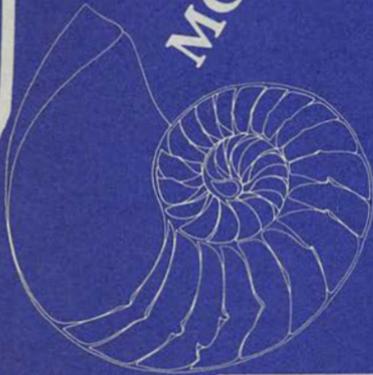


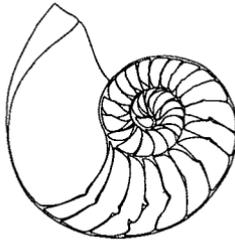
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*MGH Institute of Health Professions*



1984 - 1985

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The chambered nautilus symbolizes the incremental growth of education at the Massachusetts General Hospital, the interconnection of the programs in the MGH Institute of Health Professions and their close ties to patient care.



**MGH Institute  
of  
Health Professions**

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**MGH INSTITUTE OF HEALTH PROFESSIONS**

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MGH Institute of Health Professions  
Massachusetts General Hospital  
Boston, Massachusetts 02114  
July 1983

Cynthia Snow and Anne Harper, *Editors*

*Photography:*

Betty Barry (pages vi, 9, 33)  
David Ludlow (pages vi, 18, 23, 24, 28, 29, 38)  
MGH Photography Laboratory (page 40)

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## Academic Calendar\*

### 1983 - 1984

#### **Term I**

<i>Labor Day - Institute Holiday</i> <i>Offices closed</i>	Monday, September 5, 1983
<i>Registration</i>	Tuesday, September 6, 1983
<i>Orientation</i>	Wednesday, September 7, 1983
<i>Classes Begin</i>	Thursday, September 8, 1983
<i>Columbus Day - Institute Holiday</i> <i>No classes, offices closed</i>	Monday, October 10, 1983
<i>Veterans Day - Institute Holiday</i> <i>No classes, offices closed</i>	Friday, November 11, 1983
<i>Thanksgiving Day - Institute Holiday</i> <i>Offices closed</i>	Thursday, November 24, 1983
<i>Thanksgiving Break, no classes</i>	Thursday - Sunday, November 24 - 27, 1983
<i>Reading/Exam Week</i>	Monday - Friday, December 12 - 16, 1983
<i>Term Ends - All Programs</i>	Friday, December 16, 1983
<i>Institute Holiday, offices closed</i>	Monday, December 26, 1983

#### **Term II**

<i>Institute Holiday, offices closed</i>	Monday, January 2, 1984
<i>Registration</i>	Tuesday, January 3, 1984
<i>Classes Begin</i>	Wednesday, January 4, 1984
<i>Washington's Birthday - Institute Holiday</i> <i>No classes, offices closed</i>	Monday, February 20, 1984
<i>Reading/Exam Week</i>	Monday - Friday, April 9 - 13, 1984
<i>Term Ends, All Programs</i>	Friday, April 13, 1984
<i>Patriots' Day - Institute Holiday</i> <i>Offices closed</i>	Monday, April 16, 1984

#### **Term III**

<i>Registration</i>	Monday, April 23, 1984
<i>Classes Begin</i>	Tuesday, April 24, 1984
<i>Memorial Day - Institute Holiday</i> <i>No classes, offices closed</i>	Monday, May 28, 1984
<i>Reading/Exam Week, Nursing Program only</i>	Monday - Friday, June 11 - 15, 1984
<i>Term ends, Nursing Program Only</i>	Friday, June 15, 1984
<i>Independence Day - Institute Holiday</i> <i>No classes, offices closed</i>	Wednesday, July 4, 1984
<i>Reading/Exam Week for programs</i> <i>other than nursing</i>	Monday, July 30-Friday, August 3, 1984
<i>Term ends for programs</i> <i>other than nursing</i>	Friday, August 3, 1984
<i>Commencement</i>	

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\*In some programs, special schedule arrangements which differ from the Institute calendar may be necessary for practicums.

## Academic Calendar\*

### 1984 - 1985

#### **Term I**

<i>Labor Day - Institute Holiday</i> Offices closed	Monday, September 3, 1984
<i>Registration</i>	Tuesday, September 4, 1984
<i>Orientation</i>	Wednesday, September 5, 1984
<i>Classes Begin</i>	Thursday, September 6, 1984
<i>Columbus Day - Institute Holiday</i> No classes, offices closed	Monday, October 8, 1984
<i>Veterans Day - Institute Holiday</i> No classes, offices closed	Monday, November 12, 1984
<i>Thanksgiving Day - Institute Holiday</i> Offices closed	Thursday, November 22, 1984
<i>Thanksgiving Break, no classes</i>	Thursday-Sunday, November 22-25, 1984
<i>Reading/Exam Week</i>	Monday - Friday, December 10 - 14, 1984
<i>Term Ends - All Programs</i>	Friday, December 14, 1984
<i>Christmas Day - Institute Holiday</i> Offices closed	Tuesday, December 25, 1984

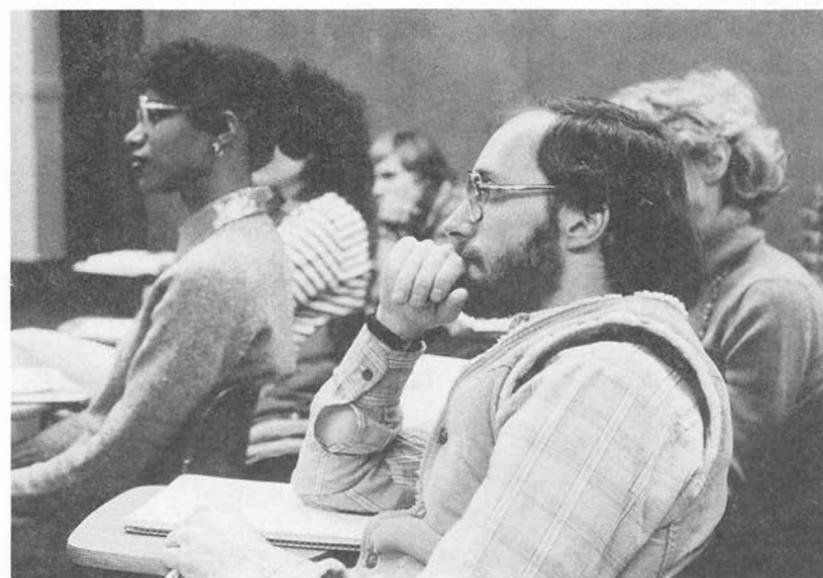
#### **Term II**

<i>New Year's Day - Institute Holiday</i> Offices closed	Tuesday January 1, 1985
<i>Registration</i>	Thursday-Friday, January 3-4, 1985
<i>Classes Begin</i>	Monday, January 7, 1985
<i>Washington's Birthday - Institute Holiday</i> No classes, offices closed	Monday, February 18, 1985
<i>Patriots' Day - Institute Holiday</i> Offices closed	Monday, April 15, 1985
<i>Reading/Exam Week</i>	Monday-Friday, April 15-19, 1985
<i>Term Ends, All Programs</i>	Friday, April 19, 1985

#### **Term III**

<i>Registration</i>	Monday, April 29, 1985
<i>Classes Begin</i>	Tuesday, April 30, 1985
<i>Memorial Day - Institute Holiday</i> No classes, offices closed	Monday, May 27, 1985
<i>Reading/Exam Week, Nursing Program only</i>	Monday-Friday, June 17-21, 1985
<i>Term ends, Nursing Program Only</i>	Friday, June 21, 1985
<i>Independence Day - Institute Holiday</i> No classes, offices closed	Thursday, July 4, 1985
<i>Reading/Exam Week for programs other than Nursing</i>	Monday-Friday, August 5-9, 1985
<i>Term ends for programs other than Nursing</i>	Friday, August 9, 1985
<i>Commencement</i>	

\*In some programs, special schedule arrangements which differ from the Institute calendar may be necessary for practicums.



## THE MGH INSTITUTE OF HEALTH PROFESSIONS

The MGH Institute of Health Professions is an exciting new venture in graduate education for health care professionals. It is located on the campus of the Massachusetts General Hospital in Boston. It offers academic programs of the highest quality integrated with extraordinary opportunities for clinical practice and clinical research. The Institute awards the Master of Science Degree in Dietetics, Nursing, Physical Therapy, and Speech-Language Pathology and Graduate Certificates in Social Work in Health Care.

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

*Development of a scientific basis for practice* is a major goal of the Institute, and individuals with established research records in their field are recruited for the Institute's faculty. All students in Master of Science programs must design and complete a clinical research study and write a thesis as part of their degree requirements.

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

*Faculty* at the Institute have the opportunity to combine teaching, clinical practice and research in a single professional position. Faculty are expected to maintain their clinical expertise as well as to engage in scholarly pursuits, serving as model practitioners who help students integrate the theories learned in the classroom and library with taking care of patients, evaluating that care critically, and designing and carrying out clinical research to improve health care.

*Students* come from diverse backgrounds. They are highly motivated individuals seeking to begin careers as health providers or to become more expert in their chosen professions. Some students enter the graduate programs immediately following graduation from college. Some are preparing to return to the work force or to make a mid-life career change. Others are practicing professionals who wish to continue their education in

a chosen area of specialization. During their education at the Institute, all are prepared to take their places in a variety of clinical settings and to become leaders in clinical practice, research and teaching.

## **ACCREDITATION**

The MGH Institute of Health Professions has been granted Candidate for Accreditation status by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc. Candidacy is not accreditation nor does it assure eventual accreditation. Candidacy for Accreditation is a status of affiliation with the Commission which indicates that the institution has achieved initial recognition and is progressing toward accreditation.

## **GOALS AND PHILOSOPHY**

### **Goals**

The educational and clinical goals of the MGH Institute of Health Professions may be summarized as follows:

- To increase the supply of active practitioners with a high degree of clinical proficiency.
- To increase the number of health care specialists who are prepared to serve as informed and imaginative leaders in their own fields, and to assume positions of special responsibility in one or more of the following areas: specialized clinical practice, planning and management of clinical services, consultation, clinical research, and clinical or academic education.
- To expand and refine the scientific basis for clinical practice.
- To demonstrate effective new models for curriculum design, instructional methods and materials, organization, and financing of education in the health professions.
- To improve coordination among varied specialists within the health care team and to demonstrate the effectiveness of new models for organization and communication within multidisciplinary health service programs.
- To increase the number of health care practitioners with special interest and preparation related to the ethical, social, and humane aspects of health care.

## **Educational Philosophy**

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

- Education for the health professions requires a thorough foundation in both theory and practice, and it is of primary importance that the theory and practice components of the curriculum be integrated so that the student can clearly perceive their interrelation.
- Faculty in applied disciplines are best prepared to teach if they are experienced practicing clinicians, and the clinical setting is the best environment in which to teach and learn the skills necessary to become a competent health practitioner. A faculty responsible for teaching the curriculum and for supervising the practicum can better integrate theory and practice and provide appropriate role models for professional practice.
- Health professionals will be most effective if they possess a foundation in scientific methodology which will enable them (a) to evaluate the relative effectiveness of clinical practices within their discipline, (b) to evaluate critically the research of others, and (c) to add to health care knowledge through their research.
- Health professionals need to be prepared both to provide care within their respective disciplines and to contribute to the continuous process of evaluation and improvement of health delivery methods by working in close cooperation with professionals of other disciplines. Students prepared in an interdisciplinary setting in which they cooperate in both academic and clinical pursuits will be well equipped to function throughout their careers as effective members of the health care team. The integration of theoretical and practical knowledge and interdisciplinary cooperation are further supported by the involvement of active practitioners in all fields in program planning and in student supervision and teaching.
- All health education curricula should be designed to develop students' awareness of and commitment to the ethical and humanistic aspects of professional practice. The ultimate goal of education for health professionals should be not only to equip graduates with the scientific knowledge and technical skills necessary to provide quality care, but also to prepare them to be sensitive to the rights, dignity, and individuality of each patient.
- Health professionals, in order to maintain their proficiency, must continue to keep abreast of the advances and changes in their disciplines throughout their careers. Students should therefore learn early to assess their own educational needs and to identify a variety of means for meeting those needs.

## **FACILITIES**

### **Administrative and Faculty Offices**

Administrative and faculty offices of the Institute are located in Bartlett and Sleeper Halls.

### **Classrooms**

Most of the classrooms and teaching laboratories used by the Institute of Health Professions are located in Ruth Sleeper Hall.

### **Library Facilities**

The Institute shares a major health sciences library with the Hospital. The library is comprised of two collections: the Palmer-Davis collection, located in Ruth Sleeper Hall, with major holdings in nursing and allied health, and the Treadwell collection, located in Bartlett Hall, which contains the major holdings in medicine and basic science. Special arrangements are made for students to use other libraries in the Boston area as needed, particularly Countway Library of Medicine, for which students may arrange to purchase cards.

### **Clinical Facilities**

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

Massachusetts General Hospital provides facilities for inpatient and ambulatory care, for teaching and research on a ten-acre site in downtown Boston. In addition, it operates the Chelsea, Bunker Hill and Revere Community Health Centers and the Logan Medical Station. Its sister institution, McLean Psychiatric Hospital, is located in nearby Belmont.

In recent years, the Hospital has recorded approximately 30,000 admissions each year, more than 80,000 Emergency Ward visits and well over 300,000 clinic visits. With such extensive clinical facilities, the Hospital provides both primary and specialty care to residents of greater Boston and serves as a referral center for patients throughout the region and from around the world. As such, its clinical facilities are an extraordinary resource for the education of health care professionals.

### **Housing**

Since the MGH Institute does not provide housing for students, individuals accepted into one of the programs are encouraged to begin early to seek housing in the Boston area.

## **Mailboxes, Lockers, Lounge**

Every student is assigned a box for mail and messages and may obtain a locker if desired. There is a lounge in Ruth Sleeper Hall open to all Institute students, faculty, and staff.

## **Textbooks**

Required texts for courses are generally ordered through the Harvard Medical Center Coop at Children's Hospital Medical Center and may be purchased there by students.

## **HEALTH CARE AND REQUIRED PHYSICAL EXAMINATION**

All full-time students are required to carry personal health insurance. (See section on tuition and fees for health insurance information.)

Before registering for the first time for courses involving practicum or fieldwork, students are required to present the Institute's completed Physical Report Form, including verification that the designated, required immunizations have been obtained.

The MGH Institute of Health Professions does not provide health care services to students. Students are expected to make their own arrangements for health care and to pay for all services themselves or through their insurance policies, as appropriate. The clinics and Emergency Ward of the Massachusetts General Hospital are available to students on the same basis that they are available to any other patient. Students seeking psychological counselling may use the clinic services at MGH or may choose among a wide range of other services available in the greater Boston area. For students desiring a referral, an initial evaluation may be arranged through the Institute at no cost.

## ACADEMIC POLICIES AND PROCEDURES

### Requirements for Completion of a Program

The student must complete a program of study approved by the program committee of the program in which she/he is enrolled. Approved programs of study shall be consistent with the general policies adopted by the Faculty of the Institute but may include additional specific requirements established for each program. The minimum acceptable level of performance *overall* required for completion of a program of study is B--3.0. A student must attain an average of 3.0 by the end of the course of study.

A student is given an academic warning when his/her cumulative grade point average (G.P.A.) is less than 3.0. Policies for continuing enrollment of students with a G.P.A. below 3.0 in sequential terms are determined by each program.

### Grading

The Institute's grading system is

<i>Grade</i>	<i>Points</i>
A	4.0
A/B	3.5
B	3.0
B/C	2.5
C	2.0
F	0.0 Failing
I*	Incomplete
P*	Passing
R*	Continuing Thesis or Fieldwork

\*Not used in determining Grade Point Average

Each faculty member is responsible for developing criteria for performance in each course he/she teaches.

### Pass-Fail Option

A faculty member may give students the option of taking a course on a Pass/Fail basis. If this option is available, the instructor must inform the students at the first class session. A student must elect the Pass/Fail option using the form to be signed by his/her advisor and submitted to the Registrar and the instructor prior to the end of the fourth week of classes. After the end of the fourth week a student may not change the basis of grading from or to the Pass/Fail option. The faculty member reports the grade as P if the student's work is equivalent to C or above. Pass grades are not included in determining the G.P.A. The number of Pass/Fail options a student may exercise is determined by each program.

## **Incomplete Work**

A student who is unable to complete all requirements for a course may petition the instructor(s) for a temporary grade of incomplete. This petition must be submitted in writing and must be approved prior to the last day for submission of grades for that term or a failing grade is recorded automatically. Students must make up an I grade within the time period stipulated by the instructor at the time the incomplete is granted or the grade is recorded as F. This period may not exceed three academic terms. Exceptions may be made in extreme cases by a majority vote of the Faculty.

## **Course Repeat**

A student may elect to repeat any course once only. If a student repeats a course, both grades stand on the transcript but only the second grade is considered in determining the G.P.A.

## **Attendance**

The MGH Institute of Health Professions has no general policy regarding attendance with the exception of practicums and fieldwork. At the beginning of each course, the instructor will state the attendance requirement for that course. In the case of a practicum or fieldwork 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.

## **Transfer Credit**

Each program committee decides the number of credits that may be completed by the program's students at another institution prior to beginning study in the Institute and be counted as credits required for program completion. Students who wish to transfer credit from previous study should contact the director of the program to which they are applying.

During study at the Institute, students may take courses at other colleges and universities as an integral part of their Institute program. However, this requires prior approval of the program committee for the program in which the student is enrolled.

No transfer credit is allowed from institutions or programs that lack appropriate accreditation or for courses for which the student received a grade of less than B.

## **Adding and Dropping Courses**

A student may change course enrollment by submitting, within the specified time periods, a completed course change form, including signatures of instructor(s) and faculty advisor. Changes in registration may affect tuition charged. (See section on Tuition and Fees for refund policy.)

A student may add a course until the beginning of the third week of the term. A course may be dropped until the mid-point of the course without any entry appearing on the student's transcript. Non-attendance does not constitute

dropping a course. Exceptions to the drop/add policy may be made with the consent of the course instructor(s) and the student's faculty advisor.

### **Leave of Absence**

On the approval of the program committee, a student may be granted a leave of absence. To request a leave of absence, the student must submit the request in writing to his/her program director prior to registration for the term in which the leave is desired. In the case of extenuating circumstances, exceptions to prior notification may be made at the discretion of the student's program committee. A leave of absence does not extend the time for completing the program of study.

### **Independent Study**

Students wishing to receive credit for independent study within the Institute must obtain prior approval from their program committee and follow guidelines established by the program. Students wishing to receive credit for such study outside the Institute are governed by the policies for transfer credit.

### **Time for Completing Program**

The number of years allowed for completion of degree requirements is listed under each program description. The student's Program Committee reviews and acts on petitions for extensions beyond the established deadline.

### **Withdrawal**

A student planning to terminate study at the MGH Institute of Health Professions must complete the Notice of Student Withdrawal Form. This form may be obtained from the Office of Student Services. After all necessary signatures are obtained, the completed form must be presented to the Office of Student Services on or before the date of withdrawal. Failure to notify the Institute in writing of the withdrawal may result in continued tuition liability (see section on Tuition and Fees for refund policy). A student who terminates study but fails to notify the Institute in writing, is recorded as withdrawn at the end of the term in which studies were terminated.

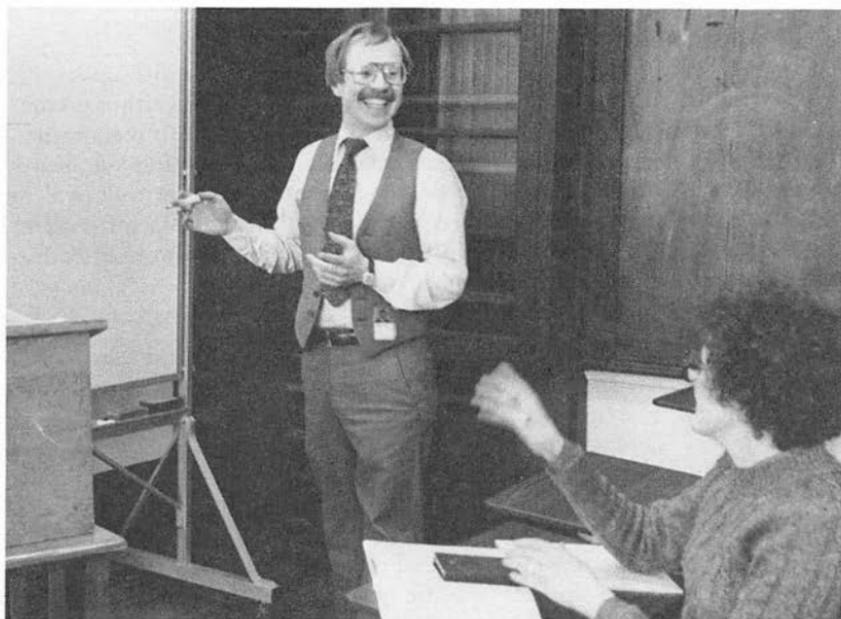
Reinstatement into a program of study at the MGH Institute of Health Professions is obtained by petition to the appropriate program committee.

### **Dismissal**

The Institute reserves the right, following warning or suspension, to dismiss with due process any student whose health status, conduct, clinical performance or scholarship is such that it is inadvisable for him/her to remain at the MGH Institute of Health Professions.

### **Student Grievance**

A grievance process is available to students who decide to initiate such a procedure.



## TUITION AND FEES

### **Tuition**

The tuition for full-time students enrolling for three terms in one year for 1984-85 has been tentatively set at \$8,800 but may be subject to change. When a student is accepted, a non-refundable deposit of \$100 (applicable toward the first term's tuition) is required.

For part-time students, the tuition has been tentatively set at \$245 per credit for 1984-85. Special students are charged tuition at the same rate as part-time students.

Students who have completed all requirements for a degree except the thesis and who are in residence and using the facilities of the MGH Institute of Health Professions and Massachusetts General Hospital must pay an enrollment fee equivalent to three credits per term. Students who have met all degree requirements except the thesis and are not in residence or using the facilities of the Institute or Hospital must pay a fee of \$100 per term to maintain their status as degree candidates.

### **Health Insurance**

All full-time students are required to carry personal health insurance. Students must either show evidence of participation in a health insurance plan or purchase coverage through the Institute at the time of registration. Part-time students who are degree candidates may purchase health insurance and are encouraged to do so. In the event of withdrawal or interruption of study, no refunds are made for health insurance for students who carry coverage through the Institute; the policy remains in effect for the duration of the academic term.

### **Meeting Financial Obligations**

Students who do not remit the full amount due by the designated registration period and who have not signed a deferred payment plan will not be eligible to register for the term. Under unusual and extenuating circumstances, deferred payment schedules may be arranged. Individual students who wish to be considered for deferred payment should contact the Financial Aid Office to discuss and, if eligible, to draw up a payment schedule.

Students who have not met financial obligations on specified dates and who have not made further specific payment plans approved by the Financial Aid Office, will not be permitted to attend classes or to use the resources and facilities of the Institute. Transcripts, letters of reference, and diplomas are provided only for those who have met all financial obligations.

Any individual who presents the Institute with a non-negotiable check will be required to make all future payments with a certified check, cashier's check or money order.

### **Refund Policy**

No student may withdraw from the MGH Institute of Health Professions in good standing unless all current financial obligations to the Institute are fulfilled. In case of withdrawal, the following refund schedule applies to each term's tuition and fees, excluding the deposit, which is non-refundable:

Withdrawal during first week	100% refund
Withdrawal during second week	80% refund
Withdrawal during third week	60% refund
Withdrawal during fourth week	40% refund
Withdrawal during fifth week	20% refund

For purposes of calculating refunds, the date of withdrawal is that date when written notification of withdrawal is received by the Financial Aid Office.

## FINANCIAL AID

The purpose of the Institute's financial aid program is to provide financial assistance to both full-time and part-time students who, without such aid, would be unable to pursue an education in the MGH Institute of Health Professions. Information on financial assistance available to qualified Institute students can be obtained by requesting financial aid information on the application for admission. Financial aid application materials must be requested and completed early because of the time required for processing, even though financial aid applications are reviewed *after* a candidate has been accepted for admission. See the section on Application Procedures and the financial aid application for deadlines.

Financial aid awards are generally made on an annual basis; students must reapply each year. Financial aid checks are available at registration for application to tuition. To have financial aid continued throughout the academic year, a student must maintain satisfactory academic progress and continue to meet the criteria for financial assistance as defined in the financial aid application. Students are encouraged to seek financial aid from other sources.

Fellowship and financial aid funds of the Institute include the following:

*The Adams Fellowship in Physical Therapy* was established to help meet the cost of graduate education for physical therapists.

*The Clarissa Peters Allen Scholarship (School of Nursing Class of 1937)* is awarded annually in her memory to a nursing student who demonstrates academic achievement, competence in nursing practice and a humanistic concern for patient care.

*The Henry Francis Barrows Scholarships* are awarded in accordance with the terms of the Fanny B. Reed Trust for the direct educational expenses of degree candidates, preferably those who are residents of greater Boston.

*The Lucretia Brigham Scholarship Fund*, established in memory of Mrs. Elizabeth Copeland Newton and Mrs. Emerline Newton Brewer, provides scholarships for students in the Nursing Program.

*The Ida Cannon Memorial Scholarship Fund* provides grants for students in the Social Work in Health Care Program.

*The Martha MacDowell Carpenter Scholarship Fund* assists promising students in the Nursing Program who have established financial need.

*The William C. and Jessie B. Cox Scholarship Fund* assists nursing students who have established financial need.

*The Herbert Farnsworth Trust Fund* provides scholarships for Institute students.

*The Financial Assistance Grant Fund* provides grants to Institute students.

*The Nancy M. Fraser Fund (MGH School of Nursing Class of 1914)* was established in her memory to assist nursing students who experience emergency health problems while enrolled.

*The Elizabeth Fundus Scholarship* provides scholarships for nursing students in the Institute.

*The Louise Hatch Award* is awarded annually to a student or students at the end of the first year of the Combined Dietetic Internship-Graduate Degree Program.

*The Olive Lightell Hunter Scholarship* assists nursing students who have established financial need, with preference given to those who reside in the Gardner, Massachusetts, area.

*The Marjorie K. Ionta Fund* provides assistance to students in the Graduate Program in Physical Therapy.

*Kemper Scholarships*, provided by the Kemper Insurance Foundation, assist Nursing Program students who have established financial need and have demonstrated academic excellence. These students are designated as Kemper Scholars.

*The John H. Knowles Memorial Fellowship Fund* is a significant source of assistance available to students in all degree programs. The fund was established by The Rockefeller Foundation to honor Dr. John H. Knowles who was President of the Foundation from 1972 to 1979 and who began the planning for the MGH Institute of Health Professions while he was General Director of the Massachusetts General Hospital.

*The Mary Hammond Taylor Nursing Scholarship* assists a nursing student with established financial need from Charlestown, South Boston or Roxbury, Massachusetts.

*The Marian Moir West (School of Nursing Class of 1889) Loan Fund* assists students in the Nursing Program with short term emergency loans of limited amounts, usually less than \$100.

*The Memorial Scholarship Fund of the MGH School of Nursing* was established in memory of the following alumnae and friends of the School to assist nursing students who have established financial need: Anna M. Crotty (Class of 1930), Natalie McLean Keller, Lottie Potts Leland (1910), Harriet Willoughby Merriam (1970), Nancy C. Mitchell (1967), Dorothy Dayton Morgan (1945) and Jessie M. Stewart (1935).

*The Institute Student Loan Fund* provides interest-bearing loans for Institute students.

## ADMISSIONS

### Notice of Nondiscriminatory Policy as to Students

The MGH Institute of Health Professions admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.

## **General Criteria for Admission**

The admissions policies of the MGH Institute of Health Professions are consistent with the philosophy and objectives of the Institute. It is the aim of the Institute to select qualified men and women who give evidence of possessing the personal, professional and intellectual capabilities for successfully completing its programs.

In selecting students, the Institute seeks to identify individuals who promise to become outstanding practitioners and scholars in their fields. In evaluating each application, the Admissions Committees consider

- ability to achieve in an academic setting as shown by the applicant's record at other institutions, scores on standardized examinations, and evaluations by former teachers;
- assessments of the applicant as a practitioner or potential for practice in his/her chosen field by current or former supervisors, teachers, and professional colleagues;
- evidence that the applicant is committed to the goals of the Institute to prepare members of a health care team;
- for admission to Master of Science programs, evidence of both the ability and commitment needed to develop a long-term involvement in clinical research.

Opportunities for part-time as well as full-time study are available in all programs except Nursing. Part-time students are given special assistance in planning course selection, projects, and schedules to help them integrate graduate study with their work activities and to make sure that they have a chance to take part in the overall academic and social life of the Institute.

Specific requirements for admission may be found in the description of each program. Application forms may be obtained from the Admissions Office, and completed forms and inquiries regarding admissions procedures should be directed to that office.

## **Special Students**

Some of the Institute's courses are open to special students who are not candidates for an MGH Institute degree or certificate. Applicants for special student status must be practicing health professionals, must hold a bachelor's degree, and must submit college transcript(s). A limited number of students who do not meet these requirements may be admitted; to apply for consideration, such individuals should write to the Special Student Admissions Office describing briefly their background and reasons for wishing to enroll. If an exception will be considered, further application instructions will be sent. Final decisions on admission to courses are made by the course instructors, and students are notified as soon as possible whether or not they have been accepted.

Special students are expected to participate fully in class activities and to complete all reading and outside assignments, which may take from 3 to 6 hours per week of outside work.

Successful completion of courses as a special student has no bearing on future admission to any program as a degree or certificate candidate. Any student who wishes to matriculate must complete the normal admission procedures.

### **Auditors**

Auditors are admitted to courses only with the consent of the instructor/coordinator. Auditors may include students enrolled in the MGH Institute of Health Professions and special students. Tuition is one-half that charged by credit hour for part-time and special students. No additional tuition will be charged for full-time Institute students. Auditors are entitled to receive course handouts, take written examinations (which need not be corrected) and to have "audit" entered on their transcripts.

### **APPLICATION PROCEDURE**

All materials for admission should be mailed prior to the date listed for each program in order to be considered for September admission; all materials should be sent to:

Admissions Office  
MGH Institute of Health Professions  
Bartlett 4  
Massachusetts General Hospital  
Boston, MA 02114

### **Materials to be Submitted by All Applicants**

1. Completed application for the appropriate program.
2. Official transcripts from all colleges and universities attended.
3. Scores from the Verbal and Quantitative Aptitude Tests of the Graduate Record Examination (GRE) taken within the last five years.  
For information, contact:

Graduate Record Examination Office  
Educational Testing Service  
Box 955  
Princeton, NJ 08541

The institutional identification code for the Institute is 3513-9.

**NOTE:** The GRE is *not* required for the Speech-Language Pathology Program or the Social Work in Health Care Graduate Certificate Programs.

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

TOEFL Application Office  
Educational Testing Service  
Box 899-R  
Princeton, NJ 08541

5. A non-refundable application fee of \$25 payable to the MGH Institute of Health Professions.
6. Additional individual program requirements as listed below by program:

### **Combined Dietetic Internship-Graduate Degree Program**

7. Documented evidence showing achievement of academic requirements from a Plan IV Program approved for the generalist area of emphasis. The applicant must meet at least the generalist requirements, although evidence of meeting requirements in other areas of emphasis may be presented. If academic work is incomplete at the time of application, include a completed "Declaration of Intent to Complete Degree and Plan IV Academic Requirements" form. A readable photocopy is acceptable.
8. Completed Advisor's Evaluation Form. The appointment committee believes that the qualities described on this form are important for success in the program. This form must be completed; a letter from the applicant's advisor is not an acceptable substitute.
9. Three (only) letters of reference, in addition to the Advisor's Evaluation Form, from persons qualified to give pertinent information. References should address the applicant's potential as a dietitian and for graduate study. Two of these references must be from college faculty in dietetics, one in nutrition, and one in foodservice management. One of these may be the applicant's advisor. The third reference should be from the applicant's supervisor in an employment setting, if available. Legible photocopies with an original signature are acceptable.
10. A letter of application describing professional and educational goals and a self-assessment of abilities/achievements in conceptual ability, overall preparation, self-direction, leadership ability, ability to perform under pressure, and interpersonal skills.

Applicants must present completed application materials by the deadline established by The American Dietetic Association. The deadline for application for admissions is February 20, 5:00 p.m. (EST).

Notification of acceptance is on the date and at the time established by The American Dietetic Association.

A non-refundable fee of \$350 (\$100 of which is applicable toward tuition and \$250 of which is the fee for the Internship) is requested from accepted students with their letters of acceptance.

### **Master of Science Program in Dietetics for Registered Dietitians**

7. Letter of application describing professional and educational goals and reason for applying to the MGH Institute of Health Professions.

8. Resume, including R.D. number, route to registration, and professional activities.
9. Three letters of reference on the forms provided, including one each from a supervisor of professional practice and a college/university faculty member.

Application prior to March 1 is suggested for those seeking September admission, particularly if financial aid is requested; however, applications continue to be reviewed as long as openings are available. Notification of acceptance or rejection is made as review of each application is completed. Letters of acceptance or rejection are sent by the Admissions Office.

A non-refundable deposit of \$100 (applicable toward tuition) is requested from accepted students.

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

7. Three letters of recommendation on the forms provided from three individuals qualified to evaluate the applicant's potential for graduate study. One letter must be written by a college/university faculty member.
8. A biographical statement, including philosophy, purpose and career objectives.

All materials for admission should be received prior to February 1 for admission in September.

Letters of acceptance or rejection are sent by the Admissions Office by April 15. A non-refundable deposit of \$100 (applicable toward tuition) is requested from accepted students.

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

7. Letters of recommendation on the forms provided from three individuals qualified to evaluate the applicant's abilities and recent clinical performance.
8. Statement of reasons for wishing to attend graduate school and description of specialized clinical interests.

Application prior to April 1 is suggested for those seeking September admission; however, applications continue to be reviewed as long as openings are available. Notification of acceptance or rejection is made as review of each application is completed.

A non-refundable deposit of \$100 (applicable toward tuition) is requested from accepted students.

### **Social Work in Health Care Graduate Certificate Programs**

7. Three letters of reference on the forms provided.
8. Submission of an essay describing relevance of this program to career goals.
9. A resume, including education, work and volunteer experience.

10. All applicants who meet the paper review criteria for admission are interviewed by a social work faculty member prior to final acceptance. This interview focuses on the applicant's suitability for a clinical practicum.

Application prior to March 1 is suggested for those seeking September admission; however, applications continue to be reviewed as long as openings are available. Notification of acceptance or rejection is made as review of each application is completed. Letters of acceptance or rejection are sent by the Admissions Office.

A non-refundable deposit of \$100 (applicable toward tuition) is requested from accepted students.

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

7. Letters of recommendation on the forms provided from three individuals qualified to evaluate the applicant's academic abilities.

Application prior to April 1 is suggested for those seeking September admission; however, applications continue to be reviewed as long as openings are available. Notification of acceptance or rejection is made as review of each application is completed.

A non-refundable deposit of \$100 (applicable toward tuition) is requested from accepted students.

### **Special Student Application Procedure**

Contact the Special Student Admissions Office for an application form and listing of the courses open to special students for each term.

1. Complete the application form.
2. Attach a paragraph describing your past experience and what you wish to accomplish in the course(s) for which you are applying.
3. Enclose a deposit of \$50 per course, which is applied to tuition.
4. Request a transcript from each post-secondary educational institution you have attended. *Photocopies are accepted pending receipt of official transcripts.*
5. Send the completed application, short personal statement, tuition deposit and transcripts to:

Special Student Admissions  
MGH Institute of Health Professions  
Massachusetts General Hospital  
Boston, Massachusetts 02114



## **MASTER'S DEGREE PROGRAM IN DIETETICS**

The Graduate Program in Dietetics is designed to educate the dietitian to become a specialized practitioner in one of three areas: clinical dietetics in the acute care setting; clinical dietetics in the ambulatory setting; or foodservice systems management. The program provides a foundation in both theory and practice in order to prepare the specialized practitioner for the demands of complex health care systems.

The MGH Institute of Health Professions offers two levels of entrance to the program leading to the Master of Science Degree in Dietetics;

1. The Combined Dietetic Internship-Graduate Degree Program is for individuals who meet the current academic requirements specified by The American Dietetic Association. It combines a generalist dietetic internship with graduate study in clinical dietetics (acute or ambulatory care) or foodservice systems management.
2. The Master of Science Program in Dietetics is for Registered Dietitians. It offers graduate study with specialization in clinical dietetics (acute or ambulatory care) or foodservice systems management.

## **COMBINED DIETETIC INTERNSHIP-GRADUATE DEGREE PROGRAM**

The program is a two-year course of study, which integrates the requirements of The American Dietetic Association for registration with the completion of a Master of Science Degree in Dietetics. The program includes an experience component, a didactic component related to professional practice, and an academic component of health professions courses. The experience and didactic components comprise a generalist internship program providing opportunities for the intern to: 1) assess, plan, implement, and evaluate nutritional care of individuals and groups; 2) apply the principles of management to the operation of foodservice systems and to the provision of nutritional care of individuals and groups; and 3) participate in nutrition education activities for a variety of groups.

The generalist internship is accredited by The American Dietetic Association. At the conclusion of the first year, the student should be eligible to write the registration examination and should be prepared to select an area of specialization for graduate study. The second year will consist of three terms of full-time study, specializing in either clinical dietetics (acute or ambulatory care) or foodservice systems management.

### **FIRST YEAR**

#### **Experience Component**

Professional practice is conducted at the Massachusetts General Hospital under the guidance of Registered Dietitians. The Department of Dietetics offers opportunities for experiences in the following areas.

#### **Administrative Dietetics**

*Food Procurement and Accounting:* Ordering, purchasing, receiving, storage, and distribution of food and supplies; preparation of food cost accounting records for planning and control

*Food Production:* Conventional food production systems with emphasis on quality and cost control; experience in supervision of support personnel

*Food Service:* Cafeteria or centralized tray service systems with emphasis on quality and cost control, merchandising, and supervision of support personnel

#### **Clinical Dietetics**

*Acute Care:* Experiences include 1) provision of nutritional care to patients (assessment of nutrient needs and intakes, development of individualized nutrition care plans, counselling, documentation, and evaluation); 2) consultation, communication and planning with patients, families, peers and health care team members; 3) selection of educational materials to meet patient care needs; and 4) supervision of meal service to patients, including direction of dietetic personnel and cost effective utilization of resources.

*Ambulatory Care:* Experiences include 1) provision of nutritional care to patients (dietary assessment, development of individualized nutrition care plans, counselling, education, documentation, follow-up, and evaluation; 2) consultation and communication with families, peers and health care team members; 3) selection of educational materials. Learning experiences focus on disease prevention and health promotion as well as therapeutic intervention with exposure to a variety of counselling methodologies, including behavior modification.

A staff relief experience is assigned near the completion of the first year. This experience enables the intern/graduate student to assume professional responsibility based on the proposed area of specialization and needs of the MGH.

### **Didactic Component**

Interns/graduate students attend classes related to the profession of dietetics. These non-credit classes enhance knowledge, skills, and practice as well as foster professional development. Information about the Massachusetts General Hospital and the Department of Dietetics is included to help students develop a strong professional role and to function effectively within the organization. Joint group classes are scheduled approximately once per month to provide interaction with other Dietetic Interns in the Boston area and exposure to outstanding individuals in a variety of specializations.

Interns/graduate students complete 15 credits of health professions courses. (See Second Year)

**NOTE:** The activities of the first year of the program meet the essentials established for a dietetic internship by The American Dietetic Association. Successful completion of the Dietetic Internship is required for continuation in the program.

## **SECOND YEAR**

The program offers the opportunity for specialization in either clinical dietetics or foodservice systems management. Practicums designed to fit individualized programs of study are conducted at Massachusetts General Hospital, health centers, and affiliated institutions. Since the focus of the program is to prepare advanced practitioners, the faculty includes individuals with academic credentials as well as practitioner experience in the health care setting. The program provides the opportunity for research in a selected area of dietetics. Opportunities are available to elect additional study in management and education.

The program incorporates two broad areas: The discipline core and the health professions core. In both of these areas, emphasis is placed upon research, humanistic concerns and interdisciplinary approaches to health care.

1. *Dietetics* (30 credit hours, minimum)

Common to all students in the Graduate Program in Dietetics is a thesis in the area of specialization; practicum with senior specialists in units of the hospital, health centers and affiliated institutions; and a seminar course.

*Clinical Dietetics: Acute or Ambulatory Care*

Rapidly changing technology and increasing sophistication in health care delivery systems pose many challenges and opportunities to the dietitian. The program is designed to provide the dietitian with the knowledge and skills to function in leadership in specialty clinical areas.

*Foodservice Systems Management*

Management of foodservice systems requires the effective use of human and facilitating resources—capital, food and supplies, energy, equipment, facilities and space—to provide quality food and service. The program is designed to provide the dietitian with the specialized knowledge and skills to assume responsibility at middle and top management levels in foodservice systems.

2. *Health Professions Courses* (15 credits, minimum)

These courses, which cover such topics as health care systems, professional ethics, human resources and research methods, are common to students in all programs in the MGH Institute of Health Professions. (Intern/graduate students complete these courses as part of the first year of the program.)

### **Degree Requirements**

Discipline specialization courses	18 credit hours
Practicums	6 credit hours
Thesis	6 credit hours
Health Professions Courses	15 credit hours

Completed research study written and bound; defended orally to faculty committee.

Students must complete degree requirements within five years.

### **Admissions Requirements**

The Combined Dietetic Internship-Graduate Degree Program is for individuals who meet the current academic requirements specified by The American Dietetic Association as well as recency of education requirements. Information specific to the Dietetic Internship is updated annually in the fall. Current information regarding the program should be obtained by writing to the Director of the Dietetic Internship.

An undergraduate grade point average of 3.0 on the basis of a four point scale is required. For students from undergraduate schools with a pass/fail system, school evaluations will be reviewed and assessment of comparability made.

## MASTER OF SCIENCE PROGRAM IN DIETETICS FOR REGISTERED DIETITIANS

The Master of Science Program in Dietetics offers the opportunity for Registered Dietitians to advance their careers by specializing in either clinical dietetics or foodservice systems management. Practicums designed to fit individualized programs of study will be conducted at Massachusetts General Hospital, health centers, and affiliated institutions. Since the focus of the program is to prepare advanced practitioners, the faculty includes individuals with academic credentials as well as practitioner experience in the health care setting. The program provides the opportunity for research in a selected area of dietetics.

### **Program Content**

The increasing complexity of professional practice in dietetics has created a need for dietitians who have specialized knowledge and skills to function in leadership positions in the health care setting. The Graduate Program in Dietetics offers Registered Dietitians an opportunity to prepare for specialty positions in foodservice systems management or clinical dietetics (acute or ambulatory care) through the integration of theoretical study, guided practicums and research. Opportunities are available to elect additional study in management and education.

The program incorporates two broad areas: core in dietetics and the health professions core. In both of these areas, emphasis is placed upon research, humanistic concerns and interdisciplinary approaches to health care.

#### 1. *Dietetics* (30 credit hours, minimum)

Common to all students in the Graduate Program in Dietetics is a thesis in the area of specialization; practicum with senior specialists in units of the hospital, health centers and affiliated institutions; and a seminar course.

##### *Clinical Dietetics: Acute or Ambulatory Care*

Advancing knowledge in the clinical and social sciences requires dietitians with knowledge in specialized areas of acute and ambulatory care. The program is designed to provide the knowledge and skills to function in specialty roles, as well as leadership roles, in the acute or ambulatory care setting.

##### *Foodservice Systems Management*

Departments of dietetics, including foodservice systems, are complex operations which function in a rapidly changing technological environment. At the same time, there is a mandate both to expand service and to contain costs. The program emphasis in foodservice systems management is designed to provide the specialized knowledge base necessary today to assume responsibility at middle and top management levels in a department of dietetics.

## 2. *Health Professions Courses* (15 credits, minimum)

These courses, which cover such topics as health care systems, professional ethics, human resources and research methods, are common to students in all programs in the MGH Institute of Health Professions.

### **Degree Requirements**

The average full-time student may expect to complete the program within four 15-week terms. Since the nature of research projects varies based upon individual interest, time for completion of the degree may also vary.

Discipline specialization courses	18 credit hours
Practicums	6 credit hours
Thesis	6 credit hours
Health Professions Courses	15 credit hours

Completed research study written and bound; defended orally to faculty committee.

Students must complete degree requirements within five years.

### **Admissions Requirements**

The Graduate Program in Dietetics is for Registered Dietitians. Dietitians who are R.D. eligible may apply; professional registration must be successfully achieved within 12 months of entering the program. Professional practice of at least two years is encouraged before beginning graduate study.

An undergraduate grade point average of 3.0 on the basis of a four point scale is required. This requirement may be qualified by the admissions review committee based on other exceptional qualifications of the applicant such as professional performance, time since undergraduate enrollment and references. For students from undergraduate schools with a pass/fail system, school evaluations will be reviewed and assessment of comparability made.





### **MASTER OF SCIENCE PROGRAM IN NURSING**

The Master of Science Program in Nursing (MSN) is designed to prepare non-nurse college graduates for professional nursing practice as clinical nurse specialists. In accordance with the American Nurses Association Social Policy Statement (1980), graduates of the program will be nurse clinicians with a high degree of knowledge, skill and competence in a specialized area of nursing.

The MSN is a three-year program, comprising two 15-week terms and one 7-week term each year. It is designed for full-time students who are expected to develop competencies in nursing practice and research and to prepare themselves to assume the professional responsibilities of the discipline.

Graduates of the program are qualified clinical nurse specialists able to assume appropriate independent functions and responsibilities as members of the health care team in a variety of institutional and community settings. They utilize the principles of sound management and are able to provide comprehensive health care services, to evaluate nursing care and to suggest and test new methods of practice.

## **Program Philosophy**

The nursing program recognizes the assets of an undergraduate liberal arts education and provides a sound theoretical and clinical basis for nursing practice. Commitment to learning as a continuous process with intellectual and affective dimensions is promoted; students and faculty engage in a collegial enterprise designed to respect individual differences and creative potential. Systematic inquiry and critical thinking are considered fundamental to challenging accepted beliefs and practices and to improving nursing practice.

Nursing as a professional discipline arises from and is committed to the integration of theory in research and practice. Nursing practice provides essential services in evaluating and managing responses to illness and by promoting health and the quality of life based on the recognition of human differences. Clinical judgment, grounded in the skills of assessing, planning, implementing and evaluating provides the basis for comprehensive nursing practice. The interpersonal act of caring is the distinctive core of nursing practice.

Acting autonomously and collaboratively, nurses assume responsibility with clients and their families for the management of health problems in ambulatory, acute and long term settings. Clients and families are assisted toward self-determination with regard to the promotion of health, prevention or treatment of disease, and maintenance or restoration of function. Nursing responsibilities frequently demand ethical analysis as nurses respond to patients, physicians, and institutions.

## **Program Content**

*Generalist level:* Initially students prepare for generalist practice in nursing. The first five terms provide instruction and experience in general nursing practice. Upon successful completion of the requirements, students are awarded Certificates in General Nursing Practice and are eligible for licensure as registered nurses by the Massachusetts Board of Registration in Nursing.

*Specialist level:* The last four terms include instruction and experience in a selected area of clinical nursing specialization. Students may elect to specialize in medical/surgical nursing, pediatric nursing, or mental health/psychiatric nursing practice. Specialization options include experience in acute, ambulatory, and long-term care settings.

Academic and clinical experiences are designed to provide individual attention to students. Within the required curriculum, nursing students have the opportunity to join members of the other graduate programs at the Institute in courses addressing common issues in health care. During the specialist level, interdisciplinary clinical practicums are available. Facilities available for clinical instruction include inpatient and outpatient services of the Massachusetts General Hospital, its affiliates and a variety of other health care agencies.

## CURRICULUM OUTLINE

### Generalist Level

Year 1	Course	Credits
Term I (15 weeks)	Biophysical Science	6
	Individual Human Behavior and Development	3
	Normal Nutrition	1
	Nursing Practice: Process and Skills	5
	Nursing Profession: History and Contemporary Status	2
Term II (15 weeks)	Pathophysiology	4
	Pharmacology	2
	Therapeutic Nutrition	1
	Small Group Behavior and Development	3
	Nursing Practice: Common Problems in Adult Health	5
	Nursing Profession: Values in Practice	2
Term III (7 weeks)	Culture and Community: Relevance to Health Care Services	4
	Nursing Practice: Mental Health and Psychiatric Nursing	5
<b>Year 2</b>		
Term I (15 weeks)	Nursing Practice: Maternal/Newborn Health (7 weeks) and Child Health (7 weeks)	4
	Research Methods	4
	Nursing Practice: Policy and Politics	3
	Nursing Profession: Policy and Politics	2
	Elective	3

Term II (15 weeks)	Nursing Practice: Multi-System Problems in Adult Health (7 weeks) and	4
	Community Health (7 weeks)	4
	Theory Evolution in Nursing	3
	Nursing Research Seminar	2
	Nursing Profession: Legal and Organizational Issues	2

### Specialist Level

Year 2	Course	Credits
Term III (7 weeks)	Nursing Practice: Introduction to Clinical Specialization	5
	Nursing Research Seminar: Proposal Development	2
Year 3		
Term I (15 weeks)	Nursing Practice: Clinical Specialization	5
	Thesis	3
	Nursing Profession: Developing Role Specializations	2
	Clinical Management in Nursing	3
	Elective	3
Term II (15 weeks)	Nursing Practice: Clinical Specialization	5
	Thesis	3
	Nursing Profession: Collaborative Practice	2
	Organizational Development in Nursing	3
	Elective	3
Term III (7 weeks)	Nursing Practice: Clinical Specialization	5
	Elective	3

## **Degree Requirements**

Successful completion of 112 credits of prescribed graduate level course work including supervised clinical experience and a master's thesis.

## **Academic Policies of the Nursing Program**

1. Nursing students failing two or more required courses in the same term will be dismissed from the program.
2. Nursing students must successfully complete each Nursing Practice course in the sequence prescribed in the program curriculum.
3. Course prerequisites must be successfully completed before students may enroll in any course required in the nursing program.
4. Nursing students are required to maintain a minimum of a 2.5 G.P.A. (weighted by course credits) each term. Failure to meet this requirement results in probationary status. Nursing students placed on probation must regain a 3.0 G.P.A. within 2 terms in order to prevent dismissal from the program.
5. An "I" (incomplete) grade in a course required in the nursing program must be completed within the first four weeks of the succeeding term.

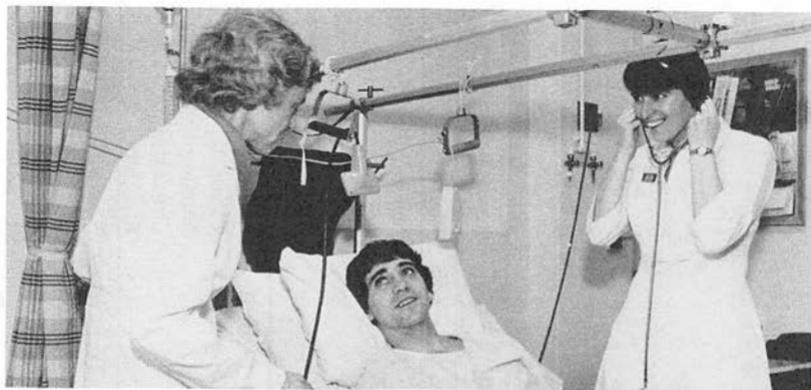
## **Professional Accreditation**

The MSN program will be eligible to apply for National League for Nursing Accreditation in 1985 at the graduation of the first class of nursing students.

## **Admissions Requirements**

Entering students must be non-nurse graduates of baccalaureate programs and hold a B.A. or B.S. degree.

An undergraduate grade point average of 3.0 on the basis of a four point scale is required. For students from undergraduate schools with a pass/fail system, school evaluations will be reviewed and assessment of comparability made.





## **ADVANCED MASTER OF SCIENCE PROGRAM IN PHYSICAL THERAPY FOR EXPERIENCED PHYSICAL THERAPISTS**

The increased complexity of professional practice in physical therapy has created a growing demand for therapists with the advanced clinical skills and knowledge needed for a variety of clinical leadership positions. These include jobs as clinical specialists and consultants, clinical administrators, clinical research staff, clinical educators and academic faculty responsible for teaching clinical subjects. The MGH Institute's Graduate Program in Physical Therapy offers experienced therapists an opportunity to prepare for such positions through a combination of theoretical study, guided clinical practice, and clinical research experience.

### **Program Content**

The purpose of the program is to prepare clinical scholars in physical therapy--therapists who combine a high level of skill in patient evaluation and treatment with the theoretical and practical competence needed to test, refine, and expand the profession's body of knowledge. To allow appropriate depth of study, students select one area of clinical practice as the principal focus for their programs. Less extensive study in other areas is available through electives.

Areas of specialization now available are: Cardiopulmonary, Neurology, Orthopaedic, (includes Sports Medicine), and Pediatric.

Special features of the program which support this purpose include:

- *Its location on the campus of a 1,000-plus bed teaching hospital provides access to an exceptional variety of clinical teaching programs and specialized clinical and research laboratories. Preceptorships are arranged through the Hospital's physical therapy units which include nearly 50 therapists serving ten intensive care units, two community health centers, a special rehabilitation unit, and the Hospital's many ambulatory clinics and inpatient units. The physical therapy department at nearby Children's Hospital Medical Center collaborates with the program to provide additional clinical experiences for students interested in pediatrics. Students may take advantage of the many case conferences, rounds, and other clinical teaching programs offered by the MGH as a major teaching hospital for Harvard Medical School*
- *These clinical teaching facilities are complemented by academic instructional facilities equivalent to those at traditional university based programs. These include classroom and seminar rooms, two major libraries, student desks and common room, applied science and clinical measurement laboratories.*
- *Faculty for the program represent a wide range of interests and expertise within the field of physical therapy. All are active scholars in their field and hold joint clinical and academic appointments. This allows faculty to remain actively involved in clinical practice and/or research directly related to their teaching responsibilities.*
- *A series of courses in advanced theory and methods of physical therapy practice allows students to strengthen their practice skills in a wide variety of patient evaluation and treatment methods and to carry out a critical examination and comparison of rationales underlying these methods. These courses combine classroom and laboratory instruction and integrate clinical practice with didactic instruction. Supporting these advanced professional courses is a variety of applied science courses which assist students in broadening their understanding of related theory drawn from the basic, biomedical, social and behavioral sciences.*
- *A strong research emphasis within all professional courses and the opportunity to do a clinically related thesis allow students to develop skills in testing the effectiveness of physical therapy practice. The primary focus is on methods students can carry over into practice as clinical specialists and on studies that have direct relevance for improving patient care.*
- *A variety of interdisciplinary activities and a strong emphasis on the humanistic aspects of health care help to prepare graduates to take a leadership role in coordinating health care and to keep them from developing a technically narrow focus. The interdisciplinary structure and philosophy of the Institute and its close ties with the medical education*

program at the Hospital encourage active collaboration and exchange of ideas among physical therapists and their colleagues in medicine, nursing, dietetics, social work, and speech-language pathology. Courses in ethical issues in health care, advocacy, socioeconomics of health care, and social policy provide insight and practical skills for relating physical therapy practice to broad humanistic and social concerns.

- The program attempts to allow students *maximum choice and flexibility* in matching the focus of study with individual interests and experience. Both in course selection and within the courses required for each specialization, course projects and other assignments allow much of the work to focus on topics of individual interest. Since entering students are experienced therapists with many advanced skills gained through practice and independent study, a student may be allowed, with the approval of his/her advisor, to demonstrate equivalency in required areas of competence.
- Specially designed courses and practicums provide elective opportunities for students to build their skills in *clinical teaching and/or planning, supervision, and management of clinical services*.

### **Degree Requirements**

A minimum of 36 credits and an acceptable research thesis. Work must include:

#### *Clinical Research Courses (6 credits)*

Introduction to Clinical Research	3 credits
Thesis Research	3 credits

#### *Foundation Courses in Clinical Practice (6 credits)*

Foundations of Clinical Assessment in Physical Therapy	3 credits
Clinical Decision Analysis	3 credits

#### *Courses in Area of Clinical Specialization (12 credits)*

Clinical Preceptorship in Physical Therapy	6 credits
Basic or Applied Sciences and/or Advanced Clinical Courses and Directed Study	6 credits

#### *Courses in Humanistic Aspects of Health Care (4 credits)*

These may be taken in any of the Institute courses on topics such as health care ethics, health policy, and socioeconomics of health care.

The remaining credits may be freely elected from among any of the Institute courses that are a logical part of the individual student's overall program of study. These may include additional courses in any of the areas listed above, additional clinical preceptorship work, and/or courses in clinical teaching or in management of clinical services.

At least ten of the 36 credits must be taken in courses open to qualified students from more than one professional discipline. These may include interdisciplinary Institute courses in areas such as research methods, basic

and applied sciences, humanistic aspects of health, teaching and management, which also fulfill other degree requirements.

In addition to these course requirements, students are required to demonstrate competence in use of basic statistics. This may be done either by satisfactory completion of an elective in statistics or by passing a qualifying examination.

Requirements may be completed through either full- or part-time study. The program is in full operation throughout the year and offers three 15-week terms starting in September, January, and late April. Part-time students may begin work in any term, but full-time students are generally advised to start in September.

Full-time students can complete their degree in four terms or approximately 15 months, but may extend their study if they wish to take courses beyond the minimum requirements or allow longer for completion of the thesis.

Part-time students usually require from two to three years to complete the program. All degree requirements must be completed within five consecutive calendar years.

### **Admissions Requirements**

Applicants must be graduates of an approved program of physical therapy, *i.e.*, from a physical therapy curriculum approved by (1) the APTA from 1927 to 1936, or (2) the Council on Medical Education and Hospitals of the American Medical Association from 1936 to 1960, or (3) an agency recognized by the U.S. Commissioner of Education and/or the Council on Postsecondary Accreditation from 1960 to 1980 or (4) from an agency recognized by the U.S. Department of Education and/or Council on Postsecondary Accreditation from 1980 on. If trained outside the United States, applicants must have completed education program(s) that, by credentials evaluation is (are) determined to be equivalent to entry-level physical therapist education in the United States.

A minimum of two years of work experience as a professional physical therapist is required.

In evaluating applications, the admissions review committee considers all of the following factors: 1) undergraduate academic performance and scores on the Graduate Record Examination aptitude tests; 2) professional experience and achievements; and 3) clarity of reasons for attending graduate school and the ability of the MGH Institute programs to help students achieve their goals.

Students are admitted on both a full-time and part-time basis to study toward a degree. Part-time students are given special assistance in planning course selection, projects, and schedules to help them integrate graduate study with their work activities, and to make sure that they have a chance to take part in the overall academic and social life of the Institute. Financial aid is available for both full- and part-time students in the program



## **SOCIAL WORK IN HEALTH CARE GRADUATE CERTIFICATE PROGRAMS**

The Social Work in Health Care Programs prepare students for social work careers in health care. The need for specialized training in health care has been demonstrated repeatedly, and the MGH Institute of Health Professions has responded to this need by establishing two certificate programs: the post-baccalaureate course of study trains individuals to work in the social work service departments of hospitals, nursing homes, and other health care facilities, and the post-master's course of study provides advanced education for health specific practice.

Comprehensive health care involves extensive collaboration among professionals in hospitals, community services and extended care facilities. Social work students share many courses, facilities, and informal activities with students in the MGH graduate programs in other health professions. Practicum and research activities in health care facilities also bring students into close contact with other health specialists. In all of these situations, the programs offer students opportunities to study and experiment with practical methods for improving interdisciplinary planning, communication and care.

### **POST-BACCALAUREATE PROGRAM**

Helping patients and their relatives with stress related to illness and hospitalization requires competent social work practice and knowledge of

the ways in which emotional factors interfere with the individual's intellectual perceptions and social functioning. Determining the appropriate social-health supports needed by patients and family members requires extensive knowledge of complex governmental and voluntary systems.

Students graduating from this program are prepared to carry responsibility in diverse situations which call for emotional support and counselling. They can serve as patient advocates who enable people to obtain services such as financial benefits, equipment and personnel necessary for a patient's home care. In addition, they are able to arrange and facilitate the transfer of patients to institutional care when necessary.

### **Program Content**

The curriculum offers foundation courses as taught in the first year of a master of social work program while focusing on the knowledge and skills necessary to enhance delivery of comprehensive social-health services. The one-year certificate program equips students with a concentration in social-health service and provides them with advanced credits should they wish to continue their studies in a master's degree program at some time in the future. Thus graduates are prepared for a job market in which there is a current need as well as for possible further graduate study.

After completing the one-year health care specialty at the Institute of Health Professions, students have accepted a variety of positions in social work in health care. Some have entered programs at other institutions with advanced standing to complete the M.S.W. degree.

Students are expected to take basic social work courses and a number of interdisciplinary health-focused subjects such as ethical and value issues in health care, impact of illness on patients and families, and the organization of and policies related to health care. Three days per week of supervised field practicum provide practice in applying this knowledge and experience in direct work with patients of all ages who are acutely, chronically, or terminally ill, as well as with their families.

For details of the curriculum, see the model program of study.

### **Certificate Requirements**

Academic Courses, 30 credits

Field Practicum, 13 credits

All course work must be completed within three calendar years from initial date of enrollment. Course work may be completed full-time in one year or part-time over two or three years.

### **Admissions Requirements**

Entering students must be graduates of a baccalaureate program, with a B.A., B.S., or B.S.W. degree.

An undergraduate grade point average of 3.0 on the basis of a four point scale is required. This requirement may be qualified by the admissions review committee based on other exceptional qualifications of the

## TYPICAL POST-BACCALAUREATE PROGRAM OF STUDY

Term I	Term II	Term III
Social Work Practice I <i>SW, required, 2 hours</i>	Social Work Practice II <i>SW, required, 2 hours</i>	Social Work Practice III <i>SW, required, 2 hours</i>
Field Practicum I <i>SW, required</i> <i>3 days/week, 5 hours</i>	Field Practicum II <i>SW, required</i> <i>3 days/week, 5 hours</i>	Field Practicum III <i>SW, required</i> <i>3 days/week until July, 3 hours</i>
Essentials of Health Policy <i>HP, required, 1 hour</i>	Advocacy and Discharge Planning <i>SW, required, 2 hours</i>	Health and Social Policy <i>HP, required, 3 hours</i>
Introduction to Health, Illness, and Disease <i>HP, required, 3 hours</i>	Stress, Crises and Transitions <i>HP, required, 3 hours</i>	Ethical Dilemmas in Health Care <i>HP, required, 2 hours</i>
Organizational Dynamics and the Health Care System <i>HP, required, 2 hours</i>	Clinical Research <i>HP, required, 3 hours</i>	Elective <i>HP, required, 2 hours</i>
Normal Psychosocial Growth and Development <i>HP, required, 3 hours</i>		
Orientation <i>Required, no credit</i>		
16 required course hours	15 required course hours	10 required course hours 2 required elective hours

**Note:** Courses designated SW are open to social work program students only; HP courses are open to students in all programs.

applicant, such as professional performance, time since undergraduate enrollment, and references. For students from undergraduate schools with a pass/fail system, school evaluations will be reviewed and assessment of comparability made.

### **POST-MASTER'S PROGRAM**

Despite the demand for social work services in health settings, it has been found that there is little formal health care content in most academic programs. With increasing cost-containment concerns it is questionable whether health settings will continue to support the cost of in-service training for new workers. The goal of this program is to provide advanced education to prepare individuals with master's degrees to engage in effective health specific practice.

#### **Program Content**

The individualized curriculum focuses on the knowledge and skills necessary for effective health care practice. The course of study is personalized to accommodate individual background and preparation. Depending on the needs of the student, focus might be on assessment of psychological and environmental stresses which affect the acutely ill and chronically disabled and their families; therapeutic skills to help individuals, families and groups; assisting patients and families in optimum use of social-health care programs; analysis and improvement of social policy and program development; preparation for supervisory, consultative and administrative positions. Students have three days per week of advanced field practicum in an area of their interest.

For a sample curriculum, see the model program of study.

#### **Certificate Requirements**

Students need a total of 36 credit hours to obtain the certificate. All work must be completed within three consecutive calendar years of initial enrollment. Course work may be completed full-time in one year or part-time over two or three years.

#### **Admissions Requirements**

Entering students must hold a master's degree and have interest in specialization in social work in health care.

### TYPICAL POST-MASTER'S PROGRAM OF STUDY\*

Term I	Term II	Term III
Advanced Practicum <i>3 credits</i>	Advanced Practicum <i>3 credits</i>	Advanced Practicum <i>3 credits</i>
Biophysical Science <i>6 credits</i>	Pathophysiology <i>4 credits</i>	Ethical Dilemmas in Health Care <i>2 or 3 credits</i>
	Pharmacology <i>2 credits</i>	
Elective** <i>3 credits</i>	Elective** <i>3 credits</i>	Elective** <i>3 credits</i>

\*This program is offered full-time in one year or part-time over two or three years.

\*\*HP courses listed in the catalog are available to post-master's students as electives. Choice is dependent upon individual needs and interests. For example, an individual wishing to move into an administrative/supervisory position might take Clinical Teaching, Clinical Specialist Leadership Skills, and Human Resource Management.



## **MASTER OF SCIENCE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY**

The Master of Science Program in Speech-Language Pathology is designed to prepare professionals for careers in medical settings. The program emphasizes knowledge of the medical bases for communication disorders by training students as participants on an interdisciplinary team. Students work with patients of all ages who have a wide range of speech, language, voice and hearing problems. These include problems of fluency, functional and organic voice disorders, and neurogenic disorders such as those associated with stroke, trauma, cancer, and developmental speech and language delay.

### **Program Content**

The academic and practicum components of the program are designed to complement each other and to provide students with a thorough theoretical basis for clinical practice and research.

Major components of the program include the following:

*Foundations of Speech-Language Pathology Courses* present normal and deviant language patterns and stress their clinical analysis and description. These courses cover such topics as neural bases of communication, anatomy, physiology, speech science and diagnosis of communication disorders.

*Specialized Courses in Particular Speech, Voice and Language Disorders* will familiarize students with major disorders encountered in health care settings. These may include aphasia and other neurological disorders, and pathological and functional voice disorders.

*Health Professions Courses*, shared with students in other graduate programs in the Institute, include both required courses and electives on such topics as scientific methodology, organization of health care systems, and ethical issues in health care.

*Clinical Practicums* in conjunction with these courses are provided primarily in the Speech-Language Pathology Department of the Massachusetts General Hospital. The department operates under the auspices of the MGH Ambulatory Care Division and the Neurology Service to provide service for approximately 10,000 patient visits each year in three freestanding units--Massachusetts General Hospital (Boston), Bunker Hill Health Center (Charlestown), and the Chelsea Memorial Health Center.

The Boston unit of the department provides opportunities for student practicums in inpatient care through the MGH Rehabilitation Service, the Neurology Service, the Pediatric Service, the Massachusetts Eye and Ear Infirmary, and Shriners' Burns Institute. Outpatient services are provided at MGH and at the community-based centers, which have multidisciplinary health care programs within the neighborhoods. Services for nursing homes and early childhood centers are also provided through these units.

The Speech-Language Pathology Department was among the early institutions in the country to seek and obtain American Speech, Language and Hearing Association Professional Service Board accreditation. Accreditation of the program has been maintained without disruption since it was obtained in 1966. Staff members meet Certificate of Clinical Competence requirements, with a limited number of staff participating in the Clinical Fellowship Year.

### **Degree Requirements**

The Master of Science Program in Speech-Language Pathology comprises six semesters of academic courses and clinical practicum and requires completion of a thesis for the degree. The opportunity for specialization in clinical practice, research and scientific methodology are available. The program meets all educational requirements set by the American Speech, Language, and Hearing Association.

### **Admissions Requirements**

Applicants to the program must have completed a bachelor's degree from an accredited institution. Undergraduate work in speech-language pathology, audiology or communication disorders is preferred.



## **EDUCATION AT MASSACHUSETTS GENERAL HOSPITAL**

Although the MGH Institute of Health Professions is initiating a new direction in graduate education for health professionals, it is founded on the long tradition of educational excellence that has been a hallmark of the Massachusetts General Hospital for more than a century. The Hospital received its Charter of Incorporation in 1811 and since that time has been dedicated to providing patient care, educating health professionals, and conducting research related to the problems of health and disease. The Massachusetts General Hospital has been a leader in all these areas. Many medical advances have been made within its walls, and its educational activities have expanded in size and complexity along with advances in health care.

In the late 1960s, the trustees and professional staff of the Massachusetts General Hospital began an exhaustive evaluation of the Hospital's educational programs to determine whether existing programs, modified programs, or completely new ones would best meet the demands of the future in teaching health professionals. The outcomes of this study were the proposal and establishment of an autonomous academic unit which awards academic degrees—the MGH Institute of Health Professions. In addition to the degree-granting graduate programs of the Institute of Health Professions, a number of other educational programs are offered at the Massachusetts General Hospital as noted below.

### **CLINICAL PASTORAL EDUCATION**

Clinical Pastoral Education is not new to the Massachusetts General Hospital. In fact, hospital educational programs for clergy were the inspiration of a distinguished MGH physician, Dr. Richard Cabot. Dr. Cabot and Chaplain Russell Dicks founded the Clinical Pastoral Education Programs for clergy at the MGH in 1933 with the goal of providing an expanded ministry to patients, families and staff and a supervised educational experience for clergy and seminarians.

The present Clinical Pastoral Education Program seeks 1) to provide opportunities for chaplain interns to explore and evaluate their pastoral ministry to the sick in the setting of a large general hospital; 2) to assist student chaplains as they strive to identify, understand and make more effective use of their own special gifts and abilities in pastoral care of those in the crisis of illness; 3) to increase students' understanding and effective use of faith in their ministries of pastoral care and counselling; 4) to facilitate students' integration of perspectives of health with their own developing theological understanding and pastoral practices; and 5) to provide feedback for students in evaluation of their personal/professional growth and strengths and weaknesses for ministry.

### **Program Content**

The program offers a basic unit and an advanced unit of study. The basic unit focuses on pastoral identity, understanding pastoral care, pastoral theology, the nature of religion as a resource for human health and growth, and meanings of illness and health. It is offered as either an extended unit from October to May, with meetings two days per week, or as an intensive summer unit, with meetings Monday through Friday each week.

The program incorporates assignments to two patient units; interpersonal group interaction; weekly written impressions; weekly verbatim reports; a case study; personal supervisory conferences; didactic lectures; worship leadership; observations of autopsy and surgery; videotaping of peer counseling; and personal and program evaluation.

The advanced unit provides specialization in a particular area of pastoral care in the health care setting. The advanced chaplain intern may share a limited amount of supervisory responsibility.

### **Admissions Requirements**

The basic unit is open to seminary students who have begun official preparation for ministry; clergy who wish to develop their pastoral caring skills; persons in religious orders or lay persons who are working toward a ministry to persons in the health care setting and who have an education equivalent to a first year theological student.

The advanced program is available to persons who have successfully completed at least two units of Basic Clinical Pastoral Education; persons who have completed a minimum of two years of seminary; persons who have had some pastoral experience; persons who have shown ability to function at an advanced level of learning and delivery of pastoral care and whose identity as a pastor is well established.

### **Application Procedures**

For application information, contact

Department of Pastoral Services  
Massachusetts General Hospital  
Boston, MA 02114  
Phone: (617) 726-2220

## CONTINUING EDUCATION FOR HEALTH CARE PROFESSIONALS

The MGH Institute of Health Professions and Massachusetts General Hospital co-sponsor a program of continuing education for practicing health professionals. Arrangements are made for Continuing Education Units (CEUs) with appropriate professional organizations, including the Board of Registration in Nursing, The American Dietetic Association, the National Association of Social Workers, and the American Speech-Language-Hearing Association. Massachusetts General Hospital is approved by the American Speech-Language-Hearing Association to sponsor continuing education in speech-language pathology and audiology.

Fall and spring series are offered each year on such subjects as: review courses in pathophysiology, updates on specific areas of clinical practice, workshops on writing for publication or understanding computers, case study series for analyzing clinical practice, and a wide variety of other topics. For those interested in receiving information regularly on these offerings send your name, address, and profession to:

Office of Educational Services  
MGH Institute of Health Professions  
Massachusetts General Hospital  
Boston, Massachusetts 02114

## PROGRAMS FOR HIGH SCHOOL GRADUATES

The following programs are open to high school graduates; for more information on each program, contact the department listed below:

### **Shepard-Gill School of Practical Nursing**

222 Newbury Street  
Boston, MA 02116  
Phone: (617) 536-8410

### **School of Radiologic Technology**

Massachusetts General Hospital  
Boston, MA 02114  
Phone: (617) 726-8390

### **Respiratory Therapy Technician Program**

Respiratory Care Department  
Massachusetts General Hospital  
Boston, MA 02114  
Phone (617) 726-3023

### **EEG Technician Program**

Clinical Neurophysiology  
Massachusetts General Hospital  
Boston, MA 02114  
Phone: (617) 726-3643

## COURSE OFFERINGS

*This listing of course descriptions has been made as complete as possible. However, the Institute is a new and growing institution, and changes occur frequently. These course listings are therefore subject to change, and the definitive listing and schedule issued before the beginning of each term should be consulted for the courses offered during the coming term.*

### INTERDISCIPLINARY HEALTH PROFESSIONS COURSES

*Health Professions (HP) courses listed in this section are open to students in all programs of the Institute and to special students as long as they meet prerequisites and have the approval of their programs.*

**HP Normal Psychosocial Growth and Behavior Over the Life Cycle** focuses on the psychological, maturational, and social factors that affect human behavior over the life cycle. The issues, tasks and socialization processes at various stages of the life cycle from birth through old age to death are examined from psychodynamic, developmental, maturational, and cognitive points of view. Various theories and their implications for understanding behavior and adaptation are reviewed. Family composition and dynamics, as well as such factors as ethnic and racial background, social class and social network that affect behavior are identified and their interface with individual development explored.

3 credits

**HP Stress, Crises and Transitions: Coping and Adaptation** focuses on adaptive and maladaptive behavior. Students examine the nature of stress and the factors in the individual, in the family and in the community that cause stress, lead to crises, and affect adaptation and coping.

Transitions are studied, with special focus on illness-related behavior from psychodynamic and developmental points of view. Students learn to identify pre-existing emotional difficulties, patterns of deviant behavior or psychopathology; they examine how these affect adaptation to physical illness and stress as well as how psychopathology can develop in response to stress and illness.

*Prerequisite:* **Normal Psychosocial Growth and Behavior Over the Life Cycle** or consent of the instructor

3 credits

**HP Impact of Illness on the Family** examines the effect of illness and handicapping conditions on the family. The structure and function of the family are examined in depth as they change over the life cycle. Cases from student practice as well as presentations by patients and their families are used to teach students to assess and understand the relationship between family structure and functioning and coping strategies adopted in response to the stress of illness and life cycle transitions, including birth and death.

*Prerequisites:* **Stress, Crises and Transitions** or consent of the instructor

2 credits

**HP Small Group Behavior and Development** examines the nature of small groups, stressing developmental variables which promote and affect integration and differentiation among group members and the group's overall

effectiveness. The family is studied as an example of a small group which also possesses unique factors for study. Salient issues are addressed cognitively through readings, lectures and discussion and experientially through having and examining experiences bearing on class content.

3 credits

**HP Individual Human Behavior and Development** covers the life span from the prenatal period to old age. The focus of the course is on behavior as the observable expression of the fusion of biology and experience. Topics followed as a continuum across all ages include physical maturation and development, cognitive ability, use of language, the self, peer relations, attachment and loss, and creativity in play and work. Conflicting theories are explored by means of relevant research. The impact of social policy on the development of the individual is illustrated for selected topics. Observational field experience is the basis for assignments.

3 credits

**HP Working with Groups** examines the curative factors of groups, theories of group dynamics and the issues and tasks involved in forming and leading support groups for the medically ill and disabled and their families. Differences between self-help and leader-directed groups are explored. Particular attention is given to assessing the needs of patient populations and the setting, resistances, and multidisciplinary collaboration.

2 credits

**HP Interpersonal Skills** covers the theoretical framework underlying human behavior and social science theory as the basis of interpersonal relationships in the health care setting. Students are helped to develop skills in interpersonal relationships in the clinical setting.

3 credits

**HP Culture and Community: Relevance to Health Care Services** integrates social and behavioral theories within the context of diverse cultures and communities. Historical, demographic and epidemiological data are used to analyze community health needs and services. Values and traditions are explored to provide an understanding of health practices and beliefs. Course work includes field trips and observations, using Boston as a social studies laboratory for defining, measuring and evaluating health care services.

4 credits

**HP Social Support, Mutual Help and Self Care: Issues for Practice in the Health Care System** examines the nature of social support and its role in the etiology and course of an illness as well as its influence on how help is used. Sources of support are identified and their effectiveness evaluated. Attention is given to support provided by peers in mutual help and self care programs that are part of the health care system or independent of it. Techniques for initiating, consulting and collaborating with these groups are developed. Visits to groups are arranged.

*Prerequisite:* One year of practice as a health care professional

2 credits

**HP Essentials of Health Policy** introduces major health and social policies and programs relevant to practice in the health care field.

1 credit

**HP Health and Social Policy** introduces major health and social policies and programs relevant to health care financing and delivery, mental health and long term care of the elderly and chronically ill. Special attention is also paid to specific policies addressing families and populations at risk, including children in need of specialized health and social services, women, and aged persons. Differing political perspectives on the nature and allocation of health and social services are presented together with basic conceptual tools for policy analysis.  
3 credits

**HP Introduction to Health, Illness and Disease** focuses on the biological and psychosocial aspects of health, illness and disease, examining a range of illnesses, diagnostic and treatment interventions, and psychosocial factors that bear on the etiology, course and outcome of illness and disease. Students analyze case studies within a framework for assessing patient response to illness.  
3 credits.

**HP The Art of Ministering to the Sick: An Introduction to Pastoral Care in the Hospital.** Relationships between health care, religion and the delivery of pastoral care in the hospital are considered. In seminars, participants explore the meanings that illness may have for persons at various times in their lives; examine the emotions of anxiety, shame and guilt from a religious perspective and the concepts of tragedy and evil as related to illness. Participants are challenged to clarify their own faith orientation and ways of “making meaning” in life.  
2 or 3 credits

**HP Introduction to Clinical Teaching** is an introductory course that helps students develop skills in planning and evaluating instruction in clinical settings, including patient and family education, supervision of professional students during fieldwork, and in-service education for professional staff.  
*Prerequisite:* Experience in a health care setting  
3 credits

**HP Evaluation of Clinical Learning** is a practical course on evaluation for clinicians whose responsibilities include teaching patients, training staff, or supervising students. Topics include: setting standards for acceptable performance; design, selection and use of tools for measuring needs and achievement; giving feedback and teaching self-assessment; and using evaluation to improve the cost-effectiveness of instruction. Emphasis is on techniques suitable for use in a health care setting.  
*Prerequisites:* **Introduction to Clinical Teaching** or consent of the instructor; prior experience in clinical teaching is helpful.  
2 credits

**HP Organizational Dynamics and the Health Care System** examines the dynamics of organizational structure and behavior as they relate to the delivery of services in health care organizations. Both the theoretical and practical issues of translating policy into service are examined by way of the organizational and health care literature, case studies, and social policy analysis. Discussion topics include: What key variables can be observed and analyzed in studying health care organizations? In what way is the organization a “locus of goals” within which various groups seek to maximize

gains? How does the health care system respond to clients, and where is there a need for change?

2 or 3 credits

**HP Human Resource Management** presents theories related to human performance and their implications for personnel administration. Topics include individual motivation and goals; recruitment, selection, and development of personnel; wage and salary administration; equal employment opportunity and affirmative action; and the National Labor Relations Board. Current practices in human resource management are analyzed using cases, role playing, and simulation exercises.

3 credits.

**HP Labor Relations** is a comprehensive study of union-management relationships in the administration of a collective bargaining agreement. The following topics are emphasized: a brief history and important characteristics of the American labor movement, organization and jurisdiction of the National Labor Relations Board, employer and employee rights and responsibilities, appropriate bargaining units, strikes and picketing, unfair labor practices, equal employment opportunity laws, and private *versus* public sector labor relations.

3 credits

**HP Socioeconomics of Health Care** Socioeconomic theory provides useful tools for analyzing many current issues surrounding the provision, use, regulation, and financing of health care. This course introduces students to some of these tools through discussion of such questions as those concerning professional accountability, paternalism, and relationships with clients; the efforts of new occupations to achieve professional status; and how the costs and benefits of health programs can be evaluated. Classes and the course project emphasize how governmental policies, priorities, and programs are established and how health professionals can monitor and influence this process.

2 credits

**HP Long-Term Care of the Aged and Chronically Ill** examines the need for long-term care services, problems of the long-term care system, and creative strategies for long-term care reform. Topics for discussion include the determination of need and levels of care, the bias towards institutional care, the need for decent compassionate services, costs and benefits of alternative strategies, and the role of the family. Emphasis is given to helping the health professional make practical use of existing facilities and services. Prominent professionals from the fields of social work, nursing, gerontology and geriatric medicine serve as guest speakers.

2 credits

**HP Ethical Issues in Health Care** introduces basic ethical theory combined with a problem-solving approach to ethical issues commonly confronting health professionals. To be examined are selected issues related to information-sharing (confidentiality, truth-telling, record keeping and retrieval systems), experimentation (ethical aspects of clinical research, informed consent), peer relationships (team work, peer review, blowing the whistle on unethical colleagues), and the relationship of the health professional to institutions (health policy, quality assurance, distributive justice in everyday decisions). Lectures and discussions are supported by readings from health professions and lay literature.

2 or 3 credits

- HP Clinical Research** examines the use of scientific method to improve clinical practice. At the end of the course students are able to analyze research articles, formulate researchable questions and understand the concepts of research design, measurement, sampling and data analysis. Illustrations are chosen from research in dietetics, physical therapy, nursing, social work and speech-language pathology.  
3 credits
- HP Introductory Statistics** is a basic course in statistics for graduate students. Topics include descriptive statistics; measures of central tendency and dispersion; probability; inferential statistics; hypothesis testing; chi square, analysis of variance, regression, correlation, student's t test, etc. The course material is oriented to the application of statistical methodology.  
*Prerequisites:* **Introduction to Clinical Research** or consent of the instructor  
3 credits
- HP Biophysical Science** integrates theory and research related to biochemistry, microbiology, and the structure and function of body systems. Selected concepts relevant to patient care are demonstrated in laboratory sessions.  
6 credits
- HP Pathophysiology** examines the pathophysiology related to body systems. Consideration is given to theoretical concepts and principles related to major illness states.  
4 credits
- HP Pharmacology** considers current research, theory and practices in pharmacology as a base for the safe administration of drugs. It provides a foundation for understanding the actions, effects and nursing responsibilities regarding drug therapy in the practice courses.  
2 credits
- HP Physiology of Nerve and Muscle Cells** provides an overview of the molecular and cellular structure of nerve and muscle cells with emphasis on the cellular membranes; physiology of nerve and muscle cell membranes including resting potentials, the generation and propagation of action potentials, and passive electrical properties of the nerve cell membrane; transport of material within the nerve cell; the structure and function of the synapse; and myoneural junction secretion and mode of action of neurotransmitters; receptor physiology and mechanisms of muscle contraction.  
3 credits
- HP Neurological Basis of Movement.** This course assists the student in developing a basic understanding of major components of the motor system and in improving his/her ability to review and critically analyze neuroscience literature related to motor control. Selected case studies are used to illustrate the effects of neurological lesions on the motor system. Seminars examine such topics as the motor unit, spinal reflex mechanisms, motor cortex, thalamus, basal ganglia, cerebellar-vestibular system, reticular formation, alpha and gamma control systems, spasticity, neural control of locomotion, and neuronal plasticity. Each student is required to organize and conduct a seminar/discussion session on a topic of interest that is relevant to the overall goals of the course.  
*Prerequisite:* Introductory course in human neuroanatomy and physiology  
3 credits

**HP Physiologic Response to Stress** provides an overview of metabolic adjustment to exercise; pulmonary and cardiovascular responses to exercise; the oxygen transport system; muscle components and mechanical characteristics of muscle contractions; energy and nutritional requirements; training of muscle and oxygen transport system; the body's responses to emotional stresses and to environmental stress, including high altitude and temperature extremes; and exercise as a therapeutic modality. Laboratory experiences include pulmonary and cardiac exercise testing and energy cost studies. Experts in specific areas provide guest lectures to acquaint students with research and special lab procedures.

*Prerequisite:* Introductory course in human physiology  
3 credits

**HP Cardiac Rehabilitation** provides both an overview of the components of cardiac rehabilitation and a chance to participate in a program of patient care. Participants observe diagnostic testing including thallium scans, echocardiograms, and cardiac catheterization. Each student conducts exercise stress tests, interprets EKGs, monitors and evaluates patient response, educates patients about their diseases, risk factors, and rationale for cardiac rehabilitation. Discussions of controversial topics in cardiac rehabilitation clarify for the student areas for future research.

*Prerequisite:* Professional practice; *recommended:* **Physiologic Response to Stress**  
3 credits

**HP Pulmonary Rehabilitation** acquaints health professionals with the elements of pulmonary rehabilitation including pulmonary function testing, exercise stress testing; patient education; pulmonary hygiene; exercise prescription; and nutritional needs. Participants take part in monitoring and evaluating patient response to a pulmonary rehabilitation program. Acute and chronic rehabilitation in relation to common pulmonary disease processes is covered.  
3 credits

**HP Normal Nutrition** considers the functions, acquisition and utilization of essential nutrients. Changes in nutritional needs and influences on nutrition throughout the life cycle are discussed. Current research and practice in nutrition are presented.  
1 credit

**HP Therapeutic Nutrition** focuses on maintenance of sound nutrition during illness and the dietary treatment of certain diseases. Current research and practice in therapeutic nutrition are discussed.  
1 credit

**HP Nursing Profession: Collaborative Practice** considers the nurse in professional partnerships with nurse colleagues and other health care professionals. Boundaries and prerogatives among the health care disciplines are examined. Audit, collaboration, credentialing and multidisciplinary health care teams are discussed.  
2 credits

**HP Leadership Skills for Clinical Specialists** In addition to providing direct patient services, many clinical specialists are responsible for such tasks as supervision, consultation, needs assessments, planning and promoting change, and coordinating patient care. This course assists experienced clinicians to

explore theory, to improve their practical skills in these areas and to consider the advantages and disadvantages of different leadership styles. Case problems that form the basis for most class discussions and assignments are drawn from a variety of disciplines, including dietetics, nursing, physical therapy, social work, and speech-language pathology.

*Prerequisites:* Prior experience as a clinician

2 credits

**HP Anatomy and Pathophysiology of Heart and Lungs** acquaints students with the gross anatomy of the respiratory system (including trachea, bronchi, bronchioles, aveoli, and respiratory muscles) and the cardiac system (including the great vessels, arteries, veins, coronary arteries and heart valves). Pulmonary pathophysiology includes lung structure changes with acute respiratory distress and chronic lung diseases. Cardiac pathophysiology includes congenital heart defects, atherosclerosis, cardiac myopathies and myocardial infarction. Lung and heart specimens are used in the course.

*Prerequisite:* Collegiate level course in human anatomy and physiology

3 credits

**HP Neuroanatomy** presents the anatomy of the brain and spinal cord as an introduction to the pathophysiology of nervous system disease. The organization of motor and sensory pathways in the brain is examined in a series of in-class gross dissections and discussions. Emphasis is placed on anatomic localization of function and its relevance to mechanisms of injury in patients with stroke, trauma, and developmental anomaly. The potential for anatomic recovery and the role of therapeutic intervention in such disorders is also emphasized.

*Prerequisite:* Collegiate level course in human anatomy and physiology

3 credits

**HP Seminar in Sports Medicine** examines the integrated profession of Sports Medicine through selected readings, discussions, and presentations related to current issues and aspects of this specialty. Focus is directed to such topics as: Members of the Sports Medicine Team—Conflicts and Resolutions; Risks, Aggression and Violence in Sports; The Psychology of the Athlete; The Child and Adolescent in Athletics; Aging and Sports Participation; The Female in Sports; Metabolic and Dietary Considerations in Athletic Participation; Environmental Factors Affecting Performance; and Sports Medicine on the International Scene.

2 credits

**HP Independent Study**  
Individually arranged.  
Variable credits

## COURSES OPEN ONLY TO STUDENTS IN DIETETICS

- D Biochemical and Physiological Aspects of Nutrition** presents coordination of cell structure and function related to metabolic needs and response to the environment. Emphasis is on energy and structural needs and the interrelationships of catalysts and regulatory mechanisms controlling metabolism and, thus, nutrient requirements.  
6 credits
- D Foodservice Systems Design** presents design of foodservice systems with emphasis on facilities planning for achievement of organizational goals. Students gain experience in layout, design, equipment specification, and evaluation of planning for a health care foodservice operation.  
3 credits
- D Practicum in Foodservice Systems Design** provides students an opportunity to see and analyze various foodservice organizations and designs. Students complete a project designing a foodservice facility or renovation based on organizational goals.  
Prior or concurrent registration in **Foodservice Systems Design** is required  
3 credits
- D Materials Management in Foodservice Systems** introduces principles of materials management for health care foodservice systems, including food, nutritional pharmaceuticals, and non-food items. Specifications and purchasing for effective utilization of resources are emphasized.  
3 credits
- D Practicum in Materials Management in Foodservice Systems** provides students an opportunity to see and analyze various materials management systems. Students complete a project evaluating/designing a materials management system, emphasizing documentation for effective utilization and control of resources.  
Prior or concurrent registration in **Materials Management in Foodservice** is required  
3 credits
- D Foodservice Control Systems** covers procedures for controlling food, labor, and other variable costs in foodservice systems and emphasizes budgeting as a technique for planning and control. The function of a quality assurance program for achievement of organizational goals is examined.  
3 credits
- D Practicum in Foodservice Control Systems** allows students to develop and analyze a budget for a foodservice system, emphasizing planning and control. Students assess/develop a quality assurance program, establishing criteria for achieving department goals.  
Prior or concurrent registration in **Foodservice Control Systems** is required  
3 credits
- D Decision Optimization in Foodservice Systems** examines application of decision theory in foodservice systems, use of quantitative methods and models to optimize decisions, including breakeven analysis, simulation and forecasting, engineering economy, inventory and linear programming

models, and planning and scheduling methods. The computer is used as a tool for data analysis.

**Prerequisites: Foodservice Systems Design, Materials Management in Foodservice, and Foodservice Control Systems**  
3 credits

- D Biochemistry of Specialized Tissues** offers detailed study of the metabolism and related chemistry of specialized tissues, including cellular origin, tissue function, chemical composition, metabolic activity and control mechanisms.

**Prerequisite: Biochemical and Physiological Aspects of Nutrition**  
3 credits

- D Advances in Nutrition and Metabolic Disorders** provides in depth study of the nutritional implications of metabolic disorders. The relationships of food, metabolic processes and social/environmental factors to the nutritional care of individuals with metabolic disorders are presented.

**Prerequisite: Biochemical and Physiological Aspects of Nutrition**  
3 credits

- D Practicum in Nutrition and Metabolic Disorders** develops skill in the nutritional care of individuals with metabolic disorders. The primary setting is the clinical research center.

**Prerequisite:** Prior or concurrent registration in **Advances in Nutrition and Metabolic Disorders**  
3 credits

- D Advances in Nutrition and the Critically Ill** studies the role of nutrition for the critically ill patient. Advanced nutrition support theories and practice in various disease states of the critically ill are presented.

**Prerequisite: Biochemical and Physiological Aspects of Nutrition**  
3 credits

- D Practicum in Nutrition and the Critically Ill** provides advanced skill development in providing nutritional care to the critically ill. Primary emphasis is on the modalities of nutritional support.

**Prerequisite:** Prior or concurrent registration in **Advances in Nutrition and the Critically Ill**  
3 credits

- D Advances in Nutrition and Chronic Diseases** offers advanced study of the nutritional implications of chronic diseases. The relationships of food, metabolic processes and social/environmental factors to the preventive and therapeutic nutritional care of individuals with chronic diseases are covered.

**Prerequisite: Biochemical and Physiological Aspects of Nutrition**  
3 credits

- D Practicum in Nutrition and Chronic Diseases** develops advanced skill in the prevention of chronic diseases and in the nutritional care of clients with chronic diseases.

**Prerequisite:** Prior or concurrent registration in **Advances in Nutrition and Chronic Diseases**  
3 credits

- D Food and Nutrition Policy and Programs** covers the knowledge and skills necessary to establish policies and administer programs of nutrition services.

Topics include planning, development, organization and evaluation related to needs, cost benefits and agency/institution interaction.

*Prerequisite:* Consent of the instructor

3 credits

**D Independent Study in Dietetics** allows study of special problems in clinical dietetics or foodservice systems management and enables the student to acquire information and skills through directed readings, investigations and projects not covered in organized courses.

Variable credits

**D Current Topics in Research in Dietetics** requires reading and preparation of a paper or oral presentation in a selected area of research in dietetics.

1 credit

**D Thesis Research**

Variable credits

#### **COURSES OPEN ONLY TO STUDENTS IN NURSING**

**N Nursing Practice: Process and Skills** introduces students to the clinical practice of nursing. Emphasis is on scientific inquiry, critical thinking, and the clinical judgment process within the conceptual framework of the program. Students learn in-depth assessments of individuals across the life cycle and beginning problem identification, intervention and evaluation. Use and integration of specific psychomotor nursing skills are included. Clinical practicums are provided.

5 credits

**N Nursing Profession: History and Contemporary Status** focuses on the social evolution of nursing as a profession and the contributions of nursing to the health care system. Classic papers in the literature, biographical studies of nursing leaders, and major studies of nursing are reviewed and analyzed within an historical context. Contemporary issues are examined in relation to societal trends, national policies and expanding technology.

2 credits

**N Nursing Practice: Common Problems in Adult Health** integrates theory and research for the care of hospitalized adults. Patient care models are used to examine common nursing diagnoses associated with acute and chronic conditions. Emphasis is on the nurse's role in restoring and maintaining health and in managing patient and family responses to illness, hospitalization and surgery. Clinical practicums are in medical and surgical settings.

5 credits

**N Nursing Profession: Values in Practice** considers values and ethical aspects in nursing practice in relation to patient care, to itself as a profession, and in reference to societal organization. Specific clinical and professional topics include professional rights and responsibilities involved in using knowledge and giving care; values in health and illness; and the nurse's role as patient advocate.

2 credits

- N Nursing Practice: Mental Health and Psychiatric Nursing** examines selected scientific frameworks utilized to assess behavior and its effectiveness and to evaluate interventions that enhance an optimal level of mental health. Clinical experiences are designed to promote the development of use of self in evaluative and therapeutic interventions as well as to identify the influence of selected social systems on patient care. The application of mental health principles to general nursing practice is emphasized.  
5 credits
- N Nursing Practice: Maternal and Newborn Health** uses a family-centered framework to offer the knowledge and skills necessary for nursing care of the childbearing woman and the neonate throughout the maternity cycle, including the three months post-delivery. Physiological, psychological and social theory, research and trends influencing birthing are examined in relation to nursing interventions. Clinical practicums with women and infants at various stages in the childbearing cycle are offered. (A two-semester nursing care experience with a childbearing family begins in this course.)  
4 credits
- N Nursing Practice: Child Health** uses a family-centered framework to offer the knowledge and skills necessary for nursing care of the child from infancy through adolescence in wellness and illness. Physiological, psychological and social research and theory are used to discuss common childhood health problems, developmentally related issues, anticipatory guidance for families and major illnesses of childhood. Nursing intervention with the child and family is the focus of the course. Clinical practicums are provided with children of varying ages in inpatient and outpatient settings. (A two-semester nursing care experience with a childbearing family begins in this course.)  
4 credits
- N Nursing Profession: Legal and Organizational Issues** covers such legal issues as licensure, malpractice, informed consent, protection from liability, due process and nurse practice acts. Practice roles and relationships, practice models, organization of nursing services and peer review are among the organizational issues studied.  
2 credits
- N Nursing Practice: Multi-System Problems in Adult Health** examines nursing care of hospitalized adults with complex problems. Patient care models are used to analyze nursing interventions in acute care setting. Clinical practicums are provided.  
4 credits
- N Nursing Practice: Community Health** focuses on nursing care of individuals, families and groups in community settings. Students are involved in health assessment, promotion and maintenance for families and selected community groups, at varying points on the health/illness continuum. Students assess the health needs of the community and the community's efforts to meet these needs. Emphasis is on the nurse's role as a contributor to the community's efforts to provide for the health of its members. Clinical practicums are offered in a variety of community agencies.  
4 credits
- N Theory Evolution in Nursing** studies theory definition and development in relation to professional nursing practice. Students examine nursing theories

and theories of human behavior as applied in nursing education, administration and practice. Issues related to testing and application of theory are discussed.

3 credits

**N Nursing Research Seminar** examines clinical nursing research, emphasizing problem identification within a conceptual framework. Contrasting models and approaches to problems and study designs are examined. Students critique published clinical research studies and identify a clinical problem for thesis investigation.

2 credits

**N Nursing Profession: Policy and Politics** examines the American governmental system and its impact on nursing and health care. Specific areas for study include health care planning, national health insurance, lobbying and quality assurance. Nursing's position in the formulation of health policy and the right to health care are discussed.

2 credits

### **COURSES OPEN ONLY TO SPECIALIST LEVEL NURSING STUDENTS**

#### **REQUIRED NON-PRACTICE COURSES**

**NS Nursing Research Seminar: Proposal Development** allows students to use the previously identified clinical problem to design a research proposal for the required thesis, including statement of problem, theoretical background, research questions or hypotheses, setting, sample, data collection and analysis. Limitations and procedures for protecting the rights of human subjects are discussed.

2 credits

**NS Nursing Profession: Developing Role Specialization** examines the clinical nurse specialist's roles, responsibilities and functions. Current certification requirements are discussed and national issues and trends for specialized nursing practice are explored.

2 credits

**NS Clinical Management in Nursing** explores the nurse's supervisory role in health care organizations from the level of operations to that of strategy. The classic functions of planning, organizing, staffing, leading and controlling are employed as vehicles for analysis of managerial effectiveness. A systems/contingency approach to management is emphasized.

3 credits

**NS Organizational Development in Nursing** covers organizational diagnosis and intervention strategies, employing applied behavioral science knowledge and values focused on the goal of improving overall organizational effectiveness. The role of clinical specialist as consultant and facilitator of change is examined.

3 credits

## GENERAL PEDIATRIC NURSING SPECIALTY

*The pediatric clinical nurse specialist is prepared to provide comprehensive care for the individual child; for groups of children and their families in inpatient, ambulatory and home settings; with long-term and acute alterations in health status; to consult and maintain standards of care in a health care delivery unit; and to develop a depth of knowledge and skills with one specific population of pediatric patients.*

**NS Processes in General Pediatric Nursing** provides a foundation for specialization in general pediatrics. Advanced skills, theory and research in care of children with high incidence pediatric problems are emphasized. Advanced knowledge and skills necessary for practice in all pediatric settings are covered, including the interplay of development and illness, counseling and supporting families, parenting skills and the therapeutic use of play. Clinical practicums are provided in hospital settings.

5 credits

**NS Care of the Child with a Long-Term Problem** provides the knowledge and skills necessary for care of children with long-term problems. The issues and strains which such conditions impose on the family and the problems arising for the child facing long-term and/or repeated hospitalization are discussed. Development of skill in nursing management of children with these problems and intervention with families is stressed. Students begin an extended experience with a caseload of children with long-term problems and their families. Clinical practicums are provided in inpatient and ambulatory settings and in homes.

5 credits

**NS Care of the Acutely Ill Child** focuses on the care of the acutely ill child and family. Emphasis is on the use of advanced knowledge, skills and research to deliver highly complex care in both inpatient and critical care settings. The maintenance of standards and skills for a practice unit are considered as a responsibility of the specialist. Students are involved in quality assurance activities. Appropriate clinical practicums are provided in addition to the continued caseload experience.

5 credits

**NS Care of Groups of Children and their Families** uses theory and research to develop the skills necessary to work with groups of children and families. An in-depth knowledge of the theory and research as well as the development of clinical skill in this area is expected. Students provide a group learning or support experience for families and/or children. Consultation with other professionals is emphasized. Students have the opportunity to choose a group of children with similar problems as a practicum focus. Long-term care caseloads are continued.

5 credits

## MEDICAL-SURGICAL NURSING SPECIALTY: ADULT CARDIO-PULMONARY NURSING SUBSPECIALTY

*The cardio-pulmonary clinical nurse specialist is prepared to provide nursing care to individuals, families and groups of patients experiencing cardio-pulmonary problems in critical care, ambulatory and home settings; to manage a caseload of patients over an extended period of time in collaboration with physicians; to provide short-term counseling and patient/family teaching; to consult with colleagues; and to recognize priorities in practice and research for the future.*

- NS Cardio-Pulmonary Subspecialty I** examines advanced concepts related to the structure and function of the heart and lungs, assessment of the patient, and common biophysical problems and nursing interventions. Emphasis is on advanced knowledge, current theory and research related to specialized practice. The clinical practicum is in an inpatient setting.  
5 credits
- NS Cardio-Pulmonary Subspecialty II** examines complex problems of adults with cardiovascular/pulmonary disease. Emphasis is on clinical judgment for the clinical nurse specialist and collaboration with other health professionals. Clinical practicums are in critical care settings. Students also begin a three-semester experience working with a caseload of ambulatory patients in collaboration with physicians.  
5 credits
- NS Cardio-Pulmonary Subspecialty III** examines nursing practice and research related to progressive care of patients with acute cardiovascular/pulmonary problems. Emphasis is placed on determining priorities for recovery and rehabilitation. Clinical practicums are in inpatient units, with continuation of ambulatory caseload experience.  
5 credits
- NS Cardio-Pulmonary Subspecialty IV** examines the current state of the art of cardiovascular/pulmonary rehabilitation. Emphasis is on the clinical nurse specialist's role in rehabilitation, including teaching and counselling of individuals and groups. Clinical practicums are provided and ambulatory caseload experience continues.  
5 credits

**MEDICAL-SURGICAL NURSING SPECIALTY:  
ADULT ONCOLOGY NURSING SUBSPECIALTY**

*The oncology clinical nurse specialist is prepared to provide comprehensive nursing care to meet the multi-faceted needs manifested by individuals with cancer, their families, and groups of patients dealing with cancer, beginning with early detection and diagnosis and continuing throughout the course of management of the disease in the acute care, ambulatory and home settings; to manage a caseload of patients over an extended period of time in collaboration with physicians; to provide short-term counselling and patient/family teaching; to consult with colleagues; and to recognize priorities in practice, theory and research for the future.*

- NS Oncology Subspecialty I** examines advanced concepts related to the physiological, pathophysiological, psychosocial, and nursing interventions pertinent to oncology specialization. Emphasis is on advanced knowledge, current theory and research related to cancer epidemiology; risk factors; early detection methods; carcinogenesis; diagnosis and treatment modalities. The clinical practicum is in an inpatient setting.  
5 credits
- NS Oncology Subspecialty II** examines complex problems of adults with cancer. Emphasis is on characteristics of major cancers, acute problems related to cancer, and nursing management of side effects of treatment. Within the above framework, clinical judgment for the clinical nurse specialist and collaboration with other health professional are stressed. Clinical practicums are in inpatient and ambulatory care settings. Students

also begin a three-semester experience working with a caseload of ambulatory patients in collaboration with physicians.  
5 credits

**NS Oncology Subspecialty III** examines nursing practice and research related to progressive care of cancer patients and their families. Emphasis is placed on the psychological responses of the individual with cancer (e.g., coping strategies, loss, grief, family dynamics, role changes) and on determining priorities for recovery and rehabilitation. Clinical practicums are in inpatient units, hospice and home care settings, with continuation of ambulatory caseload experience.  
5 credits

**NS Oncology Subspecialty IV** examines the current social and political issues in cancer; the resources for patients and families; and issues and concerns in cancer nursing practice. Emphasis is on the clinical nurse specialist's role in prevention; screening and detection; treatment; recovery; relapse/recurrence; rehabilitation and terminal phases. Ongoing teaching, support and counselling of individuals, families and groups are included. Clinical practicums are provided and ambulatory caseload experience continues.  
5 credits

#### **ADULT PSYCHIATRIC NURSING SPECIALTY**

*The psychiatric clinical nurse specialist is prepared to provide individual, family and group psychotherapy in inpatient, outpatient and community mental health setting; to assume primary responsibility for the planning and management of a hospitalized or after-care patient; to supervise patients maintained on psychotropic drugs; to identify maladaptive, disruptive or disintegrative life patterns which require intervention and/or referral; and to provide consultation in general hospital situations.*

**NS The Processes of Psychiatric Nursing Practice** examines advanced concepts in communication and focuses on observing, assessing, recording and sharing information within the context of psychiatric nursing practice. Students develop specialized skills in taking psychiatric histories, administering mental status examinations and applying findings from psychological tests and psychosocial assessments. Clinical experiences with individual patients in acute and ambulatory settings are provided.  
5 credits

**NS Therapeutic Effectiveness in Psychiatric Nursing** examines advanced biomedical and psychosocial concepts relevant to specialized practice in psychiatric nursing. Emphasis is on developing effective interpersonal skills in therapeutic relationships and on managing patients receiving psychotropic drugs and other somatherapies. Students are assigned individual clients for ongoing therapy and management under supervision.  
5 credits

**NS Strategies of Group Intervention in Psychiatric Nursing Practice** examines frameworks for group analysis and develops effective skills for group therapy. Types of group leadership and stages of group development are reviewed. A variety of group therapies including psychodrama, sociodrama, family therapy, self-directed groups, and art, dance and music therapy are explored for commonalities and differences. Groups of medical-surgical patients and community client groups are studied to provide a

perspective for remotivation and reeducation. Clinical experiences afford students the opportunity to observe a variety of group constellations and to participate as leaders in selected ongoing groups.

5 credits

**NS Psychiatric Nursing Practice in the General Hospital** focuses on the role of the psychiatric nurse within a general hospital. Emphasis is placed on the nurse's function as a therapist, manager and consultant. Practice models in psychiatric nursing are explored in relation to primary prevention, social goals and continuity of care. Special consideration is given to clinical situations commonly encountered and frameworks for appropriate intervention. Clinical practicums are provided in a general hospital.

5 credits

#### **COURSES OPEN ONLY TO STUDENTS IN PHYSICAL THERAPY**

**PT Foundations of Clinical Assessment in Physical Therapy** is the first of the clinical theory foundations courses required of all students in the program. It has three major areas of emphasis:

- study of principles of measurement and their application in critique of the methods of patient evaluation commonly used by therapists;
- development of skills in physical assessment, including history taking and physical examination;
- theoretical analysis of the process of clinical judgment used by practicing therapists and the relationship of this process to patient evaluation.

As a course project, students develop and test a clinical measurement procedure.

3 credits

**PT Clinical Decision Analysis** is the second of the clinical theory foundations courses required of all students in the program. Through lectures and class exercises, students learn to use a formal process of decision analysis to identify, describe, and critique the process of clinical judgment they use in caring for patients. As a course project, each student designs a decision tree for management of one clinical problem, carries out preliminary clinical testing of this model, and analyzes the adequacy of existing scientific evidence supporting key decision guidelines.

*Prerequisite:* **Foundations of Clinical Assessment in Physical Therapy**

3 credits

**PT Clinical Preceptorship in Physical Therapy** offers advanced clinical practice under the direction of a preceptor in the student's area of specialization. The practicum, designed to meet individual needs, provides a variety of clinical experiences to develop expertise in physical therapy evaluation and treatment techniques. Patient demonstrations, clinical practice, and special seminars expand the student's ability to plan and

implement integrated treatment approaches, and to formulate critical questions and analyses related to physical therapy practice.

Areas of specialization open to the clinician include orthopaedics, sports medicine, neurology, cardiac, pulmonary, and pediatrics.

*Prerequisite:* **Foundations of Clinical Assessment in Physical Therapy**  
Variable credits

**PT Intensive Care Management in Physical Therapy** allows participants to develop evaluative and treatment skills in intensive care, focusing on cardiac and pulmonary dysfunction. The therapist acquires skills in acute management of chest physiotherapy. Respiratory and cardiac monitoring and ventilatory equipment are discussed. Pathophysiology covers acute respiratory distress, pneumonia and status asthmaticus.

2 credits

**PT Clinical Perspectives in Pediatrics** focuses on basic concepts and principles of physical therapy practice in the care and management of children. Emphasis is on the integration and application of knowledge and skill for the provision of care for children with a variety of disabilities and degrees of illness.

3 credits

**PT Anatomy and Pathophysiology of the Musculoskeletal System** provides detailed study of the structure and function of the major joints of the upper and lower extremities. Dissection of normal and pathological specimens forms the basis for discussion of the pathophysiology involved in the common clinical disorders treated by the orthopaedic physical therapist. Students have the opportunity for independent study and dissection in their areas of interest.

*Prerequisite:* A course in human anatomy

3 credits

**PT Biomechanics** focuses on the study of forces acting on the body during human movement, including the reactions and adaptations of biological tissue to these forces. Normal and pathological movement patterns are analyzed to form the basis for decision making in the clinical setting. Case studies and current research in biomechanics and kinesiology as applied to physical therapy practice are emphasized.

3 credits

**PT Manual Therapy Techniques I - Extremities** presents and provides practice in the techniques of examining and treating patients with dysfunction of the neuromusculoskeletal system, with particular reference to orthopaedic conditions of the extremity joints. Differentiation of dysfunction from disease and among various types of dysfunction is emphasized. Treatment concepts and modalities for specific musculoskeletal extremity dysfunctions are presented and practiced, with emphasis on the basic techniques of joint manipulation, their effect and rationale for use.

3 credits

**PT Manual Therapy Techniques II - Spine** presents and provides practice in the techniques of examining a patient with dysfunction of the neuromusculoskeletal system as applied to orthopaedic conditions of the spine. Differentiation of dysfunction from disease and among various types of dysfunction is emphasized. Treatment concepts and modalities for specific

dysfunctions are presented and practiced, including exercises, massage, soft tissue stretching, weight control, and relaxation. Basic techniques of joint manipulation, their effects and rationale for use are emphasized.  
3 credits

**PT Evaluation and Treatment of Sports Injuries** provides an opportunity for critical review and analysis of specific sports injuries of the extremities, trunk, head and neck. Emphasis is given to acute and chronic problems most frequently seen by physical therapists in hospital and private settings. Through lectures, discussions, patient demonstrations, and clinical laboratory experiences, special attention is given to: history taking, physical examination and assessment, performance evaluation techniques, mechanisms of injury, treatment options and rehabilitation planning, conditioning and training factors, taping and wrapping, protective padding and splint fabrication, and basic radiological interpretation.  
3 credits

**PT Seminar on Treatment Approaches to the Neurologically Impaired** critically analyzes and compares physical therapy treatment approaches for the neurologically impaired by addressing the questions: What are we doing with our patients? Why are we doing it? Does it work? Focus is on therapeutic exercise facilitation approaches, biofeedback, and electrotherapy techniques. Readings provide a strong knowledge base in the philosophy and procedures used by each approach. Seminar sessions examine the theories underlying the approaches, evidence for the validity of these theories, and evidence for the effectiveness/ineffectiveness of physical therapy techniques reported in the literature.  
2 credits

**PT Laboratory Assessment in Movement Disorders** is designed to teach the principles of sound bioelectronic measurement and the application of these principles to variables of interest to physical therapists, for example, physiological variables that may be measured by using an electrical signal that represents the response (for example, muscle activity measured by electromyographic activity). Students learn basic procedures such as operation of an oscilloscope and polygraph and calibration techniques, then focus in detail on measurement of variables relative to their areas of special interest. Laboratory sessions allow extensive practice with equipment and measurement procedures such as surface EMG, electrogoniometry, isokinetic dynamometry, force transducers, and electrocardiography.  
3credits

**PT Independent Study in Physical Therapy** allows students to study special problems in physical therapy. Individually planned work guided by a member of the faculty may include directed readings, investigations or projects in areas not currently covered by the Institute's formal courses.  
Variable credits

**PT Thesis Research** provides registration for the student's work with assigned thesis readers on planning and implementation of the thesis study and preparation of the written thesis report.  
*Prerequisite:* Program Committee approval of the thesis prospectus.  
Variable credits

## COURSES OPEN ONLY TO STUDENTS IN SOCIAL WORK

**SW Social Work Practice I** is an introduction to the basic processes of clinical social work practice in the health care field. There is systematic study of differential assessments of individual and family responses to illness as the basis for the design of interventions. Consideration is given to the casework relationship, interviewing skills, and the use of individual and institutional resources. The course is taught in seminar format; whenever possible, students' on-going cases serve as the basis for study and discussion.

2 credits

**SW Social Work Practice II** focuses on the refinement of interviewing skills and psychosocial assessments. Psychodynamic issues and conflicts are considered in terms of their impact on the patient's coping with the medical situation. The use of the casework relationship and the student's growing self-awareness are also emphasized. Students are expected to take a more active part in the learning process through formal presentations of cases. Both the casebook and students' cases continue to be the basis for class discussion and role-playing.

*Prerequisite:* **Social Work Practice I**

2 credits

**SW Social Work Practice III** is a continuation of **Social Work Practice I and II**, which are prerequisites.

2 credits

**SW Field Practicum I:** In addition to classroom courses, each student is required to spend three days a week in field practicums. Students are supervised by experienced social work instructors. Practicums provide the opportunity for students to integrate classroom work with patient care. The experience provides the opportunity for students to learn to assess the psychosocial needs of hospital patients, to make social work treatment plans and to be responsible for implementing these plans with patients. They also have experience working with patients' families and other hospital staff members to facilitate patients' coping with their current problems. In addition, students gain firsthand experience in understanding the hospital as a social system. The program provides coordination between the classroom and practicum by working with practicum instructors to ensure that the program's goals for students can be realized. Seminars focused on the particular problems of working in medical settings are offered throughout the year.

5 credits

**SW Field Practicum II** is a continuation of **Field Practicum I**, which is a prerequisite.

5 credits

**SW Field Practicum III** is a continuation of **Field Practicum I and II**, which are prerequisites.

3 credits

**SW Advocacy and Discharge Planning** are two system-related activities regularly practiced by social workers in health care settings. These tasks require an understanding of the dynamics of health care organizations, a

familiarity with the scope of available resources, and the ability to intervene on an individual, group or systemic basis. Advocacy is one component of the professional's efforts to stimulate and encourage social change. Discharge planning facilitates optimal continuity of care as patients, still in need of some form of care or attention, move from one setting to another. Knowledge and skills are developed in practical methods of advocacy intervention and discharge planning.

*Prerequisite:* Organizational Dynamics and the Health Care System  
2 credits

## TRUSTEES, MASSACHUSETTS GENERAL HOSPITAL

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