College
M.Phil, City University of New York
PhD, City University of New York

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MSN, MGH Institute of Health Professions

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BS, State University of New York
MS, MGH Institute of Health Professions
DPT, MGH Institute of Health Professions

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MBA, Babson College
MEd, Boston College
MSN, MGH Institute of Health Professions

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MSM, Manhattan College

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MS, Boston University

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Assistant Professor of Medical Imaging*
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MEd, Cambridge College

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MSN, Boston University
PhD, Tufts University

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MS, Northeastern University
MBA, Northeastern University

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DPT, MGH Institute of Health Professions
PhD, University of Minnesota

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MSN, Boston College
PhD, University of Virginia

Lynda Tyer-Viola, PhD, RNC

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MSN, University of Miami
PhD, Boston College

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MAT, University of Chicago
MS, MGH Institute of Health Professions

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MS, Northeastern University
DPT, MGH Institute of Health Professions

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PhD, Harvard-MIT Division of Health Sciences and
Technology

Staff – Includes all staff active as of August 1, 2010

Office of the President

Janis P. Bellack, *President and John Hilton Knowles Professor*

Elizabeth Camelo, *Executive Assistant to the President*

Maryum Floyd, *Staff Assistant*

Office of the Provost and Vice President for Academic Affairs

Alex F. Johnson, *Provost and Vice President for Academic Affairs, Professor*

Robert E. Hillman, *Associate Provost for Research, Professor*

Bette Ann Harris, *Associate Provost for Academic Affairs, Clinical Professor*

Heather Easter, *Executive Assistant to the Provost*

Jessica Bell, *Librarian*

Office of Student Affairs

Carolyn F. Locke, *Dean of Student Affairs*

James V. Vitagliano, *Assistant Dean of Students/Registrar*

Rosey Judge, *Department Manager*

Laura Stengle, *Department Coordinator*

Rika Judd, *Director of Admissions*

Brett DiMarzo, *Manager of Admissions*

Elayne Peloquin, *Director of Financial Aid*

Jolene Coakley, *Financial Aid Coordinator*

Antoine Blalark, *Assistant Registrar*

Joyce R. DeSanctis, *Student Accounts Manager*

Erin Phair, *Manager of Student and Disability Services*

Paul Murphy, *Marketing and Recruitment Manager for Graduate Admissions*

Office of Finance and Administration

Atlas Evans, *Vice President for Finance and Administration*

Diane Nolan, *Operations Manager*

Esther Tsang, *Associate Director of Accounting and Budgets*

Sach Nguyen, *Senior Financial Analyst*

Patricia Edwards, *Director of Human Resources, Institute Compliance Officer*

Rebecca L. Cadima, *Human Resources Manager*

Patricia Barry, *Assistant to the Vice President for Finance and Administration*

Office of Information Technology

Denis Stratford, *Chief Information Officer*

Valerie Grande, *Learning Resources Coordinator*

Matt McLaughlin, *Wireless Network Support Specialist*

Jorge Sanchez de Lozada, *Technology Architect*

John McDonough, *Staff Assistant*

Office of Institutional Advancement

Christopher Hartley, *Executive Director of Institutional Advancement and Chief Development Officer*

Jean-Marie Bonofilio, *Development Coordinator*

John Shaw, *Marketing & Communications Manager*

Neeta Beepath, *Annual Fund Manager*

Susan Reynolds, *Web Editor*

School of Nursing

Laurie Lauzon Clabo, *Dean, Professor*

Linda Andrist, *Assistant Director, Doctor of Nursing Practice Program, Professor*

Alex Paul-Simon, *Assistant Director, Accelerated BSN Program, Associate Professor*

Patricia Lussier-Duynstee, *Assistant Director, Direct Entry Nursing Program, Assistant Professor*

Joan Blue, *Program Manager*

Susan Rich, *Coordinator for Development and Outreach Activities*

Lori Walker, *Associate Program Manager*

Mary Jane Scott, *Associate Program Manager*

Joanna Duggan, *Associate Program Manager*

School of Health and Rehabilitation Sciences

Leslie Portney, *Interim Dean*

Communication Sciences and Disorders Department

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Margery L. Nicholas, *Associate Program Chair, Associate Professor*

Katherine Mulcahy, *Program Manager*

Emily Annarelli, *Staff Assistant*

Program in Medical Imaging

Richard Terrass, *Program Director*

Elizabeth Pipes, *Program Manager*

Physical Therapy Department

Leslie G. Portney, *Program Chair, Professor*

Pamela Levangie, *Associate Program Chair, Professor*

Anthony Micelli, *Program Manager*

MaryEllen Ferolito, *Associate Program Manager*

Aimee Wagner, *Senior Program Coordinator*

ENROLLMENT INFORMATION

ADMISSIONS

For detailed admissions information, visit our admissions page on the web at:

[Admissions and financial aid](#)

FINANCIAL AID

For detailed Financial Aid information, visit our Financial Aid pages on the web at:

[Admissions and financial aid](#)

TUITION AND FEES, PAYMENTS, VOUCHER REDEMPTION, REFUNDS

For detailed tuition and fee information, payment information, voucher redemption information and refund policy information for the current academic year, visit our Tuition and Fee pages on the web at:

[Tuition and Fees](#)

ACADEMIC POLICIES

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

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.

Absence of student due to religious beliefs

According to the General Laws of Massachusetts, Part I, Title XXI, Section 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.

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 permission of the instructor/coordinator. 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 follow regular drop/add or withdrawal procedures.

Computer Requirement Policy

Please refer to this link for the Institute's [Laptop Requirement Policy](#).

Computer Use Policy

The Institute offers computing, 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, 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. Beginning March 2010, all laptop computers and mobile devices connecting to the Partners network must be encrypted or pass code protected.

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.

In addition, the following policies apply to Institute computers available in classrooms, labs, and study areas:

- Use of Institute 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 USB drives or other similar media or the H (Home) drive and not to the hard drive. It is the user's responsibility to provide his/her own media. 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 Institute computers without written permission of the Office of Information Technology.
- Only software that is properly licensed will be installed on Institute 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.
- External storage media 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.

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.

Course Replacement 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.

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.

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.

Cross-Registration Policy

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 online in the [Registrar's section](#). 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.

Definition of Full-Time Study

In determining full-time status, **audits may not be included**. The minimum credit requirement to define full-time student status for financial aid eligibility or visa requirements does not preclude academic programs from defining a set number of credit hours per semester to progress through the curriculum within the specified time period for completing the degree. Students wishing to take more than 18.5 credits per semester need the permission of their advisor and their program director.

Graduate Programs

Fall and Spring Semesters

In the fall and spring semesters, full-time status at the graduate level is defined as enrollment in 9 or more credits. Half-time status is defined as enrollment in at least 4.5 and less than 9 credits.

Summer Semester

In the summer semester, full-time status at the graduate level is defined as enrollment in 6 or more credits. Half-time status is defined as enrollment in at least 3 and less than 6 credits.

Undergraduate Programs – includes Accelerated BSN and Science Prerequisites for the Health Care Professions

For all semesters, full-time status is defined as enrollment in 12 or more credits. Half-time status is defined as enrollment in at least 6 and less than 12 credits.

International Students

International students who carry F-1 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.

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](#). Matriculated students can process drops and adds using IONLINE with advisor and instructor approval. Non-Degree students must use the drop/add form when making schedule changes. 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.

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 April for the Summer, Fall and Spring 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 annually. 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.

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 (per credit) |
|-------|--|-----------------------------|
| 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 | Withdrawal | Not 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)

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.

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. Only the second time is calculated in the GPA. The original grade remains on the permanent academic record.

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 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 business 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 Provost based on availability. This administrative faculty representative shall attempt to reconcile the matter. This meeting will be scheduled within 10 business days of receipt of the written notification.
- Final disposition of grading will rest with the faculty of record. The student will be notified of the final disposition within 10 business days of the conclusion of this meeting.

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. Graduation fees are charged at the point of initial matriculation and are included with the "matriculation fee". 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; or academic dishonesty during the degree process. The student's records will be changed to reflect an Academic Dismissal from her or his program instead of graduation.

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.

Leave of Absence Policy

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.

Non-Degree Credit Policy

Physical therapists, speech-language pathologists, nurses, and other health care professionals holding a bachelor's degree may enroll as non-degree students in selected courses on a space-available basis. Institute payment plans are not available to non-degree students.

The number of non-degree course credits that may be applied toward a degree (MS, DPT, and DNP) or certificate (CAS) is set by each program (see below). No credit will be granted for courses in which a grade of less than B was awarded.

Program-specific credit maximums are:

Communication Sciences and Disorders:

MS - 12 credits

CAS - 6 credits

Medical Imaging

Post-Baccalaureate Certificate - 6 credits

Nursing:

BSN - None. BSN courses are not offered to non-degree students.

MS and CAS - 6 credits

DNP - 9 credits

Physical Therapy:

Entry-Level DPT - None. DPT courses are not offered to non-degree students

tDPT - None. However, non-degree students may take courses in the critical inquiry sequence of the tDPT and then apply them within a portfolio. (This is not the same as applying those courses to the degree.)

Advanced MS - 6 credits

CAS - 6 credits

Teaching and Learning Certificate for Health Care Educators:

CAS - 6 credits

Program Change Policy

Changing Programs from CAS to MS

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.

Re-Instatement Policy

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

Registration for Thesis Policy

Students in the Post-Professional Program in Physical Therapy who will be completing a thesis are required to register for 4-6 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. MS 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.

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.

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 (see program maximums below). (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.

School of Nursing – Maximum of 9 credits. Must be graduate level for all programs except the BSN.

School of Health and Rehabilitation Sciences

Department of Communication Sciences and Disorders –

MS - Maximum of 12 graduate level credits.

CAS – Maximum of 6 graduate level credits.

Department of Physical Therapy – Maximum of 6 graduate level credits.

Program in Medical Imaging – Transfer credit not allowed.

Withdrawal or Dismissal Policy

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

- Obtain a [Withdrawal/Leave of Absence 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 Student Accounts 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.

General Polices and Procedures

Faculty and Student Travel Policy

This policy establishes approval policy for faculty and student travel 25 miles beyond their home or Institute area that is within the scope of the faculty and students duties but not part of a course requirement or clinical affiliation.

Application: All faculty and students

Compliance Responsibility: Program directors

Policy and Procedure:

When a faculty member and/or student travels 25 miles beyond their home or Institute area for activities related to the faculty member and/or student(s) scope of responsibility (e.g. a research project), but not part of a course requirement or clinical affiliation, the faculty member submits the Faculty and Student Travel Form to her/his Program Director for approval in advance of the travel.

It is filed in the faculty member(s) program file and a copy is submitted to the Office of Student Affairs to the attention of the Registrar for filing in the student(s) file.

Sexual Harassment and Sexual Assault Policy

Sexual Harassment

It is the policy of the Institute to ensure that all employees and students work and learn in a positive and productive educational environment that is free from sexual harassment or activities that can be viewed as such. It is expected that all employees and students will act responsibly to establish an environment free of sexual harassment.

Definition of Sexual Harassment in Massachusetts: Sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when (a) submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly as a term or condition of employment or as a basis for employment decisions, such as promotions, scheduling vacations, etc.; or (b) such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating, or sexually offensive work environment.

Sexual harassment may occur regardless of the intention of the person engaging in the conduct. While it is not possible to list all those circumstances that constitute sexual harassment, the following are some examples of conduct, which, if unwelcome, may constitute sexual harassment, depending upon the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- sexual advances whether or not they involve physical touching;
- requests for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increase, promotions, increased benefits, or continued employment;
- sexual jokes;
- use of sexual epithets, written or oral references to sexual conduct, gossip regarding one's sex life, comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- displaying sexually suggestive objects, pictures, cartoons;
- leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- inquiries into one's sexual experiences;
- discussion of one's sexual activities; and
- assault or coerced sexual acts.

[Return to table of contents](#)

Either sex may be the harasser. Any student who feels he or she has been sexually harassed has several ways to make his or her concerns known:

- If the student can comfortably do so, he or she should inform the person engaging in the harassment that the conduct is offensive and must stop.
- If the student doesn't wish to communicate directly with the person or if such communication hasn't brought results, the student has the right to file a complaint with the Office of Student Affairs (OSA). This may be done in writing or verbally by contacting the Dean of Student Affairs.

Sexual Harassment Investigation and Corrective Action

When a complaint is received, the Office of Student Affairs will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. Our investigation will include a private interview with the person filing the complaint as well as the person alleged to have committed sexual harassment. When we have completed the investigation, we will inform the interested parties of the results of that investigation, but it shall not be otherwise disclosed unless required by law.

Disciplinary Procedure for Sexual Assault

To report an incident of sexual assault, contact the OSA to discuss options and procedures.

If a formal complaint is filed with OSA, the Dean of Student Affairs will:

- Notify the accused.
- Conduct an investigation.
- Make a finding on the complaint and determine the appropriate sanction.

If appropriate, both the accused and the accuser are entitled to:

- Appear in person.
- Have others present during the disciplinary proceeding.
- Identify witnesses and character references to be interviewed in their defense or as part of the fact-finding process.
- Be informed of the outcome (the final determination and sanction imposed) of a disciplinary proceeding. This does not constitute a violation of the Family Educational Rights and Privacy Act. Both the accuser and the accused shall be instructed that the outcome is confidential.

The entire process will be conducted in a reasonable amount of time, usually not to exceed 15 business days. The finding and outcome will be communicated in writing to both the accused and the accuser.

Smoking Policy

The MGH Institute of Health Professions, as an academic affiliate of Massachusetts General Hospital, accepts and endorses the conclusion reached by the Surgeon General of the United States and the Massachusetts Commissioner of Public Health regarding the hazards of smoking, and recognizes the limitations on smoking established by Massachusetts law. It also recognizes that as an institution of higher education dedicated to health care, it has an especially visible role in seeking to minimize those hazards.

The Institute campus is smoke free. Smoking is prohibited in the interior as well within 15 feet around the perimeter of buildings. Individuals who wish to smoke must do so at least 15 feet from buildings, doorways, and sidewalks.

If an individual has a complaint with respect to the smoking policy it should be sent in writing to:

MGH Institute of Health Professions
[Manager of Operations](#)
Charlestown Navy Yard
36 1st Avenue
Boston, MA 02129

Substance Abuse Policy

The MGH Institute of Health Professions is a drug-free workplace. As such, the Institute is committed to maintaining a safe, healthful, and efficient educational environment in which students can learn through a variety of experiences. It is the policy of the Institute to maintain an environment that is free of impairment related to substance abuse by any of its students.

Each student must notify the Institute of any state or federal drug-related charge for a violation occurring in the workplace or school, whether or not resulting in a conviction, no later than five business days after such charge. The Institute must notify the appropriate government agencies of any employee or student conviction.

The Institute expects students to be in a condition free of the influence of alcohol and drugs, and to remain so while they are at the Institute and carrying out educational responsibilities. Employees and students shall refrain from drug and alcohol abuse use as well as possession, sale, or unlawful distribution on Institute or MGH property. Violation of this policy may result in corrective action up to and including dismissal or discharge.

The MGH Employee Assistance Program (EAP) provides complete confidential help to students who suffer from alcohol or drug abuse and other personal or emotional problems. However, it is the responsibility of each student to seek assistance from EAP before alcohol and drug problems lead to corrective action, which can include dismissal for a first offense.

Unauthorized Use of Institute Name Policy

The Institute name may not to be used for any event or by any organization without the permission of the Director of External Relations. Anyone using the name of the Institute for any commercial or personal endeavor without prior approval is liable to disciplinary action.

Conditions of Enrollment

Student Rights & Responsibilities

Each student is expected to become thoroughly familiar with both program and Institute regulations and with the requirements for degrees. Students' current address/phone number must be on file with the Registrar at all times. Students should promptly notify the Registrar's Office of a change of address.

Academic Integrity

The Institute expects all faculty and students to adhere strictly to standards of academic integrity. These are expressed through practices of intellectual honesty. In order to promote the integrity of the professions, the Institute embraces three broad principles:

Each faculty member and student should benefit from being able to rely upon the honesty of another.

Each faculty member and student is held personally accountable for being intellectually honest.

Each faculty member and student is held accountable for reporting observed violations of intellectual honesty. Any forms of cheating, plagiarism, distortion of materials related to a person's performance or collusion in another's dishonesty constitutes a fundamental violation of intellectual honesty and is unacceptable.

The Institute defines violations of academic integrity as the following:

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

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

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

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

Academic integrity is a very important matter. Students with any questions about what is acceptable or not acceptable conduct should discuss the matter immediately with the appropriate faculty member, faculty advisor, or the Provost and Vice President of Academic Affairs.

As a condition of enrollment, students must document that they have reviewed and understand the Institute's Academic Integrity Policy via their IONLINE account by the first day of classes.

Guidelines for Conduct

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

Interference with freedom of speech or movement, or intentional disruption of teaching, research, administration, or any other functions at the Institute.

All forms of dishonesty, including cheating, plagiarism unauthorized copying of software, giving false information to the Institute, forgery, and any alteration or misuse of Institute documents or instruments of identification.

Any behavior incompatible with the guidelines for professional and ethical conduct as established by each discipline.

Any action that endangers the health or safety of self or others.

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

Hazing

The MGH Institute of Health Professions does not tolerate any form of hazing. In compliance with the Commonwealth of Massachusetts' anti-hazing statute, the Institute provides each student with a copy of the state law. This law defines hazing as "any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, (forced) consumption of any food, liquor, beverage, drug or other substance, or any brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation." Disciplinary action will be taken in cases of alleged hazing.

Resolution of Conflicts

Mediation

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

The following individuals may participate in mediation:

The student(s) and faculty member(s) or administrator(s) directly involved in the dispute.

Two mediators - a faculty member and student whose selection is facilitated by a Program Director. The mediators must be acceptable to all parties of the conflict.

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

The mediation process is as follows:

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

The Program Director facilitates the appointment of two mediators, mutually acceptable to both sides of the dispute.

Two mediators must be selected within five business days from receipt of the student's letter to the Program Director and faculty member.

If the Program Director is directly involved in the disciplinary problems, he/she may be replaced by another Program Director for the purpose of facilitating the selection of mediators.

The mediators are responsible for having the first meeting within 5 business days of their appointment.

Academic and Disciplinary Actions

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

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

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

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

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

Suspension: Suspension is a disciplinary action in which the student is temporarily and immediately removed from the academic or clinical setting. Written notification of the plan for corrective action(s) that are required of the student prior to his or her return to responsibilities or initiation of the dismissal procedure must occur within 5 business days of the suspension. This written notification will also include the reasons for and the duration of the suspension or dismissal. A copy of the written notification will be retained in the student's official Institute file. Notification of the suspension with a copy of the plan for corrective action will be sent to the Program Director and the student's advisor.

Dismissal: Dismissal is expulsion from the Institute when, in the judgment of the Program Committee, a student's conduct, academic or clinical performance, or academic integrity is unacceptable. To initiate a dismissal, the Institute faculty member to the student's Program Committee must submit a copy of the documentation of the problems and procedures involved to date. Each program will identify a committee for making recommendations for dismissal and the student appeal process at the program level. This process must preserve the student's right to receive adequate notice of the problematic conduct, to submit documents for review, and to appear before the programs' designated committee. Based on the findings of this process, the program is responsible for the decision. The student will be informed in writing of the decision. A copy of the written decision will be placed in the student's official Institute file. Once the dismissal procedure has been initiated, the process should be completed within ten business days. The only method to reverse a dismissal decision is through the grievance procedure.

Students who are subject to any of the above actions will be notified in writing. The student grievance procedure is available to students who wish to appeal such actions.

Student Grievance Procedure

The student grievance procedure provides a student who is involved in a dispute with Institute faculty the opportunity to appeal a warning, suspension or dismissal. (The Student Grievance Procedure does not address disputes regarding final course grades, which are addressed in the section entitled "Process for Challenging a Final Course Grade.") A five-member Hearing Panel, which will be selected from a Hearing Committee, will be convened in each case to hear a student's grievance. The Hearing Committee is composed of eight Institute faculty members, elected bi-annually by the Institute, and eight students, selected through a discretionary process determined by the Institute, all who serve as a panel pool. The Committee will meet to select a faculty chairperson and delineate a process by which panel members will be chosen for each grievance. Each Hearing Panel will consist of three faculty members and two students chosen at random from the Committee membership. Any member of the Committee who is involved in the specific corrective action and mediation will be excluded from the Panel while it hears the case in question. The individual bringing the grievance will have the opportunity to exclude members from the Panel if he or she can demonstrate a conflict of interest. If a grievance is in progress when the Panel members' one-year terms are completed, the members shall serve until a decision is made.

Time Requirements

A student wishing to initiate the grievance procedure must submit a request in writing, as further described below, to the chairperson of the Hearing Committee within ten business days after unsuccessful mediation or notice of dismissal. The Hearing Panel must hear the case within ten business days after receiving the request. Extenuating circumstances such as term/summer breaks or temporary unavailability of faculty and/or student may necessitate a longer interval between request and hearing. In such cases, the Committee Chairperson will use reasonable efforts to inform the petitioning student of the delay and anticipated timeline.

Process

To initiate a student grievance procedure, the student's request in writing, as mentioned above, shall be made to the chairperson of the Hearing Committee, with a copy to the student's Program Director and the faculty member/administrator involved. The request must include information to support the claim of a violation, misinterpretation, or inequitable application of existing rules, procedures, and regulations. In addition, the letter should outline the actions taken to date. The chairperson of the Hearing Committee will convene a Hearing Panel, according to the committee's established procedure, to review and investigate the student's case. Both student and faculty or administrator involved has the right to seek and submit supporting documentation. All evidence must be submitted to the Panel chairperson three business days prior to the hearing for review by all Panel members. A transcriber must be present at the hearing to record verbatim the entire proceeding. Neither party involved in the grievance may have an attorney present at the hearing. After hearing all evidence, the Hearing Panel reaches a decision based on a simple majority rule. The chairperson of the Hearing Panel informs the student of the Panel's decision, in writing, no later than five business days following the hearing. Copies of this letter are sent, at the same time, to the faculty or administrator involved the student's Program Director, and the Institute's President.

The decision of the Hearing Panel is final. No Institute Committee, Program Committee, faculty member or administrator has the right to overrule the decision of the Hearing Panel. [Return to table of contents](#)

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.

Health Insurance Requirement

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.

Malpractice Insurance

Students who are officially enrolled participate in the MGH malpractice insurance plan, which covers them for their clinical experiences.

Injuries or Illness During Educational Activities

In the event of any injury or illness that occurs to a student during any educational activities, the Institute will assist the student in finding appropriate medical care, however, the student will be responsible for any medical expenses through his or her health insurance policy or otherwise. The MGH Institute of Health Professions assumes no responsibility for the costs of health care associated with activities that are part of its educational programs. [Return to table of contents](#)

HIPAA Compliance Requirement

The Health Insurance Portability and Accountability Act (HIPAA) is legislation that mandates the standards and requirements for the electronic transmission of certain health information. This act seeks to insure all patients, clients and research subjects' health information is protected. Students must document that they have reviewed and understand this training by using the web link made available on their IONLINE account that documents review of the HIPAA information. HIPAA documentation, along with OSHA and Academic Integrity, are all conditions of enrollment that must be completed by the first day of class.

Immunization Requirement

According to Massachusetts State law, no student, as specified in 105 CMR 220.400(C) and 220.600(B), shall attend a postsecondary institution without a certification of immunization, as specified in 105 CMR 220.600(C). For

purposes of 105 CMR 220.600, "postsecondary institution" shall mean a college, university, institute or school accredited as a postsecondary institution by the New England Association of Schools and Colleges.

All matriculated students must have the [Immunization History Form](#) completed by their primary care provider or their designee prior to matriculation at the Institute. Once a student is matriculated, it is their responsibility to maintain an updated history up until their graduation or separation from the Institute. This includes up to date TB skin tests, renewed TD boosters, and completed Hep B vaccination series. The immunization history must include the following:

- At least one dose of mumps and rubella vaccine(s) given at or after 12 months of age or laboratory proof of immunity (titre).
- Two doses of live measles vaccine given at least one month apart beginning at or after 12 months of age or laboratory proof of immunity (titre).
- 2 doses of Varicella (chicken pox) vaccine or laboratory proof of immunity (titre) or primary care provider verification of history of disease. If you have had chicken pox but your primary care provider cannot officially verify history, you will need laboratory proof of immunity (titre).
- A booster dose of Td within the last ten years.
- 3 doses of hepatitis B vaccine or laboratory proof of immunity (titre). 2nd dose should be 1-2 months after 1st dose, 3rd dose should be 4-6 months after 1st dose. Students will be allowed to begin a program if the shot series has just begun. It is the responsibility of the student to report all subsequent vaccinations until the series is complete.
- TB skin test (PPD/Mantoux) no more than 3 months old prior to matriculation: **(Note: TB skin test may never be more than one year old during matriculation.)** 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.

Although Massachusetts State law allows for a student to provide written documentation that he or she meets the standards for medical or religious exemption set forth in M.G.L. c. 76, ss 15C, the Institute will not allow a student to enter a clinical setting without a documented immunization history. The Institute is committed to the protection of our students and the patients they serve while in clinical settings.

Please note: Your primary care physician or their designee must sign the immunization history form before it is returned. An advanced nurse practitioner would be considered a designee.

If you have any questions regarding the Immunization History process, please contact the Assistant Registrar at (617) 726-1847 or by email at registrar@mghihp.edu.

OSHA Compliance Requirement

Occupational Safety and Health Administration (OSHA) training is essential in health care and educational environments. This training instructs students about general infection control principles and their management. Students must document that they have reviewed and understand this training by using the web link made available on their IONLINE account that documents review of the OSHA information. OSHA documentation, along with HIPAA and Academic Integrity, are all conditions of enrollment and must be completed by the first day of class.

Student Life

Student Life at the Institute is supported by a caring staff and governed by a set of policies to assure a fair and safe community. Additionally many services are provided to enhance the student experience. This section of the catalog includes relevant information about the Institute's community policies and services.

If you have any questions regarding this information, please contact Erin Phair, Manager of Student and Disability Services at (617) 724-3103 or via email at studentlife@mghihp.edu.

- [Academic Support Services](#)
- [Commencement Information](#)
- [Disability Services](#)
- [Graduate and Research Assistantships](#)
- [Health/Wellness and Volunteer Opportunities](#)
- [Institute Operations](#)
- [Learning Resources](#)
- [Library Services](#)
- [Map of Massachusetts General Hospital](#)
- [MBTA Semester Pass Program](#)
- [Online Stores](#)
- [Online Student Resources](#)
- [Student and Campus Resources](#)

Academic Support Services

Writing Consultant

Assistance for Onsite Students

Students can make an appointment with the writing tutor for a wide range of writing assistance. Typically, students bring their papers or writing assignments to discuss research, paper planning, organization, grammar, punctuation, style, and citation. A tutoring session can also include general writing and language improvement exercises, or even help with a cover letter or resume. Each session is catered to the students' needs. In addition to bringing their work with a clear description of the assignment, students should come prepared to talk about their writing strengths and weaknesses and be ready to work to improve their writing, not just expect the tutor to edit. Students interested purely in editing must bring papers that are already in their final draft stage.

Contact writingtutor@mghihp.edu or stop by OSA with any questions, or to make an onsite tutoring appointment.

Online Help for Distance Learning Students

Online tutoring is geared more toward editorial advice on final drafts of papers as opposed to in-depth content development. If students think that there needs to be a long conversation about their work, it is best to make an in-person appointment. For papers with more straight-forward issues, students should email the paper as an attachment to the tutor, as well as provide the following information: a description of the assignment, problems the

student has been having, and a date by which the paper must be returned. The tutor will use Track Changes to edit and make comments, to which the student can respond.

Contact writingtutor@mghihp.edu for online help.

Additional Academic Support Services

Student Services (SS) offers free additional academic support via review sessions for certain classes and peer tutoring. Students will be informed by the Instructor and/or the review session's leader, usually a Graduate Assistant, of the schedule for semester sessions. Instructors will identify students who may benefit from peer tutoring and SS will try to match them with a classmate who has been recommended by the Instructor to provide this support. Please contact studentlife@mghihp.edu with any questions.

Commencement Information

Official Graduation Dates for 2011

The Commencement Ceremony for all 3 graduating classes in 2011 will be held on Friday, May 13, 2011.

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 2011 should complete the application for graduation by the beginning of December 2010. Graduation fees are charged at the point of initial matriculation and are included with the "matriculation fee". 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.

Commencement Ceremony Information

The Institute holds one Commencement Ceremony each year in the month of May to honor all January, May and September graduates for that year.

The Commencement Ceremony for 2011 will be held on Saturday, May 13, 2011.

Details about Commencement activities for 2011 will be posted as soon as they have been officially approved.

Disability Services

Student Services Mission

Student Services, within the Office of Student Affairs, supports the Institute's mission and value of diversity by facilitating and supporting equal access to its programs and services for students who experience a disability.

Application Procedures for Services

Eligibility

To be eligible for disability-related services, individuals must have a documented disability as defined by section 504 of the Rehabilitation Act and/or the Americans With Disabilities Act (ADA), of 1990. Eligible disabilities include physical

and mental impairments which may include but are not limited to vision, hearing, mobility, learning, systemic, psychiatric, and brain injury that substantially limit one or more major life activity. Student Services will request documentation from an appropriate professional to certify individuals as having a disability. The cost of obtaining documentation will be borne by the student. If the initial documentation is incomplete or inadequate to determine the extent of the disability and appropriate accommodations, Student Services has the discretion to require supplemental assessment of a disability. The cost of the supplemental assessment shall also be borne by the student.

Pending receipt of the eligibility documentation, Student Services and/or the Institute reserves the right to deny services and accommodations.

[Return to table of contents](#)

Determination and Provision of Accommodations

As per section 504 of the Rehabilitation Act and the ADA academic adjustments, auxiliary aids and program modifications will be provided to qualified students with a disability to enable that student to have an equal opportunity to participate in any program, course, activity, or service offered by the Institute. An equal opportunity means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to similarly-situated individuals without a disability.

The Institute is obligated to provide academic adjustments, auxiliary aids and/or program modifications (accommodations) only to the known limitations of an otherwise qualified individual (student) with a disability. It is the responsibility of the student with a disability to inform the Institute that an accommodation is needed. When a qualified student with a disability requests accommodations, the Institute will make a reasonable effort to provide an accommodation, adjustment, and/or auxiliary aids that is effective for the student. Students will be provided with a written response regarding eligibility for services and recommended accommodations (if any) once appropriate documentation has been reviewed.

Admissions decisions, evaluation of performance, course examinations and other measures of achievement, will be conducted with appropriate accommodations or modifications to ensure that the decision and evaluation reflects the students merit and achievement rather than reflecting the impact of a disability.

Requesting Services

Making Requests in a Timely Manner:

Advanced planning is needed to ensure the timely provision of appropriate accommodations. A qualified student with a disability may not be excluded from a program due to lack of appropriate services. However, all services may not be on hand at all times. Therefore, it is important to allow sufficient time for a program and/or the institution to put accommodations and appropriate auxiliary aid(s) into place. Therefore, students must turn in their requests for accommodations within an appropriate time frame, usually 6 weeks prior to the beginning of the next term for which the accommodations are being requested. If a request is submitted after the relevant deadline, the Student Services will make every reasonable effort to accommodate the request but cannot guarantee that an untimely request can be met. Untimely requests may result in delay, substitutions, or denial of accommodation.

How to Request Services:

Students requesting accommodations are required to submit a *Disability Services Request Form*, indicating the specific accommodations being requested along with documentation which shows the current disability and its impact on academic functioning. Documentation must be current (within the last five years). Forms and documentation should be submitted to Student Services, in the Office of Student Affairs (Building 39). Forms are available on the Institute's website, as well as in the Office of Student Affairs. Once a request is approved, students are responsible for submitting an Accommodations Request form per class each semester by the end of the add/drop period, indicating which accommodations they will need. The Manager of Student and Disability Services will send a letter to the faculty member teaching the class, as well as to the student, indicating the accommodations the student will be using for the semester.

Please see Disability Services on the Institute website for additional information and request forms.

Disability Documentation Requirements

In order to provide reasonable and appropriate academic accommodations to those students at the Institute who have disabilities, Student Services requires documentation which shows the current disability and its impact on academic functioning. Therefore, the documentation the student provides to Student Services must include the following information:

- Documentation must be current. The determination of what is current documentation depends on the nature of the disability. However, in most cases documentation should be within the last five years. Student Services reserves the right to make appropriate modifications to this time frame.
- The name, title, and professional credentials of the evaluator including information about license or certification, as well as, area of specialization, employment, and state in which the individual practices. Professionals conducting the evaluation/assessment must be qualified to do so, and it is essential that they have experience working with adult populations.
- Reports must be on letterhead, typed, dated, and have the original signature of the evaluator. Reports must be written in English or translated into English by a qualified translator.
- Reports need to include the names of any standardized tests administered, the scores derived from these tests and a discussion of the data that clearly indicates the presence of a disability. Student Services reserves the right to determine which tests are acceptable for diagnosing the disability. Standardized tests must be based on adult norms.
- The report must clearly state the specific diagnosis of the disability. Terms such as “suggest” or “is indicative of” are not acceptable.
- The evaluator must describe the impact of the diagnosed disability on a specific major life function/activity (especially as it relates to academic performance).
- The diagnostic report should include specific recommendations for reasonable academic accommodations and a detailed explanation of the rationale for each recommended accommodation as related to the specific functional limitations.
- If medications are taken, these should be listed as well as their potential side effects.
- If symptoms involve cognitive recall (memory), appropriate testing needs to be conducted. Testing for specific learning disabilities may be appropriate.
- A doctor’s prescription pad note is not sufficient documentation in and of itself but can be included as part of a more comprehensive evaluative report.

It must be understood that evaluation reports themselves do not automatically qualify a student for disability services with Student Services. All of the items listed above must clearly show the presence of a disabling condition and clearly justify the need for reasonable accommodations. Student Services will make the final decision as to whether reasonable and appropriate accommodations are needed and can be provided to the student.

Additional Documentation Requirements

Deaf and Hard-of-Hearing

Report from an audiologist or otolaryngologist that includes the following:

- Results of an audiogram showing the degree of hearing loss
- The type of hearing loss (conductive or sensorineural)
- Whether the hearing loss is temporary or permanent, and if it is stable or progressive
- Whether the condition is mitigated by hearing aids or medication
- A description of the functional limitation(s) caused by the disability
- Recommendations for reasonable academic accommodations

Physical Disability and/or Health-Related Impairment

Letter or report from a physician in an appropriate medical specialization that includes the following:

- The specific medical condition which causes the disability
- How long this condition has lasted and how long the physician has treated the student for the condition
- Whether the condition is temporary or permanent, and if it is stable or progressive
- Information about current prescribed medications used to treat the disability and possible side effects
- A description of the functional limitation(s) caused by the disability, including effects, symptoms and restrictions as a result of the disability
- Recommendations for reasonable academic accommodations

Speech Impairment

Report or letter from a speech pathologist or physician that includes the following:

- The specific disabling condition
- Whether the condition is temporary or permanent, and if it is stable or progressive
- A description of the functional limitation(s) caused by the disability
- Recommendations for reasonable academic accommodations

Visual Impairment

Report or letter from an ophthalmologist or optometrist that includes the following:

- The specific medical condition which causes the visual impairment and how long the student has experienced the condition
- The degree of visual acuity, including with corrective lenses
- The extent of the visual fields
- Whether the condition is temporary or permanent, and if it is stable or progressive
- Whether the condition is mitigated by corrective lenses or medication
- A description of the functional limitation(s) caused by the disability
- Recommendations for reasonable academic accommodations including any visual aids

[Return to table of contents](#)

ADHD/ADD

Report from a psychologist or psychiatrist that includes the following:

- Clear statement of ADHD with the DSM-IV diagnosis
- A description of the symptoms which meet the criteria for the diagnosis
- A summary of the assessment procedures and evaluation instruments which were used to make the diagnosis
- Information about current prescribed medications used to treat the disability and possible side effects
- A description of the functional limitation(s) caused by the disability supported by the assessment information provided
- Recommendations for reasonable academic accommodations

Specific Learning Disabilities

A comprehensive psycho-educational assessment from a psychologist or learning disabilities specialist that includes the following: NOTE: All of these tests must be based on adult norms.

- Clear statement of the specific learning disability with the DSM-IV diagnosis
- A test used to measure intellectual ability, including scores and subtest scores
- A test used to measure academic achievement, including scores and subtest scores
- A test used to measure processing ability, including scores and subset scores
- Profile of academic strengths and weaknesses and how these relate to academic limitations
- Clinical summary
- Recommendations for reasonable academic accommodations

Acceptable IQ tests:

- Kaufman Adolescent and Adult Intelligence Test
- Stanford Binet 4th Edition
- Wechsler Adult Intelligence Scale – III (WAIS-III)
- Woodcock-Johnson III General Intellectual Ability (GIA)

Not acceptable:

- Kaufman Brief Intelligence Test (KBIT)
- Slosson Intelligence Test
- Wechsler Abbreviated Scale of Intelligence (WASI)
- Wechsler Intelligence Scale for Children – III (WISC-III)
- A test used to measure academic achievement, including scores and subtest scores

Acceptable achievement tests:

- Nelson-Denny Reading Test
- Scholastic Abilities Test for Adults (SATA)
- Wechsler Individual Achievement Test – II (WIAT-II)
- Woodcock-Johnson III Tests of Achievement
- Woodcock Reading Mastery Tests – Revised

Not acceptable:

- Wide Range Achievement Test – 3 (WRAT-3)
- A test used to measure processing ability, including scores and subtest scores

Acceptable processing tests:

- Detroit Tests of Learning Aptitude - Adult
- Woodcock-Johnson III Tests of Cognitive Abilities
- Profile of academic strengths and weaknesses and how these relate to the academic limitation(s)
- Clinical summary
- Recommendations for reasonable academic accommodations

Psychological and Psychiatric Disability

Psychological or neuropsychological evaluation or report from a psychiatrist or licensed psychologist that includes the following:

- Clear statement of the condition with the DSM-IV diagnosis, completed within previous six months
- A description of the symptoms which meet the criteria for the diagnosis
- A summary of the assessment procedures and evaluation instruments which were used to make the diagnosis
- Information about current prescribed medications used to treat the disability and possible side effects
- A description of the functional limitation(s) caused by the disability [Return to table of contents](#)
- Recommendations for reasonable academic accommodations

Grievance Procedure

Step One

The student should meet with the Manager of Student and Disability Services to discuss the accommodations received or denied.

Step Two

If, after the discussion, the student still feels that he/she does not understand why he/she was not approved for certain accommodations, or the accommodations were not appropriately provided, the student should request a written explanation of the decision. The request should be made in writing to the Manager of Student and Disability Services. The Manager of Student and Disability Services will provide the student with a written explanation within three business days.

Step Three

If the student disagrees with the written explanation provided by the Manager of Student and Disability Services, the student may request reconsideration of the decision in writing to the Dean of Student Affairs. In this case, the Dean will convene an ad hoc committee comprised of the Institute's ADA Compliance Officer and other faculty and administrators. If necessary, the Dean of Student Affairs may request additional medical documentation or an independent medical opinion on the request for accommodation, or gather any information pertinent to the request for accommodation. The ad hoc committee will come to a decision within 5 business days of the written request from the student.

Graduate and Research Assistantships

The Institute offers a number of different job opportunities for students. They are called Graduate or Research Assistantships that allow students to earn a small stipend to offset some educational costs. Institute Graduate Assistantships will be posted on the [HR webpage](#) at the beginning of each semester. Academic Programs and faculty may also have research assistantships posted in their respective schools.

International Student Employment at the Institute

International students must follow certain guidelines mapped out in their VISA paperwork and noted by Heidi Michel, Advisor- Partners Office for International Office for Students, Scholars, & Staff.

Positions are available for students at the Institute called Graduate or Research Assistantships (GAs) They are work opportunities which may include research that allow students to earn a small stipend. Students may work up

to 20 hours per week total (may be divided between two Assistantships) and 40 hours during school vacations. Please check with Heidi Michel for exceptions when a student is doing Curricular Practical training.

International students may apply for a graduate assistant position with any program/department at the Institute. They may also seek temporary employment at two area clinical affiliates, MGH and Spaulding Hospital. Due to US visa and licensure restrictions, international students may not be employed outside of the MGH Institute and these specific affiliate sites.

International students are eligible to be hired as Graduate Assistants upon matriculation.

Health /Wellness Resources and Volunteer Opportunities

Health and Wellness Services

Yoga

The Office of Student Affairs encourages students to be mindful of their wellness, especially in such a rigorous academic environment. OSA sponsors a yoga class each semester in order to promote mind/body wellness. Class is free, and all students are encouraged to participate.

Health Insurance

[Click here to be brought to the Health Insurance section within the catalog.](#)

The Employee Assistance Program (EAP) also offers programs, short-term counseling, and referral programs to help IHP students and their families. Please see their website at www.eap.partners.org or stop by OSA for more information.

Volunteer Opportunities

Community Outreach is an important part of your education at the Institute. The Office of Student Affairs offers opportunities throughout the year for students to give back to the community. A Thanksgiving Food Drive is sponsored annually for a local pantry, and in the past we have had students coordinate a coat drive, as well as donate to a local youth shelter. Students are encouraged to bring ideas for volunteer opportunities to OSA, and we will be happy to help you coordinate.

The Schweitzer Fellowship is another opportunity for students to make a difference in the community. Students who are chosen as Schweitzer Fellows complete a year of service within the local community in a field of their choosing, and are given a stipend by the Schweitzer Foundation. For those students interested in applying, information sessions are held on campus later in the fall semester, and applications are due in February. For more detailed information, please see <http://www.schweitzerfellowship.org/features/us/bos/>.

Institute Operations

Catherine Filene Shouse Building (Building 36)

Hours of operation

After Hours Access:

Remember to wear your ID/Access badge. Students who do not bring their ID badge are required to sign in at the security desk.

Elevators:

Elevator and stairwell access will close at 10:00pm Monday through Thursday and Friday until 7:00 pm. Access on Saturdays is 9:00 am - 4:00pm and 11:00am - 4:00pm on Sundays. Fourth floor student areas will be closed on Saturdays and Sundays. Extended hours of operation will be provided during Reading Periods each semester and will be announced in advance.

Classrooms:

Whatever you bring into a classroom, please take out. Any materials/items left behind at the end of each day will be discarded.

Need Extra Onsite Study Space? Email Manager of Operations at lhpihpopoperations@mghihp.edu.

Heating and Air Conditioning Issues:

Report any issues to the Manager of Operations. Extension is listed next to all in-house phones.

Campus Amenities

Learning Resources

Students, faculty and staff of the MGH Institute have access to a variety of learning, information and technology resources to affect learning and promote process innovation within the healthcare professions.

The Office of Information Technology (OIT) strives to provide universal access to these resources through a learner-centered support approach for all learners. This is unique compared to similar support approaches implemented by technology staffs. The learner-centered approach is possible through the leveraging of affiliations with the MGH Treadwell Library and Partners HealthCare System's Information Systems Division.

Treadwell Library serves as the Institute's library while also addressing the library resource needs of health care professionals within Massachusetts General Hospital and Partners HealthCare System. The learner-centered approach is possible as we optimally leverage the resources available through our affiliations with Partners' IS Division (a highly skilled staff of more than 1,100 information technology and health care professionals).

Partners IS provides, maintains and supports an enterprise-wide data network with Internet connectivity, secured data centers for server and network resources and management, 24/7 Help Desk, standard desktop computer and software standards and training, and email, file and print services. Remote access to these resources by students, faculty and staff is also provided and supported.

The Catherine Filene Shouse Building is fully connected to the Partners' enterprise-wide network for data, voice and video services. Students, faculty and staff can access the Institute's learning, information and technology resources anywhere within the Partners' system. The Institute's OIT staff is working towards providing all learners Internet and web-based access to these resources.

Classroom and Lab Resources

All classrooms and instructional labs have multimedia presentation resources and are available for student use when not scheduled for class. Three of the nine classrooms are "smart rooms" with these resources permanently installed and accessible through a podium. All remaining classrooms and labs have been equipped with mobile multimedia presentation carts to provide flexible use of these learning spaces. Additional mobile carts are available for use throughout the Shouse Building.

The Speech, Language and Literacy Clinic has audio and video capture, playback and editing resources available within six individual session and one group session rooms. The Physical Therapy Skill Labs have permanently mounted video cameras for display, capture and playback while the Nursing Labs have similar resources available on mobile carts. All of these instructional technology resources provide students, faculty and staff with flexibility in their use and function.

Library Services

As a student at the MGH Institute of Health Professions, you have exclusive access to the same health care and medical information used by doctors and medical students at Massachusetts General Hospital and Harvard Medical School. MGH Institute Librarian [Jessica Bell](#) is available to help you in your research needs.

Library Resources in Desire to Learn

Find links to the most frequently used resources as well as support for those resources (email help, tutorials, and info about your Institute Librarian) right in the same place you find your syllabus. Just look to the toolbar at the very top of every page in Desire to Learn to find the Library Resources link.

Treadwell Library

The [Treadwell Library](#) at Massachusetts General Hospital is the Institute's library. Through the Treadwell you have access to:

- More than 45 online databases for article searches and health information;
- More than 1200 online journals;

- Borrowing privileges for the collection of circulating books, including access to over 400 eBooks;
- RefWorks, the online bibliographic management application;
- Regularly scheduled training classes;
- Expert literature searches; and
- Interlibrary Loan services.

Address

Massachusetts General Hospital
55 Fruit Street, Bartlett Hall Ext. 1
TreadwellQ&A@partners.org
(617) 726-8600
(617) 726-6784 Fax

Hours

Mon - Thu: 8:00am - 8:00pm
Fridays: 8:00am - 7:00pm
Closed: weekends, holidays

Other Resources

You also have access the following online resources:

- [Writing and Citation Guides](#): links to style guide references
- [Countway Library of Medicine](#) is the library for Harvard Medical School. Your MGH Institute student ID gives you access to the building and use of its materials, both electronic and paper. Visit their web site for hours and directions.
- [Boston Public Library](#) has many pertinent collections to our education, including online access to its electronic databases. You need a Massachusetts address to request a borrowing card and sign up for an eCard.
- [WorldCat](#) lets you search library catalogs from across the country and around the globe simultaneously.

Most academic libraries are open to the public and will allow you to use their materials at their facility.

Maps of the Institute Campus and Massachusetts General Hospital

[MGH Institute of Health Professions Campus](#)

[Massachusetts General Hospital](#)

MBTA Semester Pass Program

For the Fall and Spring semesters, the MBTA offers a discounted semester pass to students. Information will be made available by the Office of Student Affairs each semester. Passes must be paid for in full with submission of an order. Payment must be by check made out to the MGH Institute of Health Professions. Please contact studentlife@mghihp.edu with questions.

Online Stores

MBS Direct:

Textbooks and Course Materials

<http://bookstore.mbsdirect.net/MGHINST.HTM>

MGH Institute of Health Professions – School Store:

Selection of apparel and gifts with the MGH Institute of Health Professionals seal

http://store.thecoop.com/coopstore/estore_home.jsp

Harvard University Employees Credit Union:

Banking and Financial Services

<https://www.huecu.org/>

Online Student Resources

The Institute, like most higher education institutions, is relying increasingly on online resources to support its students. You can locate on our site relevant information related to the Institute's academic and student life policies and procedures. In addition, many of the requisite forms related to OSA's operations are accessible from your "desktop." IONLINE also enables you to register for courses, review your grades and update your personal information. Our goal is to make the student record aspect of your education as accessible as possible.

The Institute's official means of communication is via an Institute email account. It is expected that students will check this account for important Institute information and updates. If an account is not provided by the first day of class, please contact ihphelp@mghihp.edu.

Student and Campus Resources

Student Printing, Copying and Scanning

Students have access to devices which provide print, copy and scan functionality located within the Student Work Room (Room 307) and in the Student Study area on the 4th floor. Students can send files to be printed from Institute or personally owned laptops, walk up to copy paper documents, and scan paper documents into PDF files and send them to their email address.

Students will receive \$37 credit towards printing and copying each academic semester. There is no charge for scanning. When a student uses their semester credit they must add funds to their account through the Vending style devices located near the printers on the 3rd and 4th floors. These Vending style devices only accept cash at this time. In the future they will also accept credit and debit cards.

The cost to print or copy a color page is \$.15 and a black and white page is \$.07.

Additional information on how to access and use these devices will be distributed through the Office of Information Technology. If you need assistance contact the IHP Helpdesk at (617) 724-7910 or at ihphelp@mghihp.edu.

Parking

Students may purchase \$100.00 of parking programmed onto their ID badge, payable by check to MGH Parking. A charge of \$5.00 will be deducted upon exiting when parked anytime between 9:30 A.M. and 5:00 P.M., Monday-Friday. Vehicles left for multiple days will be charged \$4.50 per day. Students may monitor their account balance on the card reader display upon entering and exiting.

Once the charge of \$5.00 has been deducted from a student's account, there will not be any additional charges for any re-entries to the CNY Building 199 Garage on that day. There is no fee deducted for weekends, holidays, or any weekday time period between 5:30 P.M. and 9:30 A.M. provided the ID badge has been programmed by the Parking Office.

Students must scan their ID badge upon entering in order for the badge to work upon exiting. Students who forget their ID badge may pull a ticket upon entering and need to bring that ticket to the CNY Parking Office (Monday-Friday, 8:00 A.M. – 4:30 P.M.) in order to avoid the public rate at exit.

Students may also purchase 20 evening tickets for parking from 3:30 P.M. – 9:30 A.M. for \$40.00, payable by check to MGH parking.

If you are having a parking problem with your photo ID badge, please remember to resolve it at the CNY Parking Office in order to avoid the CNY public rate charge upon exiting. The CNY Parking Office is located in building 199 on 13th Street in the Charlestown Navy Yard.

Housing

It can be difficult to find an affordable and pleasant place to live in Boston, and that can be even harder for someone who is coming from out of state. With that in mind, there is a Housing unit in the Institute's online course, Orientation 101, for new students entering the Institute in the summer and fall semesters. Although the Institute does not offer housing, Student Services tries to assist students by posting notices on sublets, rental rooms, apartments and house, as well as students looking for roommates.

Email studentlife@mghihp.edu with your listing. Be sure to include:

- Location of unit
- Square feet (if known)
- Number of roommates and gender
- Total expense per month
- Any exclusions (pets, smoking, etc.)
- Parking or T access
- Contact Information

Listings will be posted on Orientation 101 for 60 days. Please notify Student Services when you have filled your vacancy.

Student Organizations

Student Government Association

Maureen Durkin, President – mdurkin@mghihp.edu

Vanessa Bates, Treasurer – vbates@mghihp.edu

Class Representatives

Communication Sciences and Disorders:

Marisa Buckley, 2nd year – mmbuckley@mghihp.edu

Maureen Durkin, 2nd year – mdurkin@mghihp.edu

Physical Therapy:

Brian Simons, 3rd year - mbsimons@mghihp.edu

Amanda Mueller, 3rd year - amueller@mghihp.edu

Neil Patel, 2nd year - mnpatel@mghihp.edu

Shirin Etemad , 2nd year - msetemad@mghihp.edu

[Return to table of contents](#)

Nursing:

Michelle Bright, 3rd year - mbright@mghihp.edu

Jennifer Phan, 3rd year - mjphan@mghihp.edu

Vanessa Bates, 2nd year - vbates@mghihp.edu

Post-Professional Physical Therapy:

To be announced

KinsHP

TBD

Crossroads

Cecilia Jiang - cjiang@mghihp.edu

Heather Lorier - hlorier@mghihp.edu

Nicole Hersel - nhersel@mghihp.edu

AHANA

TBD

NSSHLA

Lauren Scheiper - lscheiper@mghihp.edu

Integrative Medicine Club

Laura Saccoccio - lsaccoccio@mghihp.edu

Kayse Eichelberger - keichelberger@mghihp.edu

Physical Therapy Club

Brian Swanson, President - bswanson@mghihp.edu

Janelle Meyer, Treasurer - jmeyer@mghihp.edu

Frank Timko, Class Rep - ftimko@mghihp.edu

Adam Branson, Class Rep - abranson@mghihp.edu

Student Services is responsible for overseeing all student organizations. Please contact studentlife@mghihp.edu for more information.

