

MGH Institute of Health Professions

Where world-class education meets real-world health care

NOTE: THIS CATALOG COVERS 2001/2002 AND 2002/2003

A large blue graphic with a white border. The text '2001' is at the top in a light blue, sans-serif font. Below it, the word 'CATALOG' is written in a white, sans-serif font. At the bottom, the text '2002' is written in the same light blue, sans-serif font as the top. The entire graphic is centered on the page.

2001 CATALOG 2002

Graduate Programs in:

Clinical Investigation ■ Communication Sciences and Disorders ■ Nursing ■ Physical Therapy

Accreditation

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

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

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

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

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
209 Burlington Road
Bedford, MA 01730-1433
(781) 271-0022
cihe@neasc.org

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

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

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

The MGH Institute of Health Professions is an affirmative action/equal opportunity institution and prohibits discrimination on the basis of race, color, religion, creed, gender, sexual orientation,

age, disability, veteran status, marital status, or national origin. The Institute respects and values the diverse backgrounds of all people and welcomes all students to participate fully in all the rights, privileges, programs, and activities generally accorded or made available to the Institute community.

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

MGH Institute of Health Professions

Mission

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

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

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History

In 1811, Massachusetts General Hospital was chartered as a teaching hospital with a commitment to patient care, education and research. The MGH School of Nursing, established in 1873, carried the concept of health care education in a clinical setting well into the twentieth century.

The vision of health care leaders combined with the teaching heritage of MGH, set the stage to create a new educational entity that would meet the rapidly changing social and professional demands of the health care professions.

From this long tradition of quality classroom education enhanced by its practical application, the MGH Institute of Health Professions was founded in 1977. The vision of health care leaders combined with the teaching heritage of MGH, set the stage to create a new educational entity that would meet the rapidly changing social and professional demands of the health care professions. The Institute was formed to meet the need for master clinicians – leaders in the health care professions with an education formed by theory and simultaneous practice, and based upon a thorough understanding of specialized clinical practice, planning and management of clinical services, and research.

More than two decades later, with an operating budget of \$9 million, the Institute remains a unique and innovative graduate school – integrating rigorous academics with clinical practice in diverse settings and training students to take on leadership roles in their respective fields.

The Institute offers an impressive student-faculty ratio of 7:1, enabling students to receive personalized attention from faculty. The setting also promotes small-group interactions that advance the health professions through interdisciplinary models of education, research and practice.

Accredited by the New England

Association of Schools and Colleges, the Institute offers academic programs leading to a Master of Science degree in clinical investigation, nursing, physical therapy and speech-language pathology. *U.S. News & World Report* recently named The Institute's Professional Program in

Physical Therapy one of the top ten programs in the country – the only such program in New England to make the top ten. The Institute is one of the first schools to offer the Doctor of Physical Therapy degree. In 2000 the Institute inaugurated its first online Distance

Learning courses, offering the Clinical Investigation degree program through a part-time, two-year internet-based program of study. Additional courses will be offered in the Distance Learning mode at the rate of two courses per term.

The Institute also sponsors faculty-led initiatives that advance its mission in key ways. The Center for International Health Care Education was launched in 1999 to improve international access to the Institute's expertise in advanced education in the health professions and to help prepare a new generation of health care leaders around the world.

Responding to the nation's alarming illiteracy rate, the newly launched Hanson Initiative for Language & Literacy is designed to serve as a national model for improving reading and writing abilities of children and adults who would otherwise fail to become productive members of society. The Hanson Initiative will initially focus on forming working partnerships with schools to provide teacher-training and develop customized language arts curricula.

Today the MGH Institute of Health Professions has 80 full and part-time faculty and an average enrollment of 500 students. Currently located at 101 Merrimac Street near MGH's Beacon Hill campus, the Institute will move to a new, larger and per-

manent home along the historic waterfront of the Charlestown Navy Yard in the spring of 2002. The handsome, 19th century granite structure is located nearby a growing number of MGH and Partners research and office buildings. The building will house all of the Institute's classrooms, clinical facilities, and academic and administrative offices, providing 35 percent more space than the present location.

A commitment to excellence and innovation, together with responsiveness to the changing environment for health care and the professions has distinguished the Institute since its founding.

Statement on Diversity

The MGH Institute of Health Professions, an autonomous, educational institution affiliated with Massachusetts General Hospital, is deeply committed to increasing the representation of diverse groups on its Board of Trustees, administration, faculty, staff, and students. We envision a community that is bound by the desire for equal consideration of all people.

We value, affirm, and respect the many individual differences each of us brings to the Institute. Our community strives to reflect the multicultural, multiethnic, and pluralistic composition of local, national, and international populations. The Institute's curricula prepare culturally competent health care providers.

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

From the President



Dear Applicant:

I am delighted that you are interested in becoming a part of the unique academic community that is the MGH Institute of Health Professions to advance your graduate education and professional goals. The Institute was founded twenty-five years ago by the leadership of the Massachusetts General Hospital in order to raise the bar in the education of health care professionals and in the professions themselves. It was innovative then because the Institute was conceived as a way to integrate clinical and academic education more effectively than would be possible in a traditional university setting and to do so in an interdisciplinary environment.

Today, with more than 500 students and over 1,300 alumni practicing in leadership roles throughout the nation and beyond, the Institute continues to be an innovator in health care education. It offers masters degrees, certificate programs and special courses in four areas: nursing, physical therapy, speech language pathology and clinical investigation. The curriculum combines courses that are specific to each discipline with others that are interdisciplinary and multidisciplinary. As the healthcare environment changes dramatically, so too do the opportunities for students at the Institute. The newest program, in Clinical Investigation, prepares graduates to participate in the highly charged field of human subject research. This past year, we introduced courses in human genetics to bring the latest scientific knowledge to bear on the care of patients.

The faculty at the Institute are recognized as leaders in their fields. Over half of them are practicing clinicians so the changes that are impacting the delivery of healthcare are never far from our classrooms. Many are also active in their professional organizations and in research designed to improve patient care outcomes. And because the Institute is small, you can expect the faculty to provide you with highly individualized support for your educational and professional plans.

If you choose to pursue your education at the Institute, you will benefit from the Institute's clinical affiliations with more than 600 healthcare providers, from the leading teaching hospitals to neighborhood health centers, from rehabilitation settings to schools and individual practices. Our primary relationships for clinical teaching are with our parent corporation, the Massachusetts General Hospital, as well as throughout the Partners Healthcare System, the largest integrated healthcare system in the region.

During the coming year, the Institute will mark a significant milestone in its growth when we will occupy a new building in the historic Charlestown Navy Yard. With forty percent more space for classrooms and teaching labs, the Institute will finally have a state-of-the-art facility to match the caliber of its academic programs. We hope you will choose the MGH Institute for Health Professions for your education and join us at this exciting time in our history!

Sincerely,

A handwritten signature in blue ink that reads "Ann W. Caldwell". The signature is fluid and cursive, with the first name "Ann" being particularly prominent.

Ann W. Caldwell
President

Academic Calendar 2001 - 2002

FALL SEMESTER

September 5 – December 19, 2001

Payment deadline for returning students	July 27
Open Registration	August 27-31
Labor Day Holiday – Institute closed	September 3
Orientation	September 4-5
Registration for new students	September 5
First day of classes, classes begin at 1:00 p.m.	September 5
Last day for 100% refund for students who withdraw from the Institute	September 12
Last day for 75% refund for students who withdraw from the Institute	September 19
Last day to add or drop a class or elect audit or pass/fail option without financial penalty	September 20
Deadline for course exemption and credit-by-exam without financial penalty	September 20
Last day for 50% refund for students who withdraw from the Institute	September 26
Last day for 25% refund for students who withdraw from the Institute (no refund will be made after this date)	October 3
Columbus Day Holiday – Institute closed	October 8
Last day to withdraw from a course to receive a grade of “W”	October 19
Advisement period for Spring Semester 2002	October 22 – November 2
Registration for Spring Semester for returning students	November 5-9
Thanksgiving break – Institute closed Classes end at 4:00 p.m. on Wednesday, November 21 Classes resume on Monday, November 26	November 22-23
Last day of classes for Fall Semester	December 11
Reading Day	December 12
Final Examinations	December 13-19
Deadline for completion of thesis requirements for January 2002 diploma	December 19
Christmas Holiday – Institute closed	December 24-25
New Year’s Day Holiday – Institute closed	December 31 – January 1

SPRING SEMESTER

January 7 – April 30, 2002

Payment deadline for returning students	December 14
Open registration	January 2-7
First day of classes	January 7
Last day for 100% refund for students who withdraw from the Institute	January 11
Last day for 75% refund for students who withdraw from the Institute	January 18
Martin Luther King Day Holiday – Institute closed	January 21
Last day to add or drop a class or elect audit or pass/fail options without financial penalty	January 22
Deadline for course exemption and credit-by-exam without financial penalty	January 22
Last day for 50% refund for students who withdraw from the Institute	January 25
Last day for 25% refund for students who withdraw from the Institute (no refund will be made after this date)	February 1
Presidents' Day Holiday – Institute closed	February 18
Last day to withdraw from a course to receive a grade of "W"	February 22
Spring break	March 11-15
Advisement period for Summer and Fall Semesters 2002	March 18-29
Registration for Summer and Fall Semesters 2002	April 1-5
Last day of classes for Spring Semester	April 22
Reading Day	April 23
Final Examinations	April 24-30
Deadline for completion of thesis requirements for May 2002 diploma	April 30
Commencement	May 4

SUMMER SEMESTER

May 6 – August 19, 2002

Payment deadline for returning students	April 26
Open registration	May 6
First day of classes	May 6
Last day for 100% refund for students who withdraw from the Institute	May 10
Last day for 75% refund for students who withdraw from the Institute	May 17
Last day to add or drop a class or elect audit or pass/fail options without financial penalty	May 21
Deadline for course exemption and credit-by-exam without financial penalty	May 21
Last day for 50% refund for students who withdraw from the Institute	May 24
Memorial Day Holiday – Institute closed	May 27
Last day for 25% refund for students who withdraw from the Institute (no refund will be made after this date)	May 31
Last day to withdraw from a course to receive a grade of "W"	June 21
Independence Day Holiday – Institute closed	July 4
Last day of classes for Summer Session	August 9
Reading Day	August 12
Final Examinations	August 13-19
Deadline for completion of thesis requirements for September 2002 diploma	August 19

SCIENCE SUMMER – NURSING & CSD

June 3 – August 19, 2002

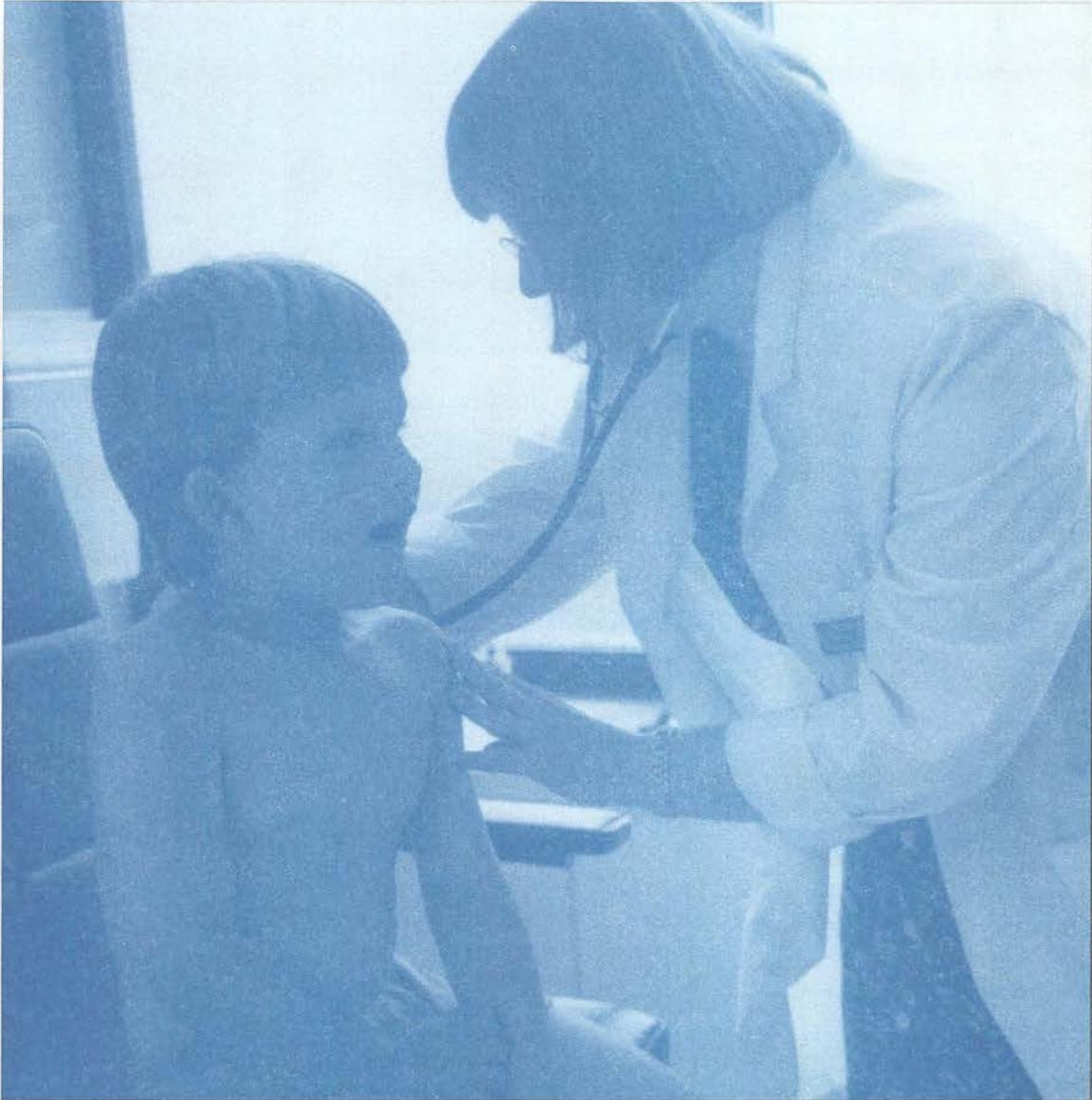
First day of classes	June 3
Payment deadline	June 3
Last day to add or drop a class or elect audit or pass/fail options	June 10
Last day for 100% refund for students who withdraw from the Institute	June 10
Last day to withdraw from a course to receive a grade of “W”	June 17

DPT ENTERING STUDENTS

June 13 – August 9, 2002

Orientation and Registration	June 13
First day of classes	June 14
Last day to add or drop a class or elect audit or pass/fail options	June 21
Last day for 100% refund for students who withdraw from the Institute	June 21
Last day to withdraw from a course for a grade of “W”	June 26

The Interdisciplinary Curriculum



The Interdisciplinary Curriculum

Overview

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

- Engage in critical thinking to guide professional practice and scholarly inquiry.
- Integrate knowledge and theories into professional practice.
- Use effective communication and collaboration skills.
- Influence health policy and practices in evolving systems of health care delivery in a pluralistic society.
- Incorporate ethical and professional values and standards in the delivery of health care.

The interdisciplinary aspects of the curriculum include required courses for different levels of students, elective courses, shared clinical experiences, and research efforts that contribute to the students' competence as health care practitioners. Faculty have developed case conferences and are continuing to develop interdisciplinary clinical seminars where the focus is on clinical issues, patient care management, teamwork, collaboration, and the perspectives and roles of various health care providers. In many clinical sites, there are students from more than one discipline; enabling interaction and shared experiences. Finally, students have



the opportunity to become involved in research. These collaborative activities may involve faculty from a variety of disciplines and the real world of practice.

relates to human communication and its disorders, including theories of: perception, pattern (object) recognition, mental representations/concepts, memory structures/processes, and attention and executive functioning. 2 credits.

Course Descriptions

★ **New Course**

★ **Distance Learning**

★ CH 721 FOUNDATIONS OF COGNITION

Prerequisite: Program prerequisites or consent of instructor. This course addresses the basic principles of cognitive psychology and cognitive neuropsychology as it

★ CH 740 EARLY INTERVENTION, BIRTH TO 3

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

★ CH 741 ORTON-GILLINGHAM MULTISENSORY LANGUAGE TRAINING COURSE (READING & WRITING)

Prerequisite: none. This course, accredited by the International Multisensory Language Education Council, provides theoretical and practical preparation for treating developmental dyslexia and related

Guide to Interdisciplinary Courses

PREFIX	DESCRIPTION
CH	Designed primarily for communication specialists and communication sciences and disorders students; other matriculated Institute students and other health care professionals are welcome
CIM	Designed primarily for clinical investigators and clinical investigation students. Institute students and other health care professionals are welcome
HP	Open to all matriculated Institute students and other health care professionals
NH	Designed primarily for nurses and nursing students; other matriculated Institute students and other health care professionals are welcome
PH	Designed primarily for physical therapists and physical therapy students; other matriculated Institute students and other health care professionals are welcome

language disabilities. Students gain an understanding of written language disorders and the Orton-Gilligham Multisensory Structured Language approach. Required, supervised practicum hours allow students to apply theory to practice. 3 credits.

CH 835 AUGMENTATIVE COMMUNICATION

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

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

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

CIM 740 INTRODUCTION TO CLINICAL INVESTIGATION

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

CIM 810 ETHICS AND SOCIALLY RESPONSIBLE CLINICAL INVESTIGATION

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

CIM 820 APPLIED CLINICAL RESEARCH

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

CIM 821 INTERMEDIATE STATISTICS FOR CLINICAL RESEARCH

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

CIM 831 LAW AND HEALTH POLICY GOVERNING CLINICAL RESEARCH

Prerequisite: None. Presents principles of law governing clinical research, including contracts, negligence, product liability,

as well as the regulatory framework of the state and federal governments. Addresses policy decisions and risk allocation from legal, social, ethical, and economic perspectives. 3 credits.

CIM 840 CLINICAL ECONOMICS

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

HP 621 PATHOPHYSIOLOGY

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

HP 622 PHARMACOLOGY

Prerequisite: none. Pass/Fail and audit available. Research, theory, and practices in pharmacology as a base for the safe administration of drugs. 3 credits.

HP 696 SPECIAL TOPIC COURSE: SPANISH FOR HEALTH CARE PROFESSIONALS

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

HP 703 INTERDISCIPLINARY APPROACHES TO PAIN MANAGEMENT

Prerequisite: Clinical experience as a health care worker. Pass/Fail and audit available. The basis of understanding the symptom of pain is discussed from physiological, anatomic, pathologic, and psychologic perspectives. Syndromes of acute/chronic pain are described and evaluation and

management strategies presented. Examples of how health professionals from many disciplines can work together to assess and treat pain are examined through case studies. 3 credits.

 **HP 706 GENETICS FOR HEALTH PROFESSIONALS: PRINCIPLES**

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

 **HP 707 GENETICS FOR HEALTH PROFESSIONALS: TESTING**

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

 **HP 708 GENETICS FOR HEALTH PROFESSIONALS: RESEARCH**

Prerequisites: HP 707 or consent of the instructor. This course focuses on genetic research including study design, the informed consent process, regulatory issues, and the reporting of research results. Lectures, workshops, and tutorials will allow participants to understand the practical and ethical issues involved in designing, initiating, and recruiting patients for genetic research. 1 credit.

 **HP 709 LITERATURE AND THE ARTS AS PATHWAYS TO UNDERSTANDING ILLNESS AND DISABILITY**

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

HP 710 TEACHING SKILLS FOR HEALTH CARE PROFESSIONALS

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

 **HP 720 DESIGNING CLINICAL RESEARCH**

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

 **HP 721 STATISTICS FOR CLINICAL RESEARCH**

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

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

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

HP 820 ETHICAL ISSUES IN HEALTH CARE

Prerequisite: none. Pass/Fail and audit available. Basic ethical theory combined with a problem-solving approach to ethical issues commonly confronting health professionals. 2 credits.

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

Prerequisite: none. Pass/Fail and audit available. Provides an understanding of dying, death, and bereavement from historical, cultural, societal, interpersonal, and personal perspectives. Exploration of philosophical, theoretical, and pragmatic issues underlying choices and decisions in clinical practice. 3 credits.

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

Prerequisite: none. Pass/Fail and audit available. Children's reactions to death and dying from emotional, cognitive, and social perspectives. Special emphasis will be given to skills needed to provide care to this population. 3 credits.

HP 831 ORGANIZATIONAL PERSPECTIVES: THEORY AND ACTION

Prerequisite: none. Pass/Fail and audit available. Interdisciplinary survey of theoretical approaches to the study of organiza-

tions. Macro and micro vies of human systems are compared and contrasted, with emphasis on analyzing and intervening in organizations. 3 credits.

NH 402 CHEMISTRY

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

NH 404 MICROBIOLOGY

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

NH 405 NUTRITION

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

NH 450 HUMAN ANATOMY

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

NH 451 HUMAN PHYSIOLOGY

Prerequisite: none. Pass/Fail available; audit not available. Provides a comprehensive overview of human physiology, including study of all organ systems. Serves as prerequisite to the first semester of the



three-year nursing program. 3 undergraduate credits.

NH 730 HEALTH CARE POLICY AND POLITICS

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

★ GLOBE NH TBA INTRODUCTION TO HIV/AIDS: EPIDEMIOLOGY AND INFECTION CONTROL OF HIV/AIDS AND EMERGING INFECTIOUS DISEASES

Prerequisites: None. This course provides the foundation for developing holistic health care for persons with HIV disease. It focuses on the emergence, progression, and status of HIV/AIDS from an international perspective. Macro level data on the demographic aspects of disease, on the level of technology, availability of resources, and cultural considerations provide the context for the development of culturally competent care. 3 credits.

★ GLOBE PH 620 ESSENTIALS OF PHARMACOLOGY

Prerequisite: Health professional or coursework in chemistry, physiology, and pathophysiology, or consent of the instructor.

This course will cover five main topics: goals of drug therapy, pharmacokinetics, pharmacodynamics, medications within selected drug classes, and the indirect effects of medications on rehabilitation outcomes. Rehabilitative implications will be emphasized in the reviews. The student will gain a greater understanding of the effects of drug therapy on rehabilitation and the effects of rehabilitation on drug therapy. 1 credit.

PH 739 CARDIOPULMONARY CLINICAL LABORATORY

Prerequisite: PT 646 or NS 621 or written consent of instructor. Pass/Fail available; audit not available.

Experience and skill in the practice of taking and interpreting normal and abnormal Electrocardiograms (EKGs), Pulmonary Function Tests (PFTs), and Exercise Tolerance Tests (ETTs). Case studies with a variety of Arterial Blood Gas (ABG) test results will be offered to learn, analyze and interpret them. 1 credit.

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

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

PH 742 CLINICAL APPLICATIONS IN EXERCISE PHYSIOLOGY

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

PH 760 CLINICAL NEUROANATOMY AND NEUROPHYSIOLOGY

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

PH 761 CLINICAL NEUROLOGY

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



PH 773 DIAGNOSTIC IMAGING

Prerequisite: none. Pass/Fail and audit available. This course introduces the student to diagnostic imaging principles and techniques as applied to physical therapy practice. Standard imaging procedures are addressed including radiography, fluoroscopy, arthrography, magnetic resonance imaging, CT scans, angiography, nuclear medicine, and special procedures. Lecture and laboratory sessions will emphasize musculoskeletal, neurologic, cardiopulmonary, and common general procedures relevant to physical therapists. 2 credits.

PH 775 CLINICAL ANATOMY: UPPER QUARTER

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

PH 776 CLINICAL ANATOMY: TRUNK AND SPINE

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

PH 777 CLINICAL ANATOMY: LOWER QUARTER

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

Clinical Investigation



Clinical Investigation

Overview

The Graduate Program in Clinical Investigation offers an innovative didactic and experiential learning curriculum leading to either a Master of Science degree or Certificate of Advanced Study. Clinical Investigation, a comparatively new academic field, generates knowledge about health, illness, interventions and outcomes by providing valid data and information that ultimately improves health care for all through the development of new medications, devices and treatment modalities.

The field of clinical investigation has developed rapidly over the past ten years, with worldwide expenditures estimated to be in the range of \$40 to \$50 billion. Among the factors contributing to the growth in the field are the following:

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

Clinical research professionals who complete this innovative program are in demand and have potential opportunities to work in academic health centers, pharmaceutical or biotechnology companies, contract research organizations, government, or other research oriented settings, in a variety of diverse clinical research professional roles.



Program Description

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

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

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

The program introduces students to new ideas and professional issues by drawing upon a variety of faculty, ongoing

research studies, and program resources. It encourages new relationships among health care professionals and clinical scientists, fostering opportunities to develop collaborative clinical research projects. The program provides students with sound ethical guidelines for decision-making and offers a mentored field experience that will provide practical experience and participation in clinical investigation.

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

Special Features

- Affiliation with world-renowned Partners HealthCare System.
- Access to clinical research resources throughout the United States.
- Integration of didactic classroom teaching with Mentored Field Experiences to connect world-class academia with cutting-edge industry.
- Internationally recognized faculty who are actively engaged in clinical practice, research and professional activities.
- Multidisciplinary curriculum, including a special emphasis on the ethical conduct of clinical research.
- Mentored field experiences that often lead to employment opportunities.
- Flexibility of part-time study.
- Distance learning opportunities through a part-time, internet-based program of study.

Admission Requirements

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

Pre- or post-doctoral applicants and clinical scientists may include, but are not limited to, physicians, dentists, nurses, physical and occupational therapists, dietitians, social workers, psychologists, speech-language pathologists, physician assistants, pharmacists, and others who have been in a health care provider relationship.

Those without degrees in the applied clinical sciences will be considered for admission and must have completed the following prerequisite courses prior to matriculation:

- Human Anatomy
- Human Physiology
- Medical Terminology

These prerequisites may be completed at the Institute or students may provide evidence of completion. Students without clinical research experience may also be asked to complete observation of clinical research activities prior to matriculation or during their first semester of study. Additional course work related to human health needs and aspects of clinical care may be required prior to, or during, the first semester of study. Specific requirements will be determined on an individual basis. The admissions committee will make the final determination of eligibility to matriculate into the Graduate Program in Clinical Investigation and may require applicants to successfully complete a "science summer" or take other prerequisites prior to enrolling in the Fall semester. All applicants must have a baccalaureate degree.

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

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

Curriculum Outline

Master of Science

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

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

Full Time Curriculum Outline – On Site

FIRST SEMESTER		
CIM 740	Introduction to Clinical Investigation	3 Credits
CIM 810	Ethics and Socially Responsible Clinical Investigation	3 Credits
HP 720	Designing Clinical Research	3 Credits
HP 721	Statistics for Clinical Research	3 Credits
SECOND SEMESTER		
CI 800	Mentored Field Experience I	1-6 Credits
CIM 820	Applied Clinical Research	3 Credits
CIM 821	Intermediate Statistics for Clinical Investigation	3 Credits
CIM 831	Law and Health Policy Governing Clinical Research	3 Credits
THIRD SEMESTER		
CI 801	Mentored Field Experience II	1-5 Credits
CI 802	Mentored Field Experience III	1-5 Credits
CI 880	Clinical Investigation Project	3 Credits
	Electives	6 Credits

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

Certificate of Advanced Study

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

Courses include the following:

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

Students must achieve a grade of B or better in courses that will be applied toward the certificate.

Students working toward the certificate may apply for entry into the MS program at any time through the standard application process. However, matriculated students with a cumulative GPA of 3.0 or

better who have completed at least 9 credits toward the certificate may convert to the MS program by written petition to the CI faculty through their advisor. Participation in the certificate program does not grant automatic entry into the MS program. For part-time students, the certificate program must be completed within three years.

Financial aid is not available for students in the certificate program. Six credits of elective courses are required. Students choosing to attend part-time are encouraged to take HP 720 Designing Clinical Research and HP 721 Statistics for Clinical Research during their first semester of study. Enrolling in HP 720 is highly recommended prior to or concurrent with enrollment in HP 721. Similarly, CIM 820 Applied Clinical Research should be taken before or concurrent with CIM 821 Intermediate Statistics for Clinical Investigation. CIM 740 Introduction to Clinical Investigation is

required before or concurrent with the CI 800 Mentored Field Experience I. Sequencing of remaining courses is based on scheduled course offerings.

Course Descriptions

 **New Course**
 **Distance Learning**

Interdisciplinary clinical investigation courses (CIM) open to all students are described in this section as well as the Interdisciplinary section. For other interdisciplinary courses open to Clinical Investigation students see the Interdisciplinary section of this catalog.

 **CI 800 MENTORED FIELD EXPERIENCE I**

Prerequisite: Consent of instructor. Audit not available. Provides hands-on mentored fieldwork with a clinical investigator or multidisciplinary team in the student's area of interest. This first half of a two-semester in-depth fieldwork experience provides opportunity to interface didactic course content in research methods, statistical analysis, research ethics, and regulatory policy with developing concrete research skills necessary for the appropriate conduct of clinical investigation. 1-6 credits.

 **CI 801 MENTORED FIELD EXPERIENCE II**

Prerequisite: CI 800. Audit not available. Building on research experiences completed during MFE I, with a clinical investigator or multidisciplinary team in the student's area of interest, this second half of a two-semester in-depth fieldwork experience provides opportunity to continue to interface didactic course content in research methods, statistical analysis, research ethics,

Online Curriculum Outline

YEAR 1 – FALL SEMESTER	
Overview, orientation, workshops, meet the faculty, technology training, and research training (on site)	
CIM 740	Introduction to Clinical Investigation (3)
HP 720	Designing Clinical Research (3)
YEAR 1 – SPRING SEMESTER	
Introduction to course work, faculty and advisor meetings	
HP 721	Statistics for Clinical Research (3)
CIM 810	Ethics and Socially Responsible Clinical Investigation (3)
YEAR 1 – SUMMER SEMESTER	
Overview of Mentored Field Experience and Clinical Investigation Project	
CI 800	Mentored Field Experience I (1-6)
CIM 831	Law and Health Policy Governing Clinical Research (3)
YEAR 2 – FALL SEMESTER	
Orientation, progress evaluation	
CI 801	Mentored Field Experience II (1-5)
CI 802	Mentored Field Experience III (1-5) Elective (3)
YEAR 2 – SPRING SEMESTER	
Overview of Clinical Investigation Project	
CIM 820	Applied Clinical Research (3)
CIM 821	Intermediate Statistics for Clinical Investigation (3)
YEAR 2 – SUMMER SEMESTER	
CI 880	Clinical Investigation Project (3) Elective (3) Summary conference (on site) Commencement (on site)

and regulatory policy with further development of clinical research skills necessary for the appropriate conduct of clinical investigation. 1-5 credits.

CI 802 MENTORED FIELD EXPERIENCE III

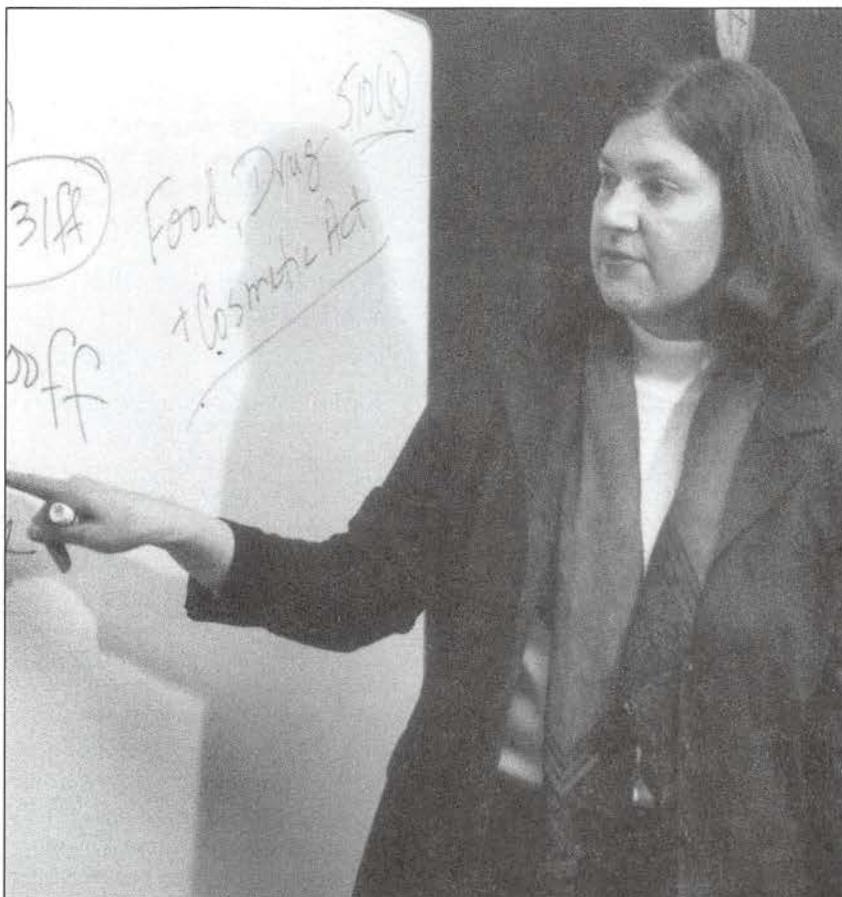
Prerequisite: CI 801. Audit not available. Building on research experiences completed during MFE I, with a clinical investigator or multidisciplinary team in the student's area of interest, this second half of a two-semester in-depth fieldwork experience provides opportunity to continue to interface didactic course content in research methods, statistical analysis, research ethics, and regulatory policy with further development of clinical research skills necessary for the appropriate conduct of clinical investigation. 1-5 credits.

CI 880 CLINICAL INVESTIGATION PROJECT

Prerequisite or Co-requisite: CI 801. Audit not available. A rigorous culminating CI project, which integrates research practice and theoretical knowledge pertinent to individual student academic research focus. The scope of projects vary with each student's background and are determined by the student's faculty advisor /mentor on the basis of a written proposal, but are expected to meet generally accepted academic standards for a terminal MS degree-level project. 3 credits.

CIM 740 INTRODUCTION TO CLINICAL INVESTIGATION

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



CIM 810 ETHICS AND SOCIALLY RESPONSIBLE CLINICAL INVESTIGATION

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

CIM 820 APPLIED CLINICAL RESEARCH

Prerequisite: HP 720. An intermediate-level research-design course on the use of scientific methods in the clinical research context. Students will design, test, and

evaluate an investigational trial by designing an investigational protocol as a project team with minimal supervision. Critical thinking skills and teamwork are vital to this process to allow for trial and error in designing the most appropriate protocol. 3 credits.

CIM 821 INTERMEDIATE STATISTICS FOR CLINICAL RESEARCH

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

**CIM 831 LAW AND HEALTH
POLICY GOVERNING
CLINICAL RESEARCH**

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

*Recommended Electives***HP 622 PHARMACOLOGY**

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

HP 621 PATHOPHYSIOLOGY

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

**HP 710 TEACHING SKILLS FOR
HEALTH CARE PROFESSIONALS**

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

**HP 820 ETHICAL ISSUES IN
HEALTH CARE**

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

**HP 831 ORGANIZATIONAL
PERSPECTIVES: THEORY
AND ACTION**

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

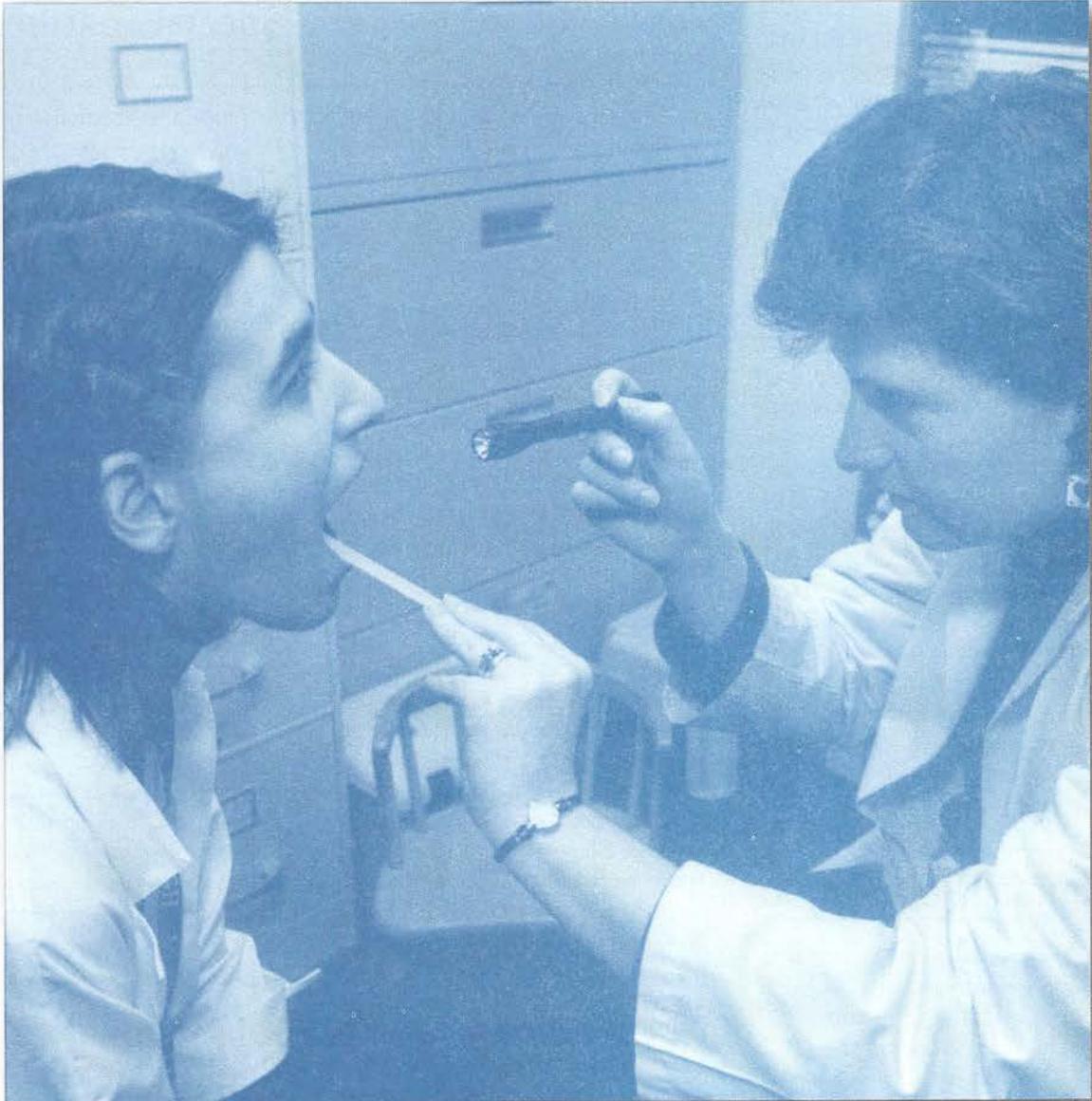
**NH 730 HEALTH CARE POLICY
AND POLITICS**

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

**CIM 840 CLINICAL
ECONOMICS**

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

Communication Sciences and Disorders



Communication Sciences and Disorders

Overview

The Graduate Program in Communication Sciences and Disorders (CSD) is an American Speech-Language-Hearing Association (ASHA) accredited program that offers a Master of Science degree in speech-language pathology. Speech-Language Pathologists are specialists who diagnose and treat individuals with developmental or acquired communication disorders.

Disorders range from deficits in the ability to produce speech sounds clearly (voice, resonance, and phonological disorders) to problems with understanding and expressing verbal and written communication (expressive and receptive disorders of spoken and written language) and swallowing disorders. Speech-Language Pathologists work in a variety of medical and educational settings, including hospitals and rehabilitation facilities, home health care agencies, early intervention, and public and private schools.

According to the Bureau of Labor Statistics the field of speech-language pathology will continue to expand well into the next decade. This growth will be spurred by new and exciting opportunities with geriatric and school age populations and an expanding base of technological innovations will support it.

Program Description

The primary mission of the CSD Program is to prepare Speech-Language Pathologists to provide state-of-the-art, client centered, clinical services in a variety of educational, medical, and other settings. In addition to providing a foundation in the normal processes and disorders of human communication across the life span, the program also fosters critical thinking and analysis skills. The curriculum allows students to pursue special areas of interest through its comprehensive requirements, advanced electives, and rich variety of clinical placements. All Institute students gain critical knowledge

and experience in both medical and educational speech-language pathology.

The extensive core and elective coursework in medical and educational speech-language pathology is taught by a nationally renowned faculty, many of who direct speech-language pathology programs in premier hospitals and clinics in the Boston area. Having faculty members from leading national medical centers, including Massachusetts General Hospital, Spaulding Rehabilitation Hospital, and Children's Hospital in Boston, allows for a unique integration of clinical knowledge for up-to-date coursework in medical speech-language pathology.

The Institute provides a unique emphasis on speech-language pathology in educational settings through integrated coursework and practicum in spoken and written language disorders. Students graduate with the theoretical and practical foundations necessary to diagnose and treat speech, language, and reading disorders. Upon graduation, students may be eligible for dual state certification in both speech-language pathology and reading.

Another program highlight is the availability of interdisciplinary coursework and clinical experiences, such as seminars in Early Intervention and other contemporary topics. These comprehensive offerings in both educational and medical speech-language pathology provide in-depth preparation for graduates to practice in all clinical settings.

CSD graduate students are involved in intense but supportive clinical experiences, beginning with the clinic (Language Laboratory) here at the Institute where a peer dyadic training model pairs students for the planning and implementation of clinical services during the first two semester of clinical experience. The combination of peer training and the utilization of small group supervision allow students to gain independence and sophistication in their clinical skills as they prepare for external placements. An extensive network of medical, educational, and other external clinical placements let students build on their

strong foundation of skills gained in our Language Laboratory for their work with all disorder types and to obtain expertise in chosen areas of specialization.

Special Features

- Extensive core and elective coursework in both medical and educational speech-language pathology.
- Integration of written and spoken language in core courses.
- Cross registration with Harvard Graduate School of Education.
- Partnership with the Harvard-MIT Division of Health Sciences Technology doctoral program in speech and hearing sciences.
- Premier clinical practicum sites in prominent hospitals and schools throughout the greater Boston area and New England.
- Courses taught by experienced professors in a scientist-practitioner model.
- Option of dual state certification eligibility in speech-language pathology and reading.
- Option for specialization, for example early intervention, voice, neurogenic language and cognitive disorders, and augmentative communication.
- Research opportunities available in world-renowned laboratories.
- Interdisciplinary approach to learning.

Admissions Requirements

The Graduate Program in Communication Sciences and Disorders is open to individuals with a bachelor's degree in various fields including, but not limited to, communication disorders, psychology, linguistics, the biological sciences, and related fields. Applicants must submit a personal essay, scores from the Graduate Record

Curriculum Outline
(COURSE SEQUENCING IS SUBJECT TO CHANGE)

YEAR 1		
FALL SEMESTER		
CD700	Clinical Practicum Lab Seminar	3
CD745	Diagnostic Methods & Clinical Processes in CD	2
CD732	Phonological/Articulation Disorders	3
CD743	Disorders of Spoken & Written Language I	3
CH721	Foundations of Cognition	2
		13
SPRING SEMESTER		
CD700	Clinical Practicum Lab Seminar	3
CD722	Neuroanatomy & Neurophysiology of Communication and Swallowing	3
CD721	Physiology, Acoustics & Perception of Speech	3
CD744	Disorders of Spoken & Written Language II	3
		12
If writing a thesis		
CD724	Research Design & Statistics	4
ELECTIVES		
SUMMER SEMESTER		
CD800	Outplacement Practicum	3
CD833	Neuromotor Speech Disorders	2
CD843	Acquired Cognitively Based Communication Disorders	2
CD751	Aural Rehabilitation	3
		10
ELECTIVES		
YEAR 2		
FALL SEMESTER		
CD800	Outplacement Practicum	3
CD832	Voice Disorders	3
CD839	Aphasia in Adults: Assessment and Intervention	3
CD840	Dysphagia in Adults and Children	3
		12
Other course that may be taken in this term		
CD883	Research Proposal (Elective or Thesis Requirement)	1
ELECTIVES		
SPRING SEMESTER		
CD800	Outplacement Practicum	3
HP820	Ethical Issues in Health Care	2
CD724	Research Design & Statistics	4
		9
Other courses that may be taken in this term		
CD880	Thesis	1
CD803	Audiology Practicum (Integrated into a term)	1
ELECTIVES		
SUMMER SEMESTER		
CD723	Language, Culture & Cognition	2
		2
Other courses that may be taken in this term		
CD881	Thesis	2
ELECTIVES		
If another placement or for reading certification		
CD800	Outplacement Practicum — Extra Out Placement	(3)
Required for reading certification		
CD825	Reading/Writing in Schools	2
CD855	Language-Based Disorders in Cognitive Neuropsychology	3
Total Graduate Credits = 69		
Total Required Credits = 59		
Total Elective Credits = 10		

REQUIRED COURSES (59 CREDITS)

Clinical Practicum Lab Seminar	6
Diagnostic Methods & Clinical Processes in Communication Disorders	2
Phonological/Articulation Disorders	3
Disorders of Spoken & Written Language I	3
Disorders of Spoken & Written Language II	3
Foundations of Cognition	2
Neuroanatomy & Neurophysiology of Communication and Swallowing	3
Physiology, Acoustics & Perception of Speech	3
Research Design & Statistics	4
Clinical Practicum (9 for Out Placements and 1 for Audiology)	10
Neuromotor Speech Disorders	2
Aphasia in Adults: Assessment & Intervention	3
Aural Rehabilitation	3
Voice Disorders	3
Acquired Cognitively Based Communication Disorders	2
Dysphasia in Adults & Children	3
Language, Culture & Cognition	2
Ethical Issues in Health Care	2

SAMPLE ELECTIVE COURSES (10 CREDITS)

Theoretical & Practical Approaches to Counseling Across the Life Span	2
Language-Based Disorders Cognitive Neuropsychology*	3
Special Topics in Communication Sciences and Disorders	1-3
Genetics in Communication Disorders	2
Augmentative Communication	2
Reading/Writing in the Schools*	2
Thesis	4
Fluency Disorders	2
Early Intervention: Birth to 3	2
Tracheostomy and Ventilation in Medical Settings	1
Seminar in Autism Spectrum Disorders	1
Accent Modification	1
Research Proposal	1
Independent Study	1-3

* Required for reading certification

Examination (GRE), and three letters of reference. Students who are accepted into the program generally have an undergraduate grade point average above 3.0 on the basis of a four-point scale. An experienced faculty committee who are committed to evaluating the individual strengths of each applicant extensively reviews all applications.

Prior to fall matriculation to the CSD Program all students must complete the following five required prerequisite courses. These courses are offered at the Institute each summer:

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

Extra External Clinical Placement (3 credits)

If students want reading certification or if they want a fourth placement, then an extra practicum will be offered. These 3 credits are in addition to the required 69 and the 3 extra credits CANNOT be used as an elective.

Course Descriptions

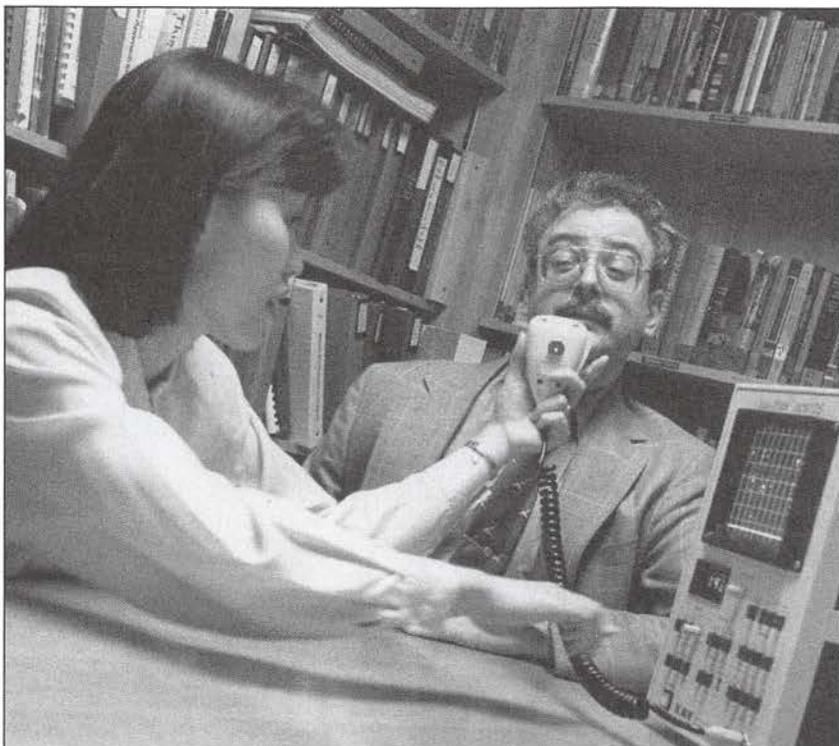


New Course



Distance Learning

Interdisciplinary CSD courses (CH) open to all students are described in this section as well as the Interdisciplinary section. For other interdisciplinary courses open to CSD students see the Interdisciplinary section of this catalog.



Program Prerequisites:

CD 410 INTRODUCTION TO COMMUNICATION DISORDERS

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

CD 411 PHONETIC TRANSCRIPTION AND INTRODUCTION TO ACOUSTIC PHONETICS

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

CD 412 ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING MECHANISMS

Prerequisite: None. This course covers basic anatomy and physiology of speech mechanisms, including respiratory, laryngeal, and supraglottal systems. A particular focus is basic science foundations and application to clinical problem solving. 3 credits.

CD 413 SPEECH AND LANGUAGE ACQUISITION

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



CD 414 AUDIOLOGY

Prerequisite: None. Beginning with a review of anatomy and physiology of the ear, this course meets the ASHA minimum requirement for study of the pathologies of

the auditory system and assessment of auditory disorders, including hearing screening, hearing measurement, and differential diagnosis of hearing loss. 3 credits.

Graduate Curriculum

CD 111 THESIS CONTINUATION

Use this designation when registering for thesis continuation. After completing 4 credits of thesis research (CDD 883, CD880 and CD881), a student is required to register for thesis continuation for each term that the thesis is incomplete. 1 credit.

CD 700 CLINICAL PRACTICUM LAB SEMINAR

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

CD 721 PHYSIOLOGY, ACOUSTICS AND PERCEPTION OF SPEECH

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

CD 722 NEUROANATOMY AND NEUROPHYSIOLOGY OF COMMUNICATION AND SWALLOWING

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

CD 723 LANGUAGE, CULTURE AND COGNITION

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

★ CD 724 RESEARCH DESIGN AND STATISTICS

Program Prerequisites or by consent. The major goal of this course is to prepare students to be critical consumers of the research literature. The course focuses on the types of research, the research designs and statistics that are commonly utilized to investigate normal and disordered human communication. 4 credits.

CD 732 PHONOLOGICAL/ ARTICULATION DISORDERS

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

CD 743 DISORDERS OF SPOKEN AND WRITTEN LANGUAGE I

Program Prerequisites or by consent. The first course in a two-course sequence. This course describes and analyzes a range of frequently encountered oral and written language disorders of childhood. Principles, methods, and techniques of diagnosis and remediation are presented. 3 credits.

CD 744 DISORDERS OF SPOKEN AND WRITTEN LANGUAGE II

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

CD 745 DIAGNOSTIC METHODS AND CLINICAL PROCESSES IN COMMUNICATION DISORDERS

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

CD 751 AURAL REHABILITATION

Prerequisites: CD414 or equivalent. This course meets the ASHA minimum requirement for study of habilitative/rehabilitative procedures with speech and language problems associated with hearing impairment. Effects of hearing loss on speech and language development, assistive devices, alternative modes of communication, and therapeutic methods are covered. 3 credits.

CD 800 OUTPLACEMENT PRACTICUM

Prerequisite: CD700. Students receive clinical practicum in the Massachusetts General Hospital, the Spaulding Rehabilitation Hospital, and other affiliated training sites. Students register each semester in which they expect to engage in supervised practice. 1-3 credits variable.

CD 803 AUDIOLOGY PRACTICUM

Prerequisite: CD414 or equivalent. Students receive clinical practicum at the Massachusetts Eye and Ear Infirmary and other affiliated training sites in the areas of Audiology and Aural Rehabilitation. 1 credit.

CD 825 READING AND WRITING IN THE SCHOOLS

Program Prerequisites or by consent. This course accompanies field placements preparing students for teaching reading in schools. Issues addressed include: developmental reading, children's literature, inclusion, group instruction, cooperative learning, reading across the curriculum, and

consulting skills. Analysis of on-site placement experiences is emphasized. 2 credits.

CD 832 VOICE DISORDERS

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

CD 833 NEUROMOTOR SPEECH DISORDERS

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

CD 836 GENETICS IN COMMUNICATION DISORDERS

Program Prerequisites or by consent. This course is an overview of genetics and com-

mon syndromes that result in craniofacial anomalies and/or communication disorders. Evaluation and treatment of craniofacial anomalies and associated communication disorders, with a special emphasis on genetic based communication disorders related to specific language impairment, stuttering, and phonological disorders will be addressed. 2 credits.

CD 839 APHASIA IN ADULTS: ASSESSMENT AND INTERVENTION

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

★ CD 840 DYSPHAGIA IN ADULTS AND CHILDREN

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

using a critical decision making model. 3 credits.

CD 841 FLUENCY DISORDERS

Program Prerequisites or by consent. This course addresses differences in fluency, disfluency and stuttering. Theories, current research findings, evaluation and management of stuttering disorders in both children and adults are presented. 2 credits.

CD 843 ACQUIRED COGNITIVELY BASED COMMUNICATION DISORDERS

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

CD 855 LANGUAGE-BASED DISORDERS IN COGNITIVE NEUROPSYCHOLOGY

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

CD 871 SPECIAL TOPICS IN COMMUNICATION SCIENCES AND DISORDERS

Program Prerequisites or by consent. Offered every semester. Each section addresses a selected, advanced topic in communication sciences and disorders. Specific course content is announced during the preceding semester. Variable credit.

CD 880 THESIS RESEARCH I

Prerequisite: CD724. With faculty supervision, students conduct an original research project and write a scientific report of their findings. Theses may involve descriptive or experimental studies, and also may include rigorous analyses of theoretically informative clinical cases. 1 credit.



CD 881 THESIS RESEARCH II

Prerequisite: CD880. Continuation of CD880. 2 credits

★ CD 883 RESEARCH PROPOSAL IN COMMUNICATION SCIENCES AND DISORDERS

Prerequisite: CD 724. Development of a proposal for research in CSD under the guidance of a faculty member. Emphasis is on a critical literature review that supports the formulation of a hypothesis and selection of an appropriate research design and statistical analysis. 1 credit.

CD 896-899 INDEPENDENT STUDY IN COMMUNICATION SCIENCES AND DISORDERS.

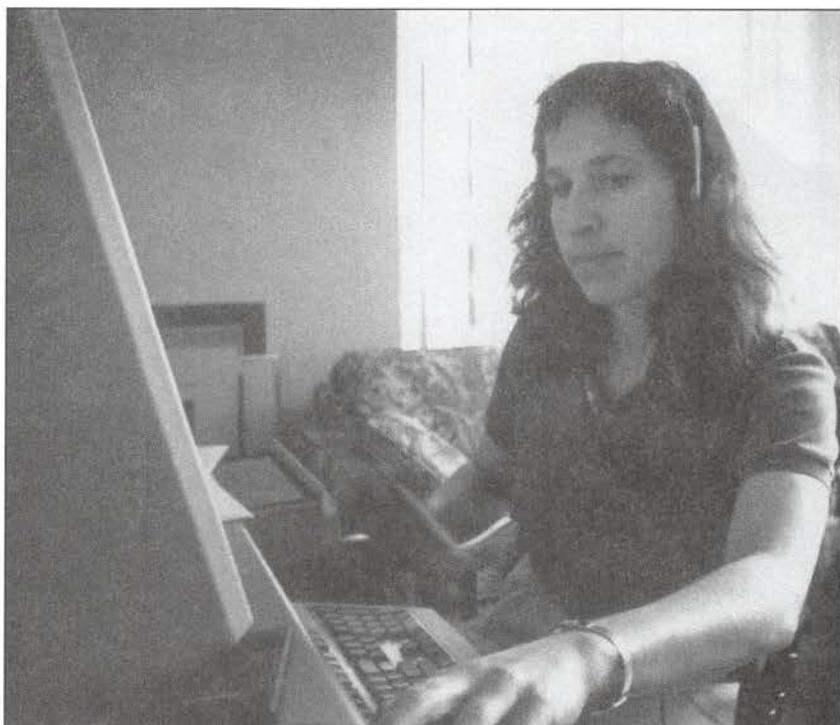
Prerequisite: None. Students work with a faculty member to develop/further their knowledge of a particular topic. These interactions may take the form of directed readings and discussions, a tutorial experience, or the conduct of a minor research project. 1-3 credits variable.

★ CH 721 FOUNDATIONS OF COGNITION

Prerequisite: Program prerequisites or consent of instructor. This course addresses the basic principles of cognitive psychology and cognitive neuropsychology as it relates to human communication and its disorders, including theories of: perception, pattern (object) recognition, mental representations/concepts, memory structures/processes, and attention and executive functioning. 2 credits.

★ CH 740 EARLY INTERVENTION, BIRTH TO 3

Prerequisite: Program prerequisites. This course provides theoretical and practical preparation for diagnosing and treating infants, toddlers and their families. Through lectures, readings, and discussions, students will understand Individual Family Service Plans (IFSP), service coordination, family-centered practice, and federal and state leg-



islation. In addition, students will learn hands-on remediation techniques. They will also become familiar with the diagnostic tools used in Massachusetts to determine eligibility. 2 credits.

★ CH 741 ORTON-GILLINGHAM MULTISENSORY LANGUAGE TRAINING COURSE (READING & WRITING)

Prerequisite: none. This course, accredited by the International Multisensory Language Education Council, provides theoretical and practical preparation for treating developmental dyslexia and related language disabilities. Students gain an understanding of written language disorders and the Orton-Gillingham Multisensory Structured Language approach. Required, supervised practicum hours allow students to apply theory to practice. 3 credits.

CH 835 AUGMENTATIVE COMMUNICATION

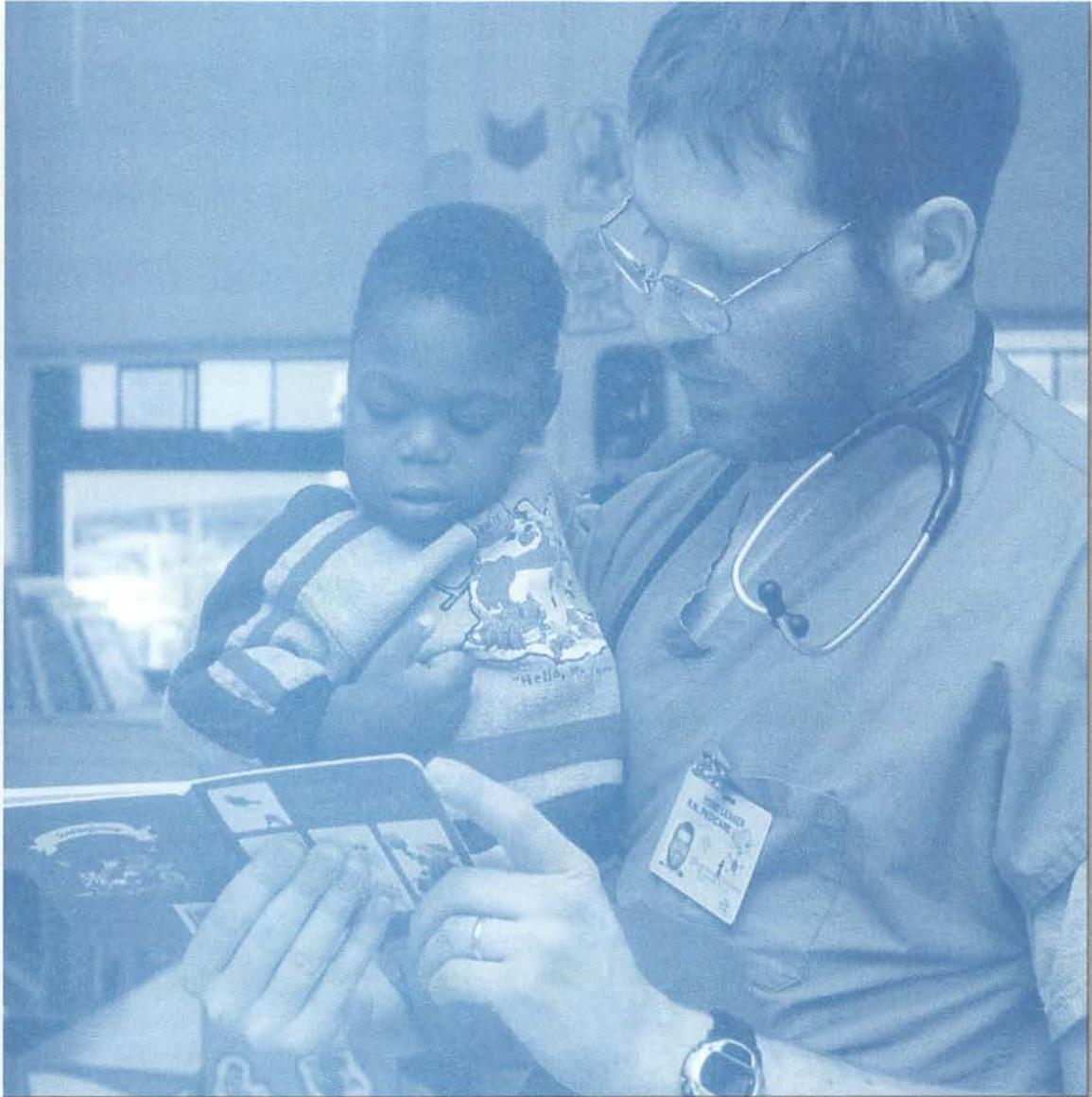
Prerequisite: Program prerequisite or by consent. Various low technology and high

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

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

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

Nursing



Overview

With internationally recognized faculty who are researchers, clinicians, and mentors to students, the Graduate Program in Nursing carries on a century-long tradition of nursing education at Massachusetts General Hospital. The Graduate Program in Nursing is designed to prepare advanced practice nurses to assume leadership roles in the health care system of the future. This includes engaging diverse individuals, families, groups, and communities in the mutual pursuit of healing and wholeness, through excellence and innovation in education, scholarship, and service.

The Graduate Program in Nursing is based on the philosophy that nursing is both an art and science of caring for the body, mind, and spirit of persons in relation to their environments at every level of human existence and connection: individuals, families, groups, and communities. From this framework nursing addresses the potential for promotion, maintenance, and restoration of health, underscoring the importance of examining the political, economic, and social forces that impact a person. The complexity of these forces creates a diversity of environments within which nursing seeks to maximize health at every level of human existence.

Program Description

The Graduate Program in Nursing offers the following programs of study, designed to be congruent with the individual student's prior preparation and professional goals:

- Master of Science in Nursing degree for non-nurse college graduates (Entry-Level Program).

- Master of Science in Nursing degree for Registered Nurses with a bachelor's degree in Nursing or other discipline (RN Program).

- Certificate of Advanced Study in Primary Care for Registered Nurses with a Master of Science in Nursing degree. A Certificate of Advanced Study in Psychiatric/Mental Health and a Certificate of Advanced Study in Acute Care are available for Clinical Nurse Specialists and Nurse Practitioners holding a Master of Science in Nursing degree.

- Upon successful completion of the generalist courses (at the end of the fall semester, Year II), entry-level students are eligible to apply for and take the examination for registered nurse licensure (NCLEX). The Massachusetts Board of Registration in Nursing administers this examination. All entry-level students achieve RN licensure prior to entering the final (third) year of their program.

- Upon graduation, all students are eligible to sit for one or more nurse practitioner certification examinations within selected clinical tracks. Current specialties include General Adult, Pediatric, Family, Acute Care, and dual tracks in Adult/Gerontology, Adult/Women's Health, Adult/HIV/AIDS and Adult/Psychiatric/Mental Health. Track options are subject to change at the discretion of the Graduate Program in Nursing.

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

Special Features

- Nursing students entering the program come from a wide variety of disciplines. These diverse backgrounds provide exposure to different ideas, and the development of skills and ability for critical thinking and collaboration are strengthened.

- The Graduate Program in Nursing has an outstanding faculty with strong academic preparation and clinical expertise. Faculty practice in a variety of health care settings and maintain active programs of clinical research in areas such as maternal-infant health, aging, women's health, HIV/AIDS, spirituality and health, and cultural diversity. Through their practice, research, and scholarship, faculty provide excellent role models for student learning and professional practice.

- Students have a high pass rate in both the RN license (NCLEX) and Advanced Practice Certification exams. Over the past few years, 96 percent to 100 percent of first-time takers have passed the NCLEX. All entry level nursing students successfully passed the exam prior to entering their third year of study. Advanced Practice Certification pass rates and scores are consistently above national averages.

A wide variety of specialty tracks are offered, demonstrating the Graduate Program in Nursing's ability to respond to the changing health care environment.

The Institute's affiliations with the Massachusetts General Hospital, Brigham and Women's Hospital, and Partners HealthCare System provide the opportunity to work with expert clinicians in pre-cepted experiences.

Students work with clinicians in a wide variety of settings: community health centers, homeless shelters, outpatient clinics, elderly housing, private practices, health maintenance organizations, nurse-managed clinics, school-based clinics, and various acute care settings. With more than 400 contractual agreements throughout the greater New England area, clinical learning opportunities are a critical part of the student experience. Clinical learning offers the setting whereby theory is joined with practice to increase student confidence in skills, and clinical judgment.

Entry-Level Program

Admission Requirements

Entering students (graduates of baccalaureate programs in fields other than nursing) must complete prerequisite course work in anatomy, physiology, chemistry, microbiology, nutrition, and statistics before matriculation. Applicants may complete those prerequisites offered at the Institute in "Science Summer," the summer preceding matriculation. (Note that some summer courses offered at the Institute are designed to provide a basic understanding of concepts needed to enter the Institute program and may not be transferable to other schools and colleges.)

Applicants must apply to a specific Nurse Practitioner specialty:

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

Application decisions are made competitively within these specialties. Students who indicate that they want to apply to one specialty will be considered only for that specialty. By indicating more than one specialty, students will be considered for other choices if they are not admitted to their first choice. Once admitted to a specialty, transfer into another at a later date will be considered only if there is adequate space.

Curriculum

The course of study is three academic years. The first three semesters are considered generalist level, which prepares students to become Registered Nurses.

Upon successful completion of the generalist courses (end of Fall semester; Year II) entry-level students receive Certificates of Completion and must then become licensed as registered nurses by the Massachusetts Board of Registration in Nursing through successful completion of the NCLEX examination.

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

Entry-Level Program in Nursing Curriculum Outline (COURSE SEQUENCING IS SUBJECT TO CHANGE)

PREREQUISITES (COMPETED SUMMER PRIOR TO ENTRY OR VIA COURSE WORK COMPLETED ELSEWHERE)	
NH402	Chemistry
NH405	Nutrition
NH404	Microbiology
NH450	Human Anatomy
HP721	Statistics
NH451	Human Physiology
GENERALIST LEVEL YEAR 1	
FALL SEMESTER	
HP621	Pathophysiology (3)
NS620	Nursing Practice: Process and Skills (3,3)*
NS624	Biobehavioral Principles & Theories (3,2)
NS737	History of Nursing Ideas (3)
SPRING SEMESTER	
HP622	Pharmacology (3)
NS621	Nursing Practice: Common Problems in Adult Health (3,3)
NS623	Health Assessment (2,1)
NS625	Community Principles and Theories (3,2)
YEAR 2 FALL SEMESTER	
NH730	Health Care Policy and Politics (3)
NS727	Maternal Child Nursing (3,3)
NS738	Advanced Assessment & Diagnostic Reasoning, Adult or Family (3,2) or
NS740	Advanced Assessment & Diagnostic Reasoning, Pediatric (3,2)

Entry-Level Program in Nursing Curriculum Outline (continued)
(COURSE SEQUENCING IS SUBJECT TO CHANGE)

ADVANCED PRACTICE LEVEL

YEAR 2 SPRING SEMESTER BY SPECIALTY

**GENERAL ADULT AND ALL
DUAL ADULT SPECIALTIES**

NS739 Advanced Pharmacology (3)
NS820 Nursing Mgmt Adult:
Primary Care I Theory (3)
NS821 Nursing Mgmt Adult:
Primary Care I Clinical (3)
HP720 Designing Clinical
Research (3)

FAMILY

NS739 Advanced Pharmacology (3)
NS820 Nursing Mgmt Adult: Primary
Care I Theory (3)
NS824 Nursing Mgmt Child: Primary
Care I Theory (3)
NP841 Family Health
Practicum I (3)
HP720 Designing Clinical
Research (3)

PEDIATRIC

NS739 Advanced Pharmacology (3)
NS824 Nursing Mgmt Child: Primary
Care I Theory (3)
NS825 Nursing Mgmt Child: Primary
Care I Clinical (3)
HP720 Designing Clinical
Research (3)

ACUTE CARE

NS824 Nursing Mgmt Child: Primary
Care I Theory (3)
NS825 Nursing Mgmt Child: Primary
Care I Clinical (3)
HP720 Designing Clinical
Research (3)
NS739 Advanced Pharmacology (3)
NS820 Primary Care I Theory (3)
NS821 Primary Care I Clinical (3)
NP856 Acute Care Mgmt I
Theory (3)
NP857 Acute Care Practicum I (3)

YEAR 3 FALL SEMESTER BY SPECIALTY

**GENERAL ADULT AND ALL
DUAL ADULT SPECIALTIES**

Adult Family Pediatric Acute Care
Advanced Practice Courses
[see below] (6-7)
NS822 Nursing Mgmt Adult: Primary
Care II Theory (3)
NS823 Nursing Mgmt Adult: Primary
Care II Clinical (3)
HP831 Organizational Perspectives,
Theory and Action (3)

FAMILY

NS822 Nursing Mgmt Adult: Primary
Care II Theory (3)
NS826 Nursing Mgmt Child: Primary
Care II Theory (3)
NP809 Perinatal Issues Theory (3)
NP842 Family Health
Practicum II (6)
NP847 Family Theory: A
Comprehensive Approach (2)

PEDIATRIC

Pediatric Advanced Practice
Courses [see below] (6)
NS826 Nursing Mgmt Child: Primary
Care II Theory (3)
NS827 Nursing Mgmt Child: Primary
Care II Clinical (3)
HP831 Organizational Perspectives,
Theory, and Action (3)

ACUTE CARE

NP866 Acute Care Mgmt II
Theory (3)
NP867 Acute Care Practicum II (6)
HP831 Organizational Perspectives,
Theory, and Action (3)
HP720 Designing Clinical
Research (3)

YEAR 3 SPRING SEMESTER BY SPECIALTY

**GENERAL ADULT AND ALL
DUAL ADULT SPECIALTIES**

Adult Family Pediatric Acute Care
Advanced Practice Courses [see
below] (9)
NS839 Professional Issues (2)
NS882 Scholarly Project (3)
HP820 Ethical Issues in
Health Care (2)

FAMILY

NP843 Family Health
Practicum III (6)
NS839 Professional Issues (2)
NS882 Scholarly Project (3)
HP820 Ethical Issues in
Health Care (2)
HP831 Organizational Perspectives,
Theory and Action (3)

PEDIATRIC

Pediatric Advanced Practice
Courses [see below] (9)
NS839 Professional Issues (2)
NS882 Scholarly Project (3)
HP820 Ethical Issues in
Health Care (2)

ACUTE CARE

NP876 Acute Care Mgmt III
Theory (3)
NP877 Acute Care Practicum III (6)
NS839 Professional Issues (2)
NS882 Scholarly Project (3)
HP829 Ethical Issues (2)

ADVANCED PRACTICE COURSES

GERONTOLOGY

NP805 Primary Care Older Adult (3)
NP806 Gerontol Nsg Practicum (3)
NP807 Clinical Issues in Care of Frail Elders (3)
NP808 Gerontol Practicum (3 - 6)
HP822 Living with Death, Living with Grief (3)

WOMEN'S HEALTH

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

Entry-Level Program in Nursing Curriculum Outline (continued)
(COURSE SEQUENCING IS SUBJECT TO CHANGE)

ADVANCED PRACTICE COURSES (continued)

PSYCH/MENTAL HEALTH

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

PEDIATRIC

NP813 Adolescent Health (3)
 NP814 Adolescent Health Clinical (3)
 NP815 Behavioral Issues in Pediatrics(3)
 NP816 Behavioral Problems in Children Clinical (3 - 6)

GENERAL ADULT

NP833 Primary Care III Theory (3)
 NP834 Primary Care III Clinical (3-6)

ELECTIVES

NP800 Adv. Assess Sexual Health (3)
 NP829 Complementary Healing Strategies for Primary Care Providers (3)
 HP703 Pain Management (3)
 HP709 Literature & Arts as Pathways to Understand Illness & Disability (2)
 HP822 Living with Death, Living with Grief (3)
HIV/AIDS**
 NH817 Introduction to HIV/AIDS (3)
 NPTBA Pathophysiology & Symptom Management in HIV Disease (3)
 NPTBA Prevention & Case Management of HIV/AIDS (3)

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

** HIV/AIDS courses may be offered through distance learning.

Registered Nurse Program

Admissions Requirements

Entering students are Registered Nurses with a baccalaureate degree in nursing (BSN) or other discipline. Prerequisites include an undergraduate or graduate statistics course and a current Massachusetts RN license. Applicants apply to specific Nurse Practitioner specialties (see below). RN students may be admitted to begin study in any semester. Following acceptance to the program RN students with non-BSN degrees are required to successfully complete the NLN Mobility Profile II Exam (administered several times a year at the Institute).

Curriculum

The following advanced practice nurse practitioner specialties are currently available:

- Pediatric
- Family
- Acute Care
- General Adult

Dual specialties include:

- Adult/ Women's Health
- Adult/ Gerontology
- Adult-Psychiatric/Mental Health
- Adult/HIV/AIDS

Students in dual specialties take adult courses plus advance practice courses in their selected specialty. Planning is underway to make HIV/AIDS courses available in a distance learning format. Depending on the specialty, full time students usually complete the program within one and one half to two years. Part time students usually take three to four years, depending upon specialty and number of credits taken per semester.



Registered Nurse Program Curriculum Outline

Note: Curriculum plans are individualized for each student and may include daytime or evening, part- or full-time study. Study may begin in any term, but selections may be limited by course availability.

COURSES REQUIRED OF NON-BSN RN STUDENTS

HP820	Ethical Issues in Health Care (2)
NS625	Community Principles and Theories (3,2)

(These two courses offered only in spring semester)

CORE COURSES

HP621	Pathophysiology (3)
NS737	History of Nursing Ideas (3)
NS738	Advanced Assessment and Diagnostic Reasoning Adult or Family (3,2) or
NS740	Advanced Assessment & Diagnostic Reasoning, Pediatric (3,2)
NS739	Advanced Pharmacology (3)
NS839	Professional Issues (2)
NH730	Health Care Policy & Politics (3)
HP720	Designing Clinical Research (3)
HP831	Organizational Perspectives, Theory and Action (3)
NS882	Scholarly Project (3)

Registered Nurse Program Curriculum Outline (continued)

ADVANCED PRACTICE SPECIALTIES

PRIMARY CARE		ACUTE CARE	
PEDIATRIC [49-58/56-65 CREDITS]**	ADULT [49-58/56-65 CREDITS]	FAMILY [60-63/67-70 CREDITS]	ACUTE CARE [49-54/56-61 CREDITS]
<i>Pediatric Advanced Practice Courses [see below] (6-9)</i>	<i>Student may select a General adult focus or a dual adult specialty Advanced Practice Courses [see below] (6-21)</i>	NS820 Nursing Mgmt Adult: Primary Care I Theory (3)	NP856 Acute Care Mgmt I Theory (3)
NS824 Nursing Mgmt Child: Primary Care I Theory (3)	NS820 Nursing Mgmt Adult: Primary Care I Theory (3)	NS824 Nursing Mgmt Child: Primary Care I Theory (3)	NP857 Acute Care Practicum I (3)
NS825 Nursing Mgmt Child: Primary Care I Clinical (3)	NS821 Nursing Mgmt Adult: Primary Care I Clinical (3)	NP841 Family Health Practicum I (3)	NP866 Acute Care Mgmt II Theory (3)
NS826 Nursing Mgmt Child: Primary Care II Theory (3)	NS822 Nursing Mgmt Adult: Primary Care II Theory (3)	NS822 Nursing Mgmt Adult: Primary Care II Theory (3)	NP867 Acute Care Practicum II (3-6)
NS827 Nursing Mgmt Child: Primary Care II Clinical (3)	NS823 Nursing Mgmt Adult: Primary Care II Clinical (3)	NS826 Nursing Mgmt Child: Primary Care II Theory (3)	NP876 Acute Care Mgmt III Theory (3)
		NP842 Family Health Practicum II (6)	NP877 Acute Care Practicum III (6-9)
		NP847 Family Theory: A Comprehensive Approach (2)	
		NP809 Perinatal Issues in Primary Care (3)	
		NP843 Family Health Practicum III (6)	

ADVANCED PRACTICE COURSES

GERONTOLOGY

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

WOMEN'S HEALTH

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

PSYCH/MENTAL HEALTH

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

PEDIATRIC

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

GENERAL ADULT

- NP833 Primary Care III Theory (3)
- NP834 Primary Care III Clinical (3)

ELECTIVES

- NP800 Adv. Assess Sexual Health (3)
- NP829 Complementary Healing Strategies for Primary Care Providers (3)
- HP703 Pain Management (3)
- HP709 Literature & Arts as Pathways to Understand Illness & Disability (3)
- HP822 Living with Death, Living with Grief (3)

HIV/AIDS

- NH817 Introduction to HIV/AIDS (3)
- NPTBA Pathophysiology & Symptom Management in HIV Disease (3)
- NPTBA Prevention & Case Management of HIV/AIDS (3)

* Experienced RNs may be eligible for advanced placement for 6 credits of Advanced Practice Courses; a minimum of 9 credits (6 clinical) of Advanced Practice courses must be taken while matriculated.

**With BSN degree/With non-BSN baccalaureate

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

Post-MSN Certificate of Advanced Study

Admission Requirements

Individuals with an MSN are eligible for programs leading to preparation as Adult, Pediatric or Acute Care Nurse Practitioners or Psychiatric/ Mental Health Clinical Specialists. MSN students may be admitted to begin study in any semester. Financial aid is very limited for students in the certificate program.

Curriculum

Curriculum plans are individualized for each student and although study may begin in any term, selections may be limited by course availability. Students may complete the course of study by attending part time in three, four, or five semesters, depending on specialty and credits taken each semester. Most classes are available in the evening, but some daytime hours may be required to complete clinical components of the curriculum. Continuous enrollment is not required, although students who do not enroll in a given semester will be required to complete a Leave of Absence request.

Course Descriptions



New Course



Distance Learning

Interdisciplinary nursing courses (NH) open to all students are described in this section as well as the Interdisciplinary section. For other interdisciplinary courses open to Nursing students see the Interdisciplinary section of this catalog.

NH 402 CHEMISTRY

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

NH 404 MICROBIOLOGY

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

NH 405 NUTRITION

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

NH 450 HUMAN ANATOMY

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

NH 451 HUMAN PHYSIOLOGY

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

NH 730 HEALTH CARE POLICY AND POLITICS

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



NH TBA INTRODUCTION TO HIV/AIDS: EPIDEMIOLOGY AND INFECTION CONTROL OF HIV/AIDS AND EMERGING INFECTIOUS DISEASES

Prerequisites: None. This course provides the foundation for developing holistic health care for persons with HIV disease. It focuses on the emergence, progression, and status of HIV/AIDS from an international perspective. Macro level data on the demographic aspects of disease, on the level of technology, availability of resources, and cultural considerations provide the context for the development of culturally competent care. 3 credits.

NP 800 ADVANCED ASSESSMENT OF SEXUAL HEALTH

Prerequisite: none. Pass/Fail and audit available. Various topics, issues, and values related to sexual health. Development of effective therapeutic relationships to prevent disease and unwanted outcomes, while promoting healthy functioning. 3 credits.

NP 805 PRIMARY CARE OF THE ELDERLY CLIENT

Prerequisites: NS 738; co-requisite NS 820, RN status, or permission of instructor. Pass/Fail not available; audit available. Focus on advanced practice in gerontological nursing. Emphasis on health care for older adults within the context of the family and community. 3 credits.

NP 806 GERONTOLOGICAL NURSING PRACTICUM I

Prerequisite: NS 738, NS 820, or permission of instructor. Pass/Fail and audit not available. Skill development in assessment, differential diagnosis, treatment, and health promotional strategies with elderly persons presenting complex health problems. Clinical experience with preceptors in advanced gerontological nursing practice. 3 credits.

NP 807 ISSUES IN CARE OF FRAIL ELDERLS

Prerequisites: NS 822, RN status, or permission of instructor. Pass/Fail not available, audit available. Focus on the aging process, disease and treatment modalities, current societal and nursing policies, and approach in providing health care to frail elderly people. 3 credits.

NP 808 GERONTOLOGICAL NURSING PRACTICUM II

Prerequisites: NS 822, RN status, or permission of instructor. Pass/Fail and audit not available. Development of appropriate treatment plan for frail elders with a complexity of physical, mental, and emotional health problems. Clinical experience is in a variety of settings that stress rehabilitation and prevention of further loss and exacerbation. 3-6 credits.

NP 809 PERINATAL ISSUES IN PRIMARY CARE

Prerequisite: NS 820, RN status with permission of instructor. Pass/Fail and audit not available. Advanced course in primary care nursing management of pregnant and parenting women. Health promotion, health maintenance, anticipatory guidance, and early detection of potential problems during gestation and up to six weeks post delivery. 3 credits.

NP 810 PERINATAL CLINICAL PRACTICUM

Prerequisite: NP 809. Pass/Fail and audit not available. Practice in a clinical setting where prenatal care and post delivery follow-up is provided. 3 credits.

NP 811 SPECIAL TOPICS IN WOMEN'S HEALTH

Prerequisite: NS 820 or permission of instructor. Pass/Fail and audit not available. Nursing assessment and management of high incidence health problems in women. Health promotion, early detection of problems, sociopolitical variables that impact women's health, and the application of alternative paradigms in health care practice. 3 credits.

NP 812 WOMEN'S HEALTH PRACTICUM

Prerequisites: NS 821; pre- or co-requisite: NP 811. Pass/Fail and audit not available. Students integrate and apply the theoretical content in nursing assessment and management of women. 3 or 6 credits.

NP 813 ADVANCED PRACTICE COURSE: ADOLESCENT HEALTH

Prerequisites: NS 824; NS 825, NS 820, NS 821 or permission of instructor. Pass/Fail available; audit not available. Biophysical and psychosocial factors that affect adolescent growth and development. Includes health and legal, political, and ethical issues encountered when caring for adolescents. 3 credits.

NP 814 CLINICAL PRACTICUM IN ADOLESCENT HEALTH

Prerequisite: none. Co-requisite: NP 813. Pass/Fail and audit not available. Experience in a clinical setting that provides adolescent health care. Clinical seminar is offered weekly. 3 credits.

NP 815 BEHAVIORAL ISSUES IN PEDIATRICS

Prerequisites: NS 826, RN status, with permission of instructor. Pass/Fail not available, audit available. Theoretical foundation for assessment of the etiologies and manifestations of various child behaviors. 3 credits.

NP 816 CLINICAL PRACTICUM: MANAGEMENT OF BEHAVIORAL PROBLEMS IN CHILDREN

Prerequisite: NS 826; co-requisites: NP 815 or permission of instructor. Pass/Fail and audit not available. Clinical placements that are individualized to provide opportunities for holistic evaluation of children: physical, neuro-developmental, affective, and evaluation of parent-child relationships and counseling techniques. 3-6 credits.

NP 829 COMPLEMENTARY HEALING STRATEGIES FOR PRIMARY CARE PROVIDERS

Prerequisite: NS 738, RN status, or permission of instructor. Pass/Fail and audit available. Alternative nursing strategies are explored and applied to the clinical practice issues managed by nurse practitioners. 3 credits.

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

Prerequisites or co-requisites: NP 822, NP823. Pass/Fail and audit not available. Theoretical content emphasizes the application of critical thinking and diagnostic reasoning skills in the management of complex health problems. The nursing goals of health promotion and maximization of wellness and functional ability are highlighted along with the holistic, culturally and developmentally sensitive assessment and management of the adult patient. The specific focus is on the complexity of health care for special populations of adults in a variety of practice settings. 3 credits.

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

Prerequisites: NS 820, and pre or co-requisite NP 833 (Primary Care III theory). Pass/Fail and audit not available. This is the third Primary Care practicum, preparing students for advanced practice as adult nurse practitioners. Students have opportunities to maintain their primary care clinical practice as well as selecting a specialty within adult care practice. Clinical practice focuses on the application of theory and skill in the delivery of care to special populations having a complex health situation.

3 – 6 credits.

NP 841 FAMILY HEALTH PRACTICUM I

Prerequisite: NS 820 or NS 824. FNP students only. Pass/Fail and audit not available. Clinical practicum in a variety of settings. Theoretical application and skills in health promotion, early detection, and assessment and management of common episodic health problems of individual family members and the family as a unit.

NP 842 FAMILY HEALTH PRACTICUM II

Prerequisites: NS 738, NP 841, FNP students only. Pass/Fail and audit not available. Clinical practicum with application of family theories to practice in the assessment, diagnosis, and management of individuals and families with common and complex, acute and chronic illnesses 6 credits.

NP 843 FAMILY HEALTH PRACTICUM III

Prerequisites: NP 842 or permission of instructor; co-requisites: NS 826, NS 847. FNP students only. Pass/Fail and audit not available. Continuation of clinical practicum with theory application and skill development in the primary care of individuals and families. Students are placed in a variety of family health settings. 6 credits.



NP 847 FAMILY THEORY: A COMPREHENSIVE APPROACH

Prerequisite: FNP student, RN status or permission of instructor. Pass/Fail and audit available. Overview of health theories related to advanced practice nursing care of the family. Strategies and interventions in education, family support, and facilitated family communication. 2 credits.

NP 851 WOMEN'S HEALTH CLINICAL SEMINAR

Pre- or co-requisites: NS 738 or permission of instructor. Pass/Fail not available; audit available. Critical thinking and diagnostic reasoning skills in the assessment and management of women and episodic health problems of women. 1 credit.

NP 856 ACUTE CARE NURSING MANAGEMENT I THEORY

Prerequisites: NS 738, NS 739. . Pass/Fail and audit not available. This is the first of three theory courses in acute care nursing management. Concepts of health, disease

and chronicity in acute care nursing management are explored. Using diagnostic reasoning as a foundation for practice, management of acute conditions is studied with focus on the diagnosis and treatment of non-acute health problems that accompany adults in the inpatient setting. 3 credits.

NP 857 ACUTE CARE NURSING PRACTICUM I

Co-requisite: NP 856 Pass/Fail and audit not available. Consistent with the theory course, students will apply the theories of diagnosis and treatment of select acute care conditions. In collaboration with physicians, students will provide case management to a select group of acutely ill patients. 3 credits.

NP 860 PSYCHIATRIC-MENTAL HEALTH NURSING PRACTICUM I

Pre-requisite or co-requisite: NP 861, NP 862. Pass/Fail and audit not available. Building on diagnostic and clinical reasoning skills, students will develop skill in

interviewing, comprehensive assessment and intervention with clients experiencing a disruption in mental health. Clinical seminar offered weekly. 3-4 credits

NP 861 ADVANCED ASSESSMENT AND MANAGEMENT OF COMMON PSYCHIATRIC SYMPTOMS

Prerequisites: NS 739, HP 621, co-requisite: NS 822 or permission of instructor. Pass/Fail not available, audit available. Designed to prepare students to conduct psychiatric evaluations using the DSM-IV multiaxial classification system. The etiology, course, assessment and intervention strategies for common psychiatric symptoms frequently encountered in primary care settings will be addressed. 3 credits.

NP 862 PSYCHOBIOLOGY AND PSYCHOPHARMACOLOGY

Prerequisites: NS 739, HP 621, RN status or permission of instructor. Pass/Fail and audit available. This course builds upon the knowledge base acquired in pathophysiology and advanced pharmacology, extending and applying this content to the neurobiology of psychiatric disorders. The etiology, course, and outcome of major psychiatric disorders are explored, together with appropriate pharmacological interventions. 3 credits.

NP 863 ADVANCED ASSESSMENT AND MANAGEMENT OF COMPLEX PSYCHIATRIC PROBLEMS

Prerequisites: NP 861 or permission of instructor. The history of psychiatric-mental health nursing provides the context from which to examine treatment modalities, ranging from the purely physical to strictly interpersonal, to more recent developments in holistic approaches to care. Management of acute and chronic problems for selected patient populations is explored, with emphasis on the integration of social and cultural factors in treatment plans. 3 credits.

NP 864 PSYCHIATRIC-MENTAL HEALTH NURSING PRACTICUM II

Prerequisites or co-requisites: NP 862, NP 863, or permission of instructor. Students use advanced assessment and intervention skills in the management of clients with psychiatric and/or physical problems. Selection of placement determined by student's clinical focus: age, problem or setting specific. Weekly individual and group supervision. 3-4 credits.

NP 865 PSYCHIATRIC-MENTAL HEALTH NURSING PRACTICUM III

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

NP 866 ACUTE CARE NURSING MANAGEMENT II THEORY

Prerequisites: NP 856. . Pass/Fail and audit not available. This is the second of three theory courses in acute care nursing management. Case management for specific health problems of the acutely ill patient is explored, with focus on cultural sensitivity, ethical domains of acute care practice and related research. 3 credits.

NP 867 ACUTE CARE NURSING MANAGEMENT PRACTICUM II

Co-requisite: NP 866. Pass/Fail and audit not available. Consistent with the theory course, students will apply the theories of diagnosis and treatment of select acute care conditions. Particular emphasis will be placed on development of culturally sensitive strategies in the care of the acutely ill patient. 6 credits.

NP 876 ACUTE CARE NURSING MANAGEMENT III THEORY

Prerequisite: NP 866. . Pass/Fail and audit not available. This is the third of three theory courses in acute care nursing management. Case management of patients with selected topics, with special emphasis on co-morbid conditions is explored. Emphasis on health promotion, disease prevention and patient/family education as appropriate to the acute care setting. 3 credits.

NP 877 ACUTE CARE NURSING PRACTICUM III

Co-requisites: NP 876. Pass/Fail and audit not available. This practicum course is the last clinical rotation for the acute care nurse practitioner student. Students will select an acute specialty in which to concentrate the month long, full-time practice. 3 - 6 credits.

NP TBA: PATHOPHYSIOLOGY AND SYMPTOM MANAGEMENT IN HIV DISEASE

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

NP TBA: PREVENTION AND CASE MANAGEMENT OF HIV/AIDS

Prerequisites: NH 817, NP 8XX or permission of Instructor. Pass/Fail and audit available. This course focuses on the prevention of HIV/AIDS and case management of HIV disease. Students analyze approaches to prevention, treatment, and promotion of wellness in persons infected and affected by HIV/AIDS. 3 credits.

NS 111 THESIS/SCHOLARLY PROJECT CONTINUATION

Prerequisite: NS 881. Pass/Fail grading only. This designation is used for students who are continuing thesis research or scholarly projects. Students must register for thesis/scholarly projects continuation for each term that either thesis or project is incomplete. 1 credit.

NS 620 NURSING PRACTICE: PROCESS AND SKILLS

Prerequisites: Anatomy, Physiology, Microbiology, Chemistry, and Nutrition or equivalent. Pass/Fail and audit not available. Introduction to the Advanced Practice role with emphasis on scientific inquiry and critical judgment. Assessments of individuals in beginning problem identification, outcome evaluation, intervention, and evaluation. Clinical practice is included. 6 credits.

NS 621 NURSING PRACTICE: COMMON PROBLEMS IN ADULT HEALTH

Prerequisites: NS 620, NS 624. Co-requisite: HP 622. Pass/Fail and audit not available. Integration of theory, practice, and research in the care of adults with acute and chronic health problems. Emphasis on advanced practice in health maintenance, restoration, and management of patient and family responses to acute and chronic illness. Clinical practice is included. 6 credits.

NS 623 HEALTH ASSESSMENT

Prerequisites: Anatomy, Physiology, Microbiology, Chemistry, and Nutrition or equivalent. Pass/Fail and audit not available. Role, execution, and importance of health assessment in well adults, with emphasis on approaching the patient/client, relevant history taking, and execution and communication of findings related to the physical examination. Lab is included. 3 credits.

NS 624 BIOBEHAVIORAL PRINCIPLES AND THEORIES

Prerequisites: Anatomy, Physiology, Microbiology, Chemistry, and Nutrition or equivalent. Co-requisite: NS 620. Pass/Fail and audit not available. The interrelationship of body-mind-spirit in achievement of mental health is examined from historical, philosophical, psychosocial, and scientific perspectives. Clinical practice is included. 5 credits.

NS 625 COMMUNITY PRINCIPLES AND THEORIES

Prerequisites: NS 621, NS 623, or RN status. Pass/Fail and audit not available. Concepts, theories, and models of community health are discussed in relation to nursing process application to a community, including principles of program planning and evaluation. Clinical practice is included. 5 credits.

NS 727 MATERNAL CHILD NURSING

Prerequisites: NS 621, NS 623, NS 624, HP 622. Pass/Fail and audit not available. Family-centered framework necessary for the nursing care of childbearing women and children from infancy through adolescence in wellness and illness. Clinical practice is included. 6 credits.

NS 737 THE HISTORY OF NURSING IDEAS

Prerequisite: none. Pass/Fail and audit available. The contributions of nursing history, nursing theory, and contemporary issues in the social evolution of nursing as a profession, including the nature of nursing theory and the relationship between philosophy, theory, and science. 3 credits.

NS 738 ADVANCED ASSESSMENT AND DIAGNOSTIC REASONING

Prerequisites: NS 623, RN status, or permission of instructor. Pass/Fail and audit not available. Performance of comprehensive wellness-oriented screening and symptom-driven exams with appreciation of normal adult life cycle variations. Emphasis is placed on mastery of interviewing and psychomotor assessment skills, diagnosis of common problems, and exploration of treatment options. Lab/clinical practice is included. 5 credits.

NS 739 ADVANCED PHARMACOLOGY

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

NS 740 ADVANCED HEALTH ASSESSMENT OF THE PEDIATRIC CLIENT

Prerequisites: NS 623 or RN status. Pass/Fail and audit not available. Comprehensive health assessment and interpretive diagnostic process is explored. Students are provided opportunity for further development of clinical reasoning in holistic evaluation of well clients and those with deviations from normal from birth through adolescence within a social context. Lab/clinical practice is included. 5 credits.

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

Prerequisite: NS 738. Pre- or co-requisite: NS 739. Pass/Fail not available; audit available. Emphasis is on critical thinking and diagnostic reasoning skills using holistic, culturally, and developmentally sensitive assessment and management of common and episodic health problems of adults. 3 credits.

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

Prerequisite: NS 738, NS 739; pre- or co-requisite: NS 820. Pass/Fail and audit not available. Emphasis on the development of critical thinking and diagnostic reasoning skills, and assessment and management of common and episodic health problems in adults. Focus on health promotion, including prevention and early detection of health problems, and health maintenance. 3-6 credits.

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

Prerequisite: NS 820. Pass/Fail and audit not available. Continues refinement of critical thinking and diagnostic reasoning skills. Emphasis on holistic, culturally, and developmentally sensitive assessment and management of complex and chronic health problems of adults. 3 credits.

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

Prerequisite: NS 820, NS 821; co-requisite NS 822. Pass/Fail and audit not available. This second of two primary care clinical courses provides clinical practice experiences in primary care settings with application of theory to clinical practice. 3-6 credits.

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

Prerequisite: NS 738 Family or NS 740. Pre- or co-requisite: NS 739 or permission of instructor. Pass/Fail not available; audit available. Theoretical content emphasizes critical thinking and diagnostic reasoning skills. Emphasis is placed on holistic, culturally, and developmentally sensitive health assessment maintenance, and education of children and families. 3 credits.

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

Prerequisite: NS 740. Pre- or co-requisite: NS 824. Pass/Fail and audit not available. Emphasizes development of critical thinking and diagnostic reasoning skills and health maintenance and education of children and families along the wellness continuum. 3 credits.

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

Prerequisites: NS 824 or permission of instructor. Pass/Fail and audit not available. Theoretical content continues to refine critical thinking and diagnostic reasoning skills in the management of common episodic and chronic health problems of children. 3 credits.

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

Prerequisites: NS 740, NS 825. Co-requisite: NS 826. Pass/Fail and audit not available. Clinical experience in utilizing skills in the management of common episodic and chronic health problems of children. 3 credits.

NS 839 PROFESSIONAL ISSUES

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

NS 880 THESIS RESEARCH I

Prerequisite: HP 720 or permission of instructor. Pass/Fail grading only; audit not available. Registration for the student's work with assigned thesis readers on planning and implementing the thesis study and preparing the written thesis. 3 credits.

NS 881 THESIS RESEARCH II

Prerequisite: NS 880. Pass/Fail grading only. This course is the first continuation of NS 880. Students who need time over and above this course to complete the thesis, must register for NS 111 for the following semester. 3 credits.

NS 882 SCHOLARLY PROJECT

Prerequisite: HP 720 or permission of instructor. Pass/Fail grading only; audit not available. Designed as a rigorous culminating scholarly activity, which provides an opportunity to integrate research, clinical, and theoretical knowledge in a faculty guided project. 3 credits.

★ NS 888 ADVANCED PRACTICE MODULE FOR LIFE EXPERIENCE

Prerequisite: RN status. Students are required to submit substantiating evidence of how their experiences have met specific course objectives. 1 - 6 credits.

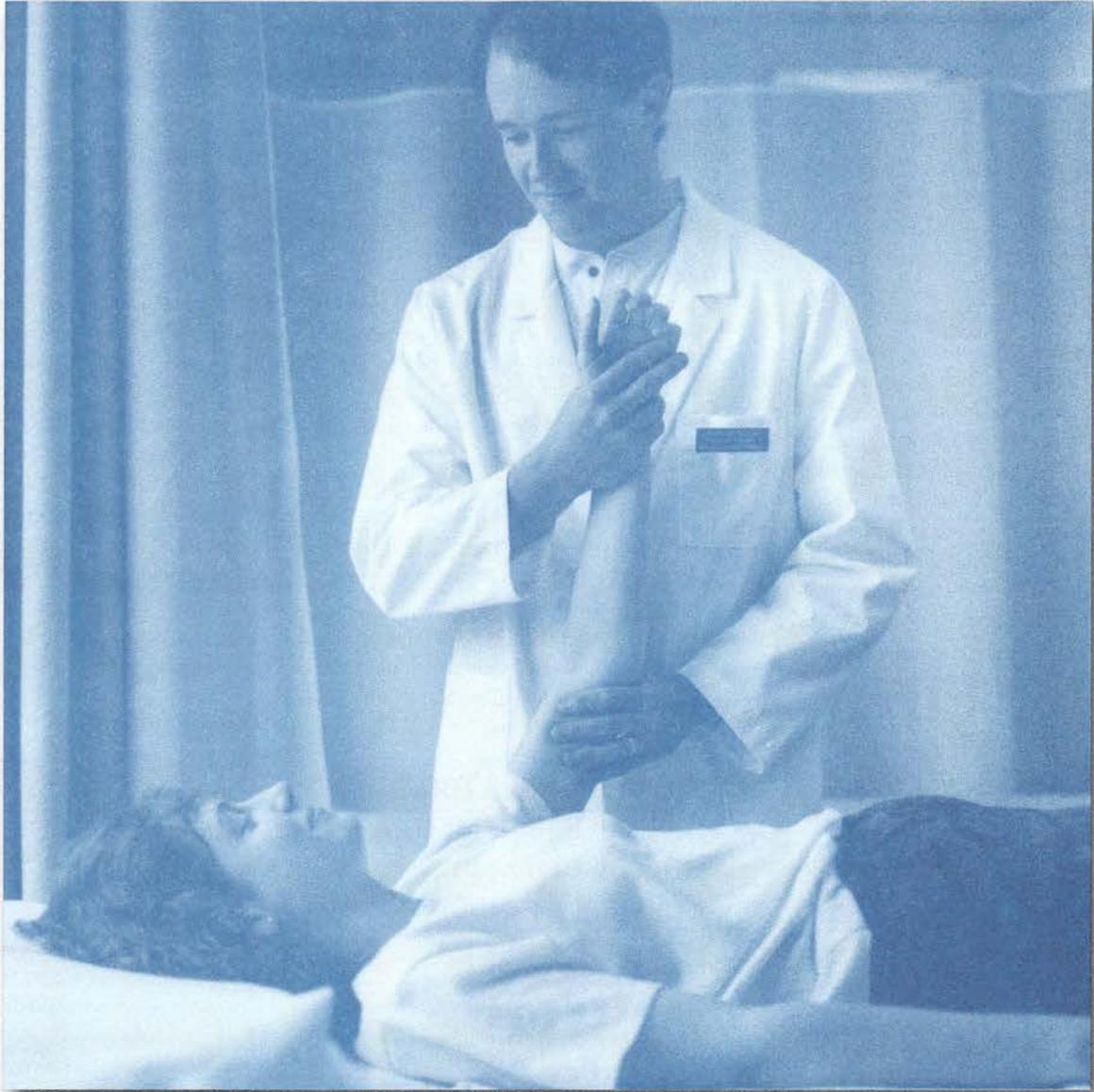
NS 896 INDEPENDENT STUDY IN NURSING

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

NS 899 INDEPENDENT STUDY IN ADVANCED PRACTICE

Prerequisite: written consent of instructor. Pass/Fail available; audit not available. Students study special problems in nursing or advanced practice. Individually planned work guided by a member of the faculty. Variable credit.

Physical Therapy



Physical Therapy

Overview

The physical therapy profession offers many exciting opportunities for growth and challenge in health care. The essential science of physical therapy is the study of movement dysfunction and techniques for evaluation and treatment of disorders of the musculoskeletal, neuromuscular, and cardiopulmonary systems of the body. The overall goal of physical therapy is to promote optimal physical function. The Graduate Programs in Physical Therapy offer a variety of experiences to foster leadership and scholarship, to advance the study of movement science, and to promote the foundations of practice. Programs educate therapists at both the professional and post-professional levels.

The **Professional Program in Physical Therapy** is an entry-level program that prepares students who hold a bachelor's degree in another field to become physical therapists. Upon completion of the program, graduates are awarded the Doctor of Physical Therapy (DPT) degree.

The **Post-Professional Program in Physical Therapy** offers several options for practicing physical therapists who are interested in developing advanced expertise in an area of specialization. Students can select among the following post-professional alternatives:

- Master of Science in Physical Therapy
- Certificate of Advanced Study
- Clinical Residency in Advanced Orthopedic Physical Therapy
- International Scholars Program
- Transitional DPT Program (currently for Institute MS alumni only)
- Courses for non-matriculated (special) students

The faculty of the Graduate Programs in Physical Therapy are known around the world for their expertise as educators, researchers, and master clinicians. Faculty represent specialties in physical therapy including neurologic, orthopaedic, sports, pediatric, geriatric, and cardiopulmonary

physical therapy. Faculty members have served as visiting professors at the University of Southern California, Washington University, the University of Kuwait, Curtin University in Australia, and the Karolinska Institute in Sweden. Many serve in leadership roles in the state and national American Physical Therapy Association.

As part of a major medical center, Institute educational programs are also distinguished by affiliation with world-renowned hospitals and physical therapy clinics. This includes primary affiliations with Massachusetts General Hospital, Brigham and Women's Hospital, and Spaulding Rehabilitation Hospital. This network provides access to expert clinicians in supervised experiences in the broadest range of health care.

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

Professional Program in Physical Therapy — Doctor of Physical Therapy

Program Description

The Professional Program in Physical Therapy prepares students who hold a bachelor's degree in another field to become physical therapists. The program consists of a three-year curriculum that includes academic, clinical, and research experiences. The academic portion of the curriculum is full-time over two years, including summers. During these two years, students participate in both didactic and clinical experiences. The program begins in June for first-year students. The

third year is designed to include a full-time paid clinical internship in one facility.

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

The purpose of physical therapy professional education is to prepare generalists who are competent, broadly skilled, reflective practitioners, and who are equipped to practice in a variety of health care settings throughout the continuum of health care. Physical therapists must be skilled in data gathering, problem-solving and critical thinking, with a focus on knowledge and skills needed to examine patients, plan, administer and modify effective interventions, and manage the clinical environment.

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

Special Features

- The Institute is one of the first schools accredited to offer the Doctor of Physical Therapy degree as the first professional degree. The DPT is an entry-level degree, representing the completion of a comprehensive educational program and the fulfillment of high standards of clinical performance in professional preparation.
- As a special recognition, the Institute's physical therapy program recently was named one of the top ten programs in the country by US News & World Report. The Institute's program was the only one in New England to make the top ten.
- Clinical experiences are integrated throughout the curriculum, including full-time and part-time experiences. The final clinical experience is a one-

year clinical internship, providing a unique opportunity for in-depth professional development.

- Classes are limited to 34 students. Faculty are committed to providing individualized attention to students, to maximize professional skills within a nurturing environment.
- The DPT Program has a strong commitment to research. Students participate in a sequence of Critical Inquiry courses, culminating in a group clinical research project focusing on physical therapy outcomes. Student projects are presented to Institute students and faculty, and many have also been presented at regional and national conferences.
- Students in the Professional Program are all college graduates, with a variety of educational and occupational backgrounds, many pursuing second careers. This diversity in age and experience provides a stimulating educational environment, and enriches the student's interactions with each other, faculty, patients and other health care professionals.

Clinical Education

The program of study at the Institute provides a unique atmosphere for clinical education because of its affiliations with major teaching institutions in Boston and across the country. Part-time clinical experiences are integrated throughout the two-year academic curriculum, allowing students to become familiar with clinical environments and to practice each week what they learn in class. Two 8 to 10-week, full-time clinical experiences are scheduled, one in the summer following the first academic year and one in the winter of the second year. Finally, following completion of the academic program, students participate in a clinical internship, typically in a one-year paid position in one facility. Varied models for internship, including shorter unpaid experiences, may be implemented based on the availability of clinical resources.

Doctor of Physical Therapy Curriculum Outline

YEAR 1

SUMMER I (7 CREDITS)

PT 606	Professional Socialization (2)
PT 620	Gross Anatomy (5)

FALL YEAR 1 (19 CREDITS)

PT 622	Functional Anatomy (3)
PT 623	Clinical Neuroscience I (2)
PT 637	Clinical Seminar and Practicum I (2)
PT 640	Clinical Pathophysiology (3)
PT 645	Fundamentals of PT Practice (6)
PT 685	Critical Inquiry (2)
PH 620	Essentials of Pharmacology (1)

SPRING YEAR 1 (19 CREDITS)

PT 624	Clinical Neuroscience II (2)
PT 625	Clinical Perspectives in Health Policy (2)
PT 638	Clinical Seminar and Practicum II (2)
PT 641	Musculoskeletal Pathophysiology (2)
PT 649	Clinical Management of Cardiovascular and Pulmonary Disorders (3)
PT 650	Clinical Management of Musculoskeletal Disorders-Extremities (6)
PT 686	Critical Inquiry II (2)

SUMMER 2 (6 CREDITS)

PT 626	Principles of Teaching and Learning (2)
PT 635	Clinical Experience I (3)
PT 657	Orthotics (1)

YEAR 2

FALL YEAR 2 (18 CREDITS)

PT 724	Clinical Neuroscience III (2)
PT 737	Clinical Seminar and Practicum III (2)
PT 742	Medical Management of the Patient with Neurological Disorders (1)
PT 751	Clinical Management of Musculoskeletal Disorders-Spine (4)
PT 755	Clinical Management of Neuromuscular Disorders I (6)
PT 780	Critical Inquiry III (1)
PH 773	Diagnostic Imaging (2)

SPRING YEAR 2 (14 CREDITS)

PT 627	Psychology of Disability and Illness (1)
PT 658	Prosthetics (1)
PT 724	Clinical Neuroscience IV (2)
PT 736	Clinical Experience II (3)
PT 738	Clinical Seminar and Practicum IV (1)
PT 756	Clinical Management of Neuromuscular Disorders II (3)
PT 759	Clinical Management of the Patient with Multi-system Involvement (2)
PT 781	Research Project (1)

SUMMER 3 (11 CREDITS)

PT 628	Health Policy and Community Resources (3)
PT 782	Research Presentation (1)
PT 820	Foundations of Diagnostic Screening (2)
PT 834	Comprehensive Case Study (1)
HP 820	Ethics in Health Care (2)
Electives (2)	

YEAR 3

FALL (6 CREDITS)

PT 835	Clinical Internship (6)
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SPRING, SUMMER (0 CREDITS)

PT 836	Internship Continuation (0)
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The above curriculum is subject to change as necessary.

Year-long internships begin following the second year of the academic program and continue for one calendar year. Internship sites provide opportunities for varied exposure and long-term professional development. In addition, the internship allows students to begin paid employment sooner. The type and amount of compensation for the internship is determined by each clinical facility. Students graduate from the Institute midway through the clinical internship. The intern is then eligible to sit for state licensure and to complete the internship year as a licensed physical therapist. Graduates make a commitment to the internship facility for the full calendar year.

With a strong emphasis on patient interaction and clinical decision making, graduates of our program enter the profession with an excellent clinical background and diverse experiences that allow them to move into varied practice settings with confidence and skill. Students work with patients and clients of all ages in hospitals, private practice settings, long-term care facilities, industrial settings, rehabilitation clinics, sports clinics, schools and home care.

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

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

Application Requirements and Procedures

All applicants for the entry-level Doctor of Physical Therapy Program must meet the following requirements:

1. Undergraduate Education

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

2. Prerequisites

The following courses, listed below, must be completed prior to enrollment. Applicants may have up to two prerequisite courses in progress at the time of application.

- Anatomy (with lab) (Human anatomy recommended; vertebrate or comparative accepted)
- Human Physiology (May take 1 year of a combined Anatomy-Physiology course to meet the Anatomy and Physiology requirements)
- Biology (1 semester with lab)
- Exercise Physiology
- Chemistry (2 semesters with lab)
- Physics (2 semesters with lab)
- Developmental Psychology (May be Child Psychology; must include childhood development)
- Abnormal Psychology (Psychopathology)
- Statistics (including inferential statistics)
- At least 3 additional courses in social sciences or humanities (Examples: art, history, sociology, economics, foreign language, literature, political science, psychology, or philosophy)
- CPR certification (to be maintained while enrolled)

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

3. Experience/ Exposure to Physical Therapy

Applicants must have some experience or exposure to varied types of physical therapy practice, with a minimum of 10 hours of volunteer, work, or observational experience. An application is strengthened by the applicant expressing an understanding of the scope of the profession, motivation to become a physical therapist, and investigation of the field. Applicants must include a list of these experiences with their application under "Work Experience."

4. Other Requirements

Applicants must submit three essays as outlined in the application form, Graduate Record Examination (GRE) scores taken within the last five years, and three letters of reference.

Review of Applications

Applications are reviewed based on overall GPA, prerequisite GPA, GRE scores, and quality of the essay and references. The admissions process is a competitive one; however, the Admissions Committee tries to look at each individual's breadth of experience to determine his or her potential for professional graduate study.

Interviews

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

Post-Professional Program in Physical Therapy

Program Description

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

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

The Post-Professional Graduate Program in Physical Therapy offers several options of study for the experienced physical therapist including:

- Master of Science Degree
- Certificate of Advanced Study
- Clinical Residency in Advanced Orthopaedic Physical Therapy
- International Scholars Program
- Transitional DPT Program for practicing physical therapists to earn the Doctor of Physical Therapy degree

The Master of Science degree program, one of the largest of its kind in the country, is designed to prepare experienced physical therapists to become advanced clinicians. Full-time students can complete this 42-credit program in four semesters of study, while part-time students usually require three to four years. Students complete a core curriculum focusing on clinical decision-making, scientific inquiry, clinical measurement and clinical sciences. All students are required to complete a practicum



and a clinically relevant thesis.

The Certificate of Advanced Study in Physical Therapy is designed for therapists who already hold a Master's degree or a baccalaureate degree, and for those who are interested in advanced clinical training or clinical specialization, but do not want to pursue a formal academic degree.

The Clinical Residency in Advanced Orthopaedic Physical Therapy is an extended clinical practicum available as an option for students in either the Master's program or the Certificate of Advanced Study in Orthopaedics.

The International Scholars Program is designed for foreign educated physical therapists who do not meet all of the admission requirements to matriculate directly into the Master of Science degree program.

The Transitional Doctor of Physical Therapy (DPT) Program is currently in place for alumni of the Institute who received a Master of Science in Physical Therapy, allowing them to obtain the DPT. We anticipate offering this program to other U.S. licensed physical therapists starting within the next academic year.

Special Features

- Students have opportunities for full or part-time status, with classes sched-

uled in the evening or on weekends.

- Small classes provide opportunities for individualized attention and professional growth.
- Students gain experience in scientific inquiry through clinically relevant course projects and thesis research. They also have opportunities to serve as research assistants in the MGH Biomotion Laboratory.
- Students participate in advanced clinical preceptorships with master clinicians, with options for preceptorships in teaching and research.
- Post-professional students have opportunities to serve as teaching assistants and laboratory instructors in the entry-level physical therapy program.

Application Requirements

Application Deadlines

There are three application deadlines for the Post-professional program, depending on the semester study will begin. For the fall semester, the deadline is August 2; for January entry, the deadline is December 7; and for May entry, the deadline is April 5. Earlier deadlines for International Scholars are listed on the application form, allowing for adequate processing time for visas.

Overview of Postprofessional Physical Therapy Curriculum

	Semester Offered Courses		
	Fall	Spring	Summer
CORE/ANALYTICAL SKILLS: 13 CREDITS			
HP 720 Designing Clinical Research	3	3	
HP 721 Statistics for Clinical Research	3	3	3
PT 720 Foundations of Clinical Assessment in Physical Therapy	3		
PT 821 Clinical Decision-Making		3	
PT 824 Advanced Seminar in Physical Therapy			1
CLINICAL CONCENTRATION: 10 CREDITS			
See lists of courses for each specialty. Students who are in the individualized program of study may choose any course with the consent of their academic advisor			
ADVANCED CLINICAL SKILLS: 6 TO 9 CREDITS			
PT 839 Clinical Preceptorship in Physical Therapy	3	3	3
PT 840 Clinical Residency in Advanced Orthopaedic Physical Therapy	3	3	3
CLINICAL THESIS: 6 CREDITS			
PT 880 Thesis Research I	2	2	2
PT 881 Thesis Research II	2	2	2
PT 882 Thesis Research III	2	2	2
ELECTIVES: 7 CREDITS			

Students may choose from a variety of interdisciplinary and Physical Therapy courses

Please refer to course descriptions for more information about course content.

Overview of Postprofessional Physical Therapy Specialty Courses

	Semester Offered Courses		
	Fall	Spring	Summer
CARDIOPULMONARY SPECIALIZATION			
HP 703 Interdisciplinary Approaches to Pain Management		3	
PH 740 Management of Patients with Cardiopulmonary Dysfunction from the ICU to Home Care		3	
PH 742* Clinical Applications in Exercise Physiology	3		
PT 763 Therapeutic Exercise: Advanced Principles and Practice		3	
PT 773 Analysis of Functional Movement in Rehabilitation			3
PT 822 Diagnostic Screening for Physical Therapists: When to Treat? When to Refer?			3
PT 823 Special Topics in Physical Therapy	var	var	var
PT 896-9 Independent Study in Physical Therapy	var	var	var
NEUROLOGY SPECIALIZATION			
PH 742 Clinical Applications in Exercise Physiology	3		
PH 760 Clinical Neuroanatomy and Neurophysiology	3		
PH 761 Clinical Neurology		3	
PH 775 Clinical Anatomy: Upper Quarter	1		
PH 776 Clinical Anatomy: Trunk and Spine	1		
PH 777 Clinical Anatomy: Lower Quarter	1		
PT 761 Seminar on Treatment Approaches to the Neurologically Impaired		3	
PT 762 Concepts of Assessment in Neurologic Physical Therapy Practice		3	
PT 763 Therapeutic Exercise: Advanced Principles and Practice			3
PT 773 Analysis of Functional Movement in Rehabilitation			3
PT 822 Diagnostic Screening for Physical Therapists: When to Treat? When to Refer?			3
PT 823 Special Topics in Physical Therapy	var	var	var

Overview of Postprofessional Physical Therapy Specialty Courses (continued)

		Semester Offered Courses		
		Fall	Spring	Summer
ORTHOPAEDIC SPECIALIZATION				
PH 742	Clinical Applications in Exercise Physiology	3		
PH 774B	Diagnostic Imaging	2		
PH 775	Clinical Anatomy: Upper Quarter	1		
PH 776	Clinical Anatomy: Trunk and Spine	1		
PH 777	Clinical Anatomy: Lower Quarter	1		
PT 763	Therapeutic Exercise: Advanced Principles and Practice		3	
PT 770*	Concepts of Orthopaedic Physical Therapy	3		
PT 773	Analysis of Functional Movement in Rehabilitation			3
PT 822	Diagnostic Screening for Physical Therapist: When to Treat? When to Refer?			3
PT 823	Special Topics in Physical Therapy	var	var	var
PT 867	Musculoskeletal Dysfunction: Lower Quarter, Hip & Knee		2	
PT 868	Musculoskeletal Dysfunction: Lower Quarter, Foot & Ankle		1	
PT 869	Musculoskeletal Dysfunction: Upper Quarter		3	
PT 871	Musculoskeletal Dysfunction: Lumbopelvic Region			3
PT 872	Musculoskeletal Dysfunction: Cervicothoracic & Craniomandibular Regions			3

*Required course or credits by examination

The above curriculum is subject to change as necessary

Master of Science Degree

To be admitted to the Master of Science in Physical Therapy degree program, physical therapists must be licensed in the United States, and have practiced for at least one year.

Interested students who have less than one year's experience are encouraged to take courses as a non-matriculated special student.

Certificate of Advanced Study (CAS)

Therapists applying for the Certificate of Advanced Study (CAS) must be licensed in the United States, and must have practiced for at least one year.

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

student has received a grade of B or better while working toward the certificate may be counted toward the degree requirements.

International Scholars Program

To be admitted directly to the MS degree program, an international applicant must:

- Hold a university baccalaureate degree; university studies must have included both social and natural sciences in addition to the professional courses needed for preparation as a therapist.
- Have acquired professional training and clinical work in a country in which the pattern of education and clinical practice in physical therapy resembles that of the United States (Australia, Great Britain, and Canada are examples).
- Have completed entry-level physical therapy educational requirements that are equivalent to those required for licensure to practice physical therapy in Massachusetts (applications to an agency that evaluates educational credentials are available from the Office of Enrollment Management and Student Affairs).

- Have at least two years work experience as a therapist, one of which must be in the United States.
- Be full-time students in the program and plan to be at the Institute for at least four full terms.
- Be licensed to practice in the United States.

International applicants who meet these qualifications may apply directly to the Master of Science in Physical Therapy degree program.

International students who do not meet the requirements for direct admission to the Master of Science program must apply as an International Scholar in Physical Therapy.

International Scholars take the same advanced professional courses as degree candidates, but they are not eligible to complete a thesis or a formal clinical preceptorship. Because of visa and licensure restrictions, International Scholars may not be employed while at the Institute.

International Scholars participate in seminars and a medical terminology course, which provide extra support in adjusting to the academic and health care culture of the United States, communicat-

ing in English, and applying new knowledge in their respective home countries.

International Scholars who complete two or more terms of study at the Institute will receive a formal certificate recognizing this advanced professional study.

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

- Be graduates of a professional education program in physical therapy that is at least two (2) years in length and is recognized within their own country.
- Have sufficient skill in written and oral English to take an active part in class discussions and complete assigned readings and written papers without assistance.
- Take classes in English as a Second Language prior to enrollment.
- Have clearly defined clinical interests based on at least 18 months of professional experience as a physical therapist.
- Be full-time students in the program and plan to be at the Institute for at least one semester.

Applicants are required to take the TOEFL exams as part of the admissions process, with a required minimum score of 550. Scholars experiencing difficulty with English will be required to seek outside language instruction and editorial assistance at their own cost.

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

Transitional DPT Program

Starting in 2001, the Graduate Programs in Physical Therapy will provide an opportunity for practicing physical therapists to obtain the Doctor of Physical Therapy (DPT) credential. Licensed therapists will be able to document their current skills and expertise, and demonstrate how they meet the competencies that reflect con-

temporary entry-level practice.

The Transitional DPT Program will offer a multi-faceted approach for attainment or documentation of entry-level competencies. Through a combination of portfolio assessment and course work, the Transitional DPT Assessment Committee will evaluate each therapist's compliance with program criteria.

Course Descriptions



New Course



Distance Learning

Interdisciplinary physical therapy (PH) courses open to all students are described in this section as well as the Interdisciplinary section. For other physical therapy courses open to physical therapy students see the interdisciplinary section of this catalog.

Doctor of Physical Therapy (Entry-level)



PH 620 ESSENTIALS OF PHARMACOLOGY

Prerequisites for DPT students: PT 606, PT 620. Co-requisite: Fall, Year 1 courses. Pass/Fail and audit not available. This course covers goals of drug therapy, pharmacokinetics, pharmacodynamics, a review of selected drug classes and mechanisms of action that are relevant to outcomes in physical therapy. 1 credit.



PH 773 DIAGNOSTIC IMAGING

Prerequisites for DPT students: PT 635. Co-requisites: Fall, Year 2 courses. Pass/Fail and audit not available. This course introduces the student to diagnostic imaging principles and techniques as applied to physical therapy practice. Standard imaging procedures are addressed including radiography, fluoroscopy, arthrography,

magnetic resonance imaging, CT scans, angiography, nuclear medicine and special procedures. Lectures and laboratory sessions emphasize musculoskeletal, neurologic, cardiopulmonary and common general procedures relevant to physical therapists. 2 credits.

PT 606 PROFESSIONAL SOCIALIZATION

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

PT 620 GROSS ANATOMY

Prerequisite: human anatomy. Pass/Fail and audit not available. Regional gross structure and function of the musculoskeletal, circulatory, and peripheral nervous systems of the human body, with emphasis on upper and lower extremities and the trunk. Laboratory sessions include cadaver dissection. 5 credits.

PT 622 FUNCTIONAL ANATOMY

Prerequisites: PT 606, PT 620. Co-requisite: PT 623, PT 637, PT 645, PT 685. Pass/Fail and audit not available. Biomechanics, muscle physiology, and joint structure applied to the study of movement of the limbs and trunk, with consideration of normal and pathological conditions. Application of techniques to measure joint range of motion, manual muscle testing, gait and posture analysis. 3 credits.



PT 623 CLINICAL NEUROSCIENCE I

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

★ PT 624 CLINICAL NEUROSCIENCE II

Prerequisites: PT 623, PT 640, PH 620. Pass/Fail and audit not available. Introduction to neurophysiology, neuroanatomy, and clinical neurology as they relate to the practice of physical therapy. 2 credits.

★ PT 625 CLINICAL PERSPECTIVES IN HEALTH POLICY

Prerequisite: PT 637. Co-requisite: PT 638. Pass/Fail available; audit not available. Discussion of contemporary issues in public policy related to health care, with an overview of the political processes and institutions that influence and determine health policy decisions in the United States. Focus on implications of policy for management of clinical services. 2 credits.

★ PT 626 PRINCIPLES OF TEACHING AND LEARNING

Prerequisites: Year 1 courses. Pass/Fail and audit not available. Foundation for interaction of the physical therapist with patients, families, supportive personnel, and other health professionals, focusing on communication, interpersonal skills, and teaching/learning skills, with a focus on motor learning. 2 credits.

★ PT 627 PSYCHOLOGY OF DISABILITY AND ILLNESS

Prerequisites: Fall, Year 2 courses. Co-requisites: Spring, Year 2 courses. Pass/Fail available; audit not available. Principles of counseling and communication that focus on interactions with individuals who suffer from physical disabilities, chronic or acute illness, or trauma. 1 credit.

★ PT 628 HEALTH POLICY AND COMMUNITY RESOURCES

Prerequisite: PT 736. Pass/Fail and audit not available. Overview of legislative and resource issues that impact delivery of health care services, and the role of the



physical therapist as an advocate for patients. Focus on organizational behavior, resource allocation and planning, principles of business management, and monitoring of productivity and quality of care. 3 credits.

PT 635 CLINICAL EXPERIENCE I

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

★ PT 637 CLINICAL SEMINAR AND PRACTICUM I

Prerequisites: PT 606, PT 620. Co-requisites: Fall, Year 1 courses. Pass/Fail and audit not available. Students participate in weekly seminars and supervised half-day clinical sessions. Patient cases integrate content across courses by application of the patient/client management model. 2 credits.

★ PT 638 CLINICAL SEMINAR AND PRACTICUM II

Prerequisites: Fall, Year 1 courses. Co-requisites: Spring, Year 1 courses. Pass/Fail and audit not available. Continuation of PT 637. 2 credits.

PT 640 CLINICAL PATHOPHYSIOLOGY

Prerequisites: PT 620, PH 620. Co-requisites: PT 623, PH 620. Pass/Fail and audit not available. Pathophysiological mechanisms associated with disease and trauma caused by inflammation, infection, and immune deficiency across the lifespan, including etiology, diagnostic procedures, and medical and surgical management. 3 credits.

PT 641 MUSCULOSKELETAL PATHOPHYSIOLOGY

Prerequisites: Fall, Year 1 courses. Co-requisite: PT 624, PT 638, PT 650. Pass/Fail and audit not available. Pathophysiological mechanisms, diagnostic considerations, and medical and surgical management of

musculoskeletal disorders. Impact of degenerative changes, tumors, fractures, soft tissue involvement, and peripheral neuropathies. 2 credits.

PT 645 FUNDAMENTALS OF PHYSICAL THERAPY PRACTICE

Prerequisites: PT 606, PT 620. Co-requisites: Fall, Year 1 courses. Framework for physical therapy practice based on the processes of examination, establishing a diagnosis, determining impairment goals and functional outcomes, and developing and implementing an intervention plan for simple cases involving musculoskeletal dysfunction. 6 credits.

PT 649 CLINICAL MANAGEMENT OF CARDIOVASCULAR AND PULMONARY DISORDERS

Prerequisites: PT 623, PT 640, PT 645, PT 637, PH 620. Co-requisite: PT 638, PT 686. Pass/Fail and audit not available. Clinically applied physiology of oxygen uptake and delivery in human beings across life span, providing basis for learning cardiopulmonary physical exam, and clinical measurement techniques. 3 credits.

PT 650 CLINICAL MANAGEMENT OF MUSCULOSKELETAL DISORDERS: EXTREMITIES

Prerequisites: Fall Year 1 Courses. Co-requisites: PT 624, PT 638, PT 641. Pass/Fail and audit not available. Application of the patient/client management model with emphasis on management of musculoskeletal disorders of the upper and lower extremities. Assessment of joint range and flexibility, muscle strength, joint stability and mobility, postural alignment and gait, and function. 6 credits.

PT 657 ORTHOTICS

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

PT 658 PROSTHETICS

Prerequisites: Fall, Year 2 courses. Co-requisites: Spring, Year 2 courses. Pass/Fail and audit not available. Principles of lower extremity prosthetics, and management of patients with amputations. 1 credit.

PT 670 SPECIAL TOPICS IN PHYSICAL THERAPY

Prerequisites: PT 736. Pass/Fail available. Audit not available. Special topics provide an opportunity for students to explore a particular area of interest in greater depth. Topics vary, and may include women's health, alternative therapies, cardiac rehabilitation, management of the geriatric patient, and evaluation of the foot/ankle. 1 credit.

PT 685 CRITICAL INQUIRY I

Prerequisites: introduction to statistics, PT 606, PT 620. Co-requisites: Fall, Year 1 courses. Pass/Fail and audit not available.

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

PT 686 CRITICAL INQUIRY II

Prerequisites: Fall, Year 1 courses. Co-requisites: Spring Year 1 courses. Pass/Fail and audit not available. Continuation of research concepts, with an emphasis on critical analysis of literature as a basis for providing evidence for clinical decision making. 2 credits.

PT 723 CLINICAL NEUROSCIENCE III

Prerequisite: PT 635. Pass/Fail and audit not available. Continuation of PT 624. 2 credits.



★ PT 724 CLINICAL NEUROSCIENCE IV

Prerequisite: PT 736. Pass/Fail and audit not available. Continuation of PT 723. 2 credits.

★ PT 736 CLINICAL EXPERIENCE II

Prerequisite: Spring, Year 2 courses. Pass/Fail grading only; audit not available. Second full-time supervised experience for a period of 8 to 10 weeks. 3 credits.

★ PT 737 CLINICAL SEMINAR AND PRACTICUM III

Prerequisite: PT 635. Co-requisites: Fall, Year 2 courses. Pass/Fail and audit not available. Continuation of PT 638. 2 credits.

★ PT 738 CLINICAL SEMINAR AND PRACTICUM IV

Prerequisite: PT 736. Co-requisites: Spring, Year 2 courses. Pass/Fail and audit not available. Continuation of PT 737. 1 credit.

★ PT 742 MEDICAL MANAGEMENT OF THE PATIENT WITH NEUROLOGICAL DISORDERS

Prerequisite: PT 635. Co-requisites: PT 723, PT 755, PH 773. Pass/Fail and audit not available. Pathophysiology and medical management of conditions related to disorders of the neuromuscular system. 1 credit.

★ PT 751 CLINICAL MANAGEMENT OF MUSCULOSKELETAL DISORDERS: SPINE

Prerequisite: PT 635. Co-requisites: PT 737, PH 773. Pass/Fail and audit not available. Examination and intervention for musculoskeletal disorders related to the spine and the craniomandibular joint. Focus on prevention, including ergonomics in the workplace. 6 credits.

★ PT 755 CLINICAL MANAGEMENT OF NEUROMUSCULAR DISORDERS I

Prerequisite: PT 635. Co-requisites: PT 737, PT 723, PH 773. Pass/Fail and audit not available. Examination and intervention for individuals with neuromuscular disorders, including deficits of sensation, cognition, cranial nerve function, motor control and development, muscle tone and reflexes, and balance. 6 credits.

★ PT 756 CLINICAL MANAGEMENT OF NEUROMUSCULAR DISORDERS II

Prerequisite: PT 736. Co-requisites: PT 738, PT 724, PT 759. Pass/Fail and audit not available. Continuation of PT 755, with continued emphasis on selected neuromuscular disorders. 3 credits. NEW

★ PT 759 CLINICAL MANAGEMENT OF THE PATIENT WITH MULTISYSTEM INVOLVEMENT

Prerequisite: Fall, Year 2 courses. Co-requisites: Spring, Year 2 courses. Pass/Fail and audit not available. Integration of clinical decision making, including examination and intervention procedures, for complex patients who have multisystem involvement. 2 credits.

★ PT 780 CRITICAL INQUIRY III

Prerequisite: PT 635. Co-requisites: Fall, Year 2 courses. Pass/Fail grading only; audit not available. Seminars to foster development of a group research proposal focusing on quality assurance, program evaluation, epidemiology and functional outcomes. 1 credit.

★ PT 781 RESEARCH PROJECT

Prerequisite: PT 780. Pass/Fail grading only; audit not available. Continuation of PT 780. Students work in small groups under the guidance of a faculty advisor to carry out data analysis for their research project. 1 credit.

★ PT 782 RESEARCH PRESENTATION

Prerequisite: PT 781. Pass/Fail grading only; audit not available. Students complete their research projects and present them to an audience of students and faculty. 1 credit.

★ PT 820 FOUNDATIONS OF DIAGNOSTIC SCREENING

Prerequisite: PT 736. Co-requisite: PT 834. Pass/Fail and audit not available. Medical specialists illustrate how pathologies can cause confusing symptoms, and how interview techniques and physical examination can be used to screen for medical conditions. Case examples are used to develop an algorithm describing the diagnostic decision making process. 2 credits.

★ PT 834 COMPREHENSIVE CASE STUDY

Prerequisite: PT 736. Co-requisite: Summer Year 3 courses. Pass/Fail and audit not available. Students present a comprehensive patient case study, integrating material across the curriculum to demonstrate their critical thinking and decision making skills, including a review of literature to demonstrate an understanding of the evidence available for treatment of the patient. The Guide to Physical Therapist Practice is used as a framework for this analysis. 1 credit. NEW

★ PT 835 CLINICAL INTERNSHIP

Prerequisites: Summer 3 courses. Pass/Fail grading only; audit not available. A supervised full-time extended clinical learning experience enabling students to fully integrate their academic and clinical experiences in a setting that provides varied learning opportunities, facilitates the transition from student to independent practitioner, and serves as the culmination of the students' educational preparation. 6 credits.

★ PT 836 CLINICAL INTERNSHIP CONTINUATION

Prerequisites: PT 835; Pass/Fail only; audit not available. Continuation of clinical internship following completion of entry-level requirements. 0 credits.

Post-Professional Program in Physical Therapy

★ PH 620 ESSENTIALS OF PHARMACOLOGY

Prerequisite: Pass/Fail and audit available. This course covers goals of drug therapy, pharmacokinetics, pharmacodynamics, a review of selected drug classes and mechanisms of action that are relevant to outcomes in physical therapy. 1 credit.

Note: This course is a requirement for the Transitional Program for Institute Alumni (MS) to earn the Doctor of Physical Therapy degree.

PH 739 CARDIOPULMONARY CLINICAL LABORATORY

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

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

Prerequisite: PH 742, or written consent of instructor. Pass/Fail and audit available. Evaluation methods, including ventilation, respiratory muscle function, functional performance, hemodynamic responses, and aer-

obic capacity for critical care, as well as rehabilitation settings, will be presented. Treatment techniques, focused on maximizing whole body/performance, analysis of cases with multisystem involvement will provide the clinical judgment opportunities for cardiopulmonary care. 3 credits.

PH 742 CLINICAL APPLICATIONS IN EXERCISE PHYSIOLOGY

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

PH 760 CLINICAL NEUROANATOMY AND NEUROPHYSIOLOGY

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

PH 761 CLINICAL NEUROLOGY

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

Note: This course is a requirement for the Transitional Program for Institute Alumni (MS) to earn the Doctor of Physical Therapy degree.

PH 775 CLINICAL ANATOMY: UPPER QUARTER

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

PH 776 CLINICAL ANATOMY: TRUNK AND SPINE

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

PH 777 CLINICAL ANATOMY: LOWER QUARTER

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

PT 111 THESIS CONTINUATION

Prerequisite: PT 882. Pass/Fail grading only; audit not available. This designation is used for students who are continuing thesis research. Students must register for thesis continuation for each term that the thesis is incomplete. No credit.

PT 600 INTERNATIONAL SEMINAR I

Prerequisite: none. CR/NC grading only; audit not available. An introduction to practice customs and settings in physical therapy for those who have not practiced in the United States. Individualized experiences are developed, with emphasis on communication. 2 credits.

PT 601 CLINICAL PERFORMANCE EVALUATION

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

PT 602 INTERNATIONAL SEMINAR II

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

★ PT 603 INTERNATIONAL SEMINAR III

Prerequisite: none. CR/NC grading only; audit not available. This course is for second year international scholars identified as needing extended help with cultural adjustment and oral and written communication skills. The instructor works with students in either tutorial sessions or seminars. Classroom/tutorial activities encourage collaboration, peer editing and critiques. 1 credit.



PT 697 MEDICAL TERMINOLOGY FOR THE PHYSICAL THERAPIST

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

PT 720 FOUNDATIONS OF CLINICAL ASSESSMENT IN PHYSICAL THERAPY

Prerequisite: none. Pass/Fail not available; audit available. Study of basic principles of measurement, development of new measurement methods, and analysis of the nature of evaluation and its relationship to clinical judgment and treatment planning. Students develop and test a measurement procedure as a course project. 3 credits.

PT 761 SEMINAR ON TREATMENT APPROACHES TO THE NEUROLOGICALLY IMPAIRED

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

★ PT 762 CONCEPTS OF ASSESSMENT IN NEUROLOGIC PHYSICAL THERAPY PRACTICE

Prerequisite: none. Pass/Fail and audit available. This course presents models for analyzing dysfunction in individuals with neurologic conditions and examination



methods currently used in physical therapy practice. Included are tests of cognition, cranial nerve integrity, motor function, muscle performance, balance and functional performance with a focus on the use of standardized measures. 3 credits.

PT 763 THERAPEUTIC EXERCISE: ADVANCED PRINCIPLES AND PRACTICE

Prerequisite: none. Pass/Fail and audit available. This course presents a process for choosing appropriate exercise procedures for intervention with musculoskeletal and neurological involvement, and emphasizes the practice of these procedures in laboratory sessions. Procedures are analyzed according to their biomechanical, neurophysiological, and motor control factors and treatment goals that can be achieved. 3 credits.

PT 770 CONCEPTS OF ORTHOPAEDIC PHYSICAL THERAPY

Prerequisite: none. Pass/Fail and audit available. This course presents a model of neuromusculoskeletal dysfunction as a basis for discussion of current orthopaedic physical therapy practice, providing a

framework for treatment of patients with soft tissue and articular lesions. Case studies are used throughout to enhance clinical relevance. This course is required for those in the orthopaedic specialization. 3 credits.

PT 821 CLINICAL DECISION MAKING

Prerequisite: none. Pass/Fail and audit available. This course is a core requirement for students in the Post-Professional physical therapy program. Students examine the basis of clinical decision making as it relates to all aspects of patient care. Theoretical models are presented with the goal of enabling students to formulate strategies for the management of patient problems. 3 credits.



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

Prerequisite: none. Pass/Fail and audit available. Medical specialists present lectures and labs to illustrate how pathologies can cause confusing symptoms, and how interview techniques and physical exami-

nation can help screen for different medical entities. Selected case examples are presented to develop an algorithm describing the diagnostic decision making process. Students will select a case to analyze. 3 credits.

Note: This course is a requirement for the Transitional Program for Institute Alumni (MS) to earn the Doctor of Physical Therapy degree.

PT 823 SPECIAL TOPICS IN PHYSICAL THERAPY

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

PT 824 ADVANCED SEMINAR IN PHYSICAL THERAPY

Prerequisite: specialty courses, PT 839. Pass/Fail available; audit not available. Integration of all required core courses in the physical therapy curriculum. Students identify cases and critically analyze alternative evaluation and treatment approaches with reference to recent literature. 1 credit.

PT 839 CLINICAL PRACTICUM: PRECEPTORSHIP IN PHYSICAL THERAPY

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

★ PT 840 CLINICAL PRACTICUM: PRECEPTORSHIP IN PHYSICAL THERAPY

Prerequisite: PT 839. Pass/Fail grading only; audit not available. This course is a continuation of PT 839. Advanced clinical

practice offered under the direction of a preceptor in the student's specialty. The practicum, designed to meet individual needs, provides a variety of clinical experiences to develop expertise in physical therapy evaluation and treatment techniques. Additional objectives may include acquiring skill in teaching and/or clinical research. 3 credits.

★ PT 841 CLINICAL PRACTICUM: ORTHOPAEDIC CLINICAL RESIDENCY I

Prerequisite: Four orthopaedic specialty courses (minimum grade of B) and recommendation letters from each course instructor and from the student's faculty advisor. Pass/Fail grading only, audit not available. This course offers an alternative to the clinical preceptorship to fulfill three credits of the clinical practical component in the Post-Professional masters degree program in physical therapy and is specific to the orthopaedic specialty area. This course is designed to enhance the physical therapist's ability to integrate didactic knowledge and clinical skill promoting advanced diagnostic reasoning, clinical decision making and hands-on clinical skill. There is a clinical seminar associated with the practicum for case discussion and clinical technique practice. 3 credits.

★ PT 842 CLINICAL PRACTICUM: ORTHOPAEDIC CLINICAL RESIDENCY II

Prerequisite: PT 841 or consent of instructor. Pass/Fail grading only, audit not available. This course is a continuation of PT 841 Clinical Practicum: Orthopaedic Clinical Residency I. This course offers an alternative to the clinical preceptorship to fulfill three credits of the clinical practical component in orthopaedic specialty area. This course is designed to enhance the physical therapist's ability to integrate didactic knowledge and clinical skill promoting advanced diagnostic reasoning, clinical decision making and hands-on clinical skill. There is a clinical seminar associated with the practicum for case discussion and clinical technique. 3 credits.

★ PT 843 CLINICAL PRACTICUM: ORTHOPAEDIC CLINICAL RESIDENCY III

Prerequisite: PT 842 or consent of instructor. Pass/Fail grading only, audit not available. This course is a continuation of PT 842 Clinical Practicum: Orthopaedic Clinical Residency II. This course offers an alternative to the clinical preceptorship to fulfill three credits of the clinical practical component in orthopaedic specialty area. This course is designed to enhance the physical therapist's ability to integrate didactic knowledge and clinical skill promoting advanced diagnostic reasoning, clinical decision making and hands-on clinical skill. There is a clinical seminar associated with the practicum for case discussion and clinical technique. 3 credits.

PT 867 MUSCULOSKELETAL DYSFUNCTION: LOWER QUARTER, HIP AND KNEE

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

PT 868 MUSCULOSKELETAL DYSFUNCTION: LOWER QUARTER, FOOT AND ANKLE

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

PT 869 MUSCULOSKELETAL DYSFUNCTION: UPPER QUARTER

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

PT 871 MUSCULOSKELETAL DYSFUNCTION: LUMBOPELVIC REGION

Prerequisites: PT 770 or written consent of instructor. Pass/Fail and audit available. This course focuses on examination and treatment strategies and techniques for lumbopelvic pain and dysfunction.



Significant pathomechanics and pathokinesiology of each region is discussed. Laboratory sessions provide instruction and practice of manual therapy techniques as well as analysis of possible treatment strategies. 3 credits.

PT 872 MUSCULOSKELETAL DYSFUNCTION: CERVICOTHORACIC AND CRANIOMANDIBULAR REGIONS

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

PT 880 THESIS RESEARCH I

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

PT 881 THESIS RESEARCH II

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

PT 882 THESIS RESEARCH III

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

PT 896-899 INDEPENDENT STUDY IN PHYSICAL THERAPY

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

PT TBA ANALYSIS OF FUNCTIONAL MOVEMENT IN REHABILITATION

Prerequisite: none. Pass/Fail and audit available. This course focuses on the assessment of functional movements in rehabilitation of patients with orthopaedic and neurologic disorders. Lecture sessions emphasize the analysis of functional movements such as standing, stepping, gait, stair climbing, chair rise and lifting. Special emphasis is placed upon identifying the compensatory mechanisms for impairments and development of functional-training based interventions. 3 credits.



PT TBA COMPREHENSIVE CASE ANALYSIS

Prerequisite: none. Pass/Fail and audit available. Students will be required to present a case in writing that will demonstrate their critical thinking and decision making skills, including a review of literature to demonstrate an understanding of the evidence available for treatment of the patient. The Guide to Physical Therapist Practice is used as a framework for this analysis. 2 credits.

Note: This course is a requirement for the Transitional Program for Institute Alumni (MS) to earn the Doctor of Physical Therapy degree.

General Information



Enrollment Information

Admissions

Institute students are men and women with diverse backgrounds who bring a wide range of education and experience to their graduate studies. Admission decisions are based upon a careful evaluation of each applicant's academic record, test scores, written application, essay, references, and life experiences. Prospective students are encouraged to attend one of the information sessions that are held onsite during the fall and spring. The Office of Enrollment Management and Student Affairs (OEMSA) at (617)726-3140 can provide further information or arrange a campus visit.

Admissions Criteria

Admission requirements are program-specific and outlined in the program section of the catalog. An undergraduate degree is a prerequisite for admission to any of the graduate programs.

Transfer Credit

Committees for each program decide the number of outside credits that may be transferred for program completion prior to beginning study at the Institute. (A form to Petition for Transfer Credit is available through OEMSA). When transfer credit is awarded, no grade will be recorded and no fee charged. No transfer credit will be allowed from institutions or programs that lack appropriate accreditation or for courses for which the student received a grade of less than B. Transfer credit will not be allowed for courses counted toward another degree.

Application Process

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

- Completed, signed application form.
- The \$50 nonrefundable application fee.
- Official transcripts for all academic work beyond high school, whether or not a degree was received.
- Official score report of Graduate

Record Examination (GRE) - general test only. Tests are prepared and scored by the Educational Testing Service at (888) GRE-SCORE (473-7267) or www.gre.org. (Institute code: R 3513). The GRE is not required for entrance into certificate programs.

- Three letters of recommendation submitted on the forms included in the application for admission. One reference must be academic. Do not include references from family friends or relatives.
- Essay based on your program interest and questions contained in the application.
- Test of English as a Foreign Language (TOEFL). Applicants whose first language is not English, and who did not receive a degree in an English-speaking country, are required to take the TOEFL. The minimum TOEFL Score accepted by the Institute is 550. For information about test dates and locations, contact TOEFL/TSE Services at (888) 863-3544 or www.toefl.org.

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

International Applicants

In addition to the other required materials, including TOEFL scores for applicants who received a degree in a country where the primary language is not English, international applicants must submit the following information:

- Evidence of sufficient funds to maintain themselves for one year in the United States; funds must be on deposit in a US bank in the student's name. Tuition must be wire transferred to the Institute.

- A transcript evaluation by a US credentialing agency for applicants who did not receive their undergraduate degree in the US.

For the physical therapy programs, international scholars must have at least eighteen months work experience as a physical therapist prior to matriculating. Qualified international scholars are accepted for a minimum of one semester of full-time study. Shorter programs may be arranged in unusual circumstances. Applicants educated in the United States and holding a valid US Physical Therapy license must have at least one year of work experience prior to matriculating into the program.

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

Non-Degree Students

Physical therapists, speech-language pathologists, nurses, and other health care professionals holding a bachelor's degree may enroll as Non-Degree Students in selected courses on a space-available basis. The number of credits earned that may be applied toward a degree is at the discretion of each program. Institute payment plans and financial aid are not available to Non-Degree Students.

Students with Disabilities

Students with disabilities are encouraged to fill out the Disabilities Service Request form mailed to all applicants following their acceptance. Disability evaluations must have been performed within five years of the date of submission. Otherwise, students will be asked to submit a current evaluation, at the student's own expense. Students may also contact OEMSA for assistance in locating appropriate, licensed evaluators. All information will be confidential except as required by law.

Reactivating Applications

Admissions applications remain on file for one year to allow for reapplication the following year.

Tuition and Fees

Students are officially registered only when their bills have been paid in full or satis-

factory arrangement for payment has been made such as the Tuition Management Systems (TMS) tuition payment plan or student loan. While no deferred payments are allowed by the Institute, students can make payment through TMS, a private tuition management agency, before the semester begins. Contact TMS at (800) 722-4867 or the Bursar's Office.

The Institute reserves the right to

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

Tuition for 2001-02 Academic Year

Full and Part-time Students \$605 per credit
 Students Auditing Courses \$203 per credit

Fee Schedule for 2001-02 Academic Year

Type of Fee	Amount	Program/Purpose
PROGRAM FEES		
Anatomy Fee	\$400 (1st Semester)	Prof Physical Therapy students only
Clinical Ed/Lab fee	\$150 Fall, Spring (\$900 Max)	Nursing students
	\$150 Fall, Spring, Summer (\$900 max)	CSD students
	\$150 Fall, Spring (\$750 max)	Prof Physical Therapy students
	\$150 all Semesters (no max)	CI students
	\$300 at Matriculation	RN, NP, PPT, Int'l School, PT Certificate students
Learning Resource Fee	\$7/CrHr (\$84 max per Semester)	Due from all students to support information technology and the Ruth Sleeper Learning Center
Student Service Fee	\$2.50/CrHr (no max)	Due from all students to provide resources for student organizations. Not due from DPT and continuing enrolled students.
Continuing Enrollment	Cost of 1 CrHr	Students must be continuously enrolled in at least one credit hour per semester until degree requirements are met.
GENERAL FEES		
Application Fee	\$50 (non-refundable)	All applicants must pay at time of application.
Student Deposit	\$300 (non-refundable)	All students must pay at time of acceptance. The deposit is applied toward the first tuition bill.
Orientation Fee	\$60	Each student pays during the first semester of program enrollment.
Graduation Fee	\$75	Assessed each student during the last semester of enrollment.
Credits by Examination	10% of Course Tuition	Assessed when a student tests to receive credit for a course.
LATE FEES		
Late Payment Fee	\$50	Assessed when a payment deadline is missed.
Late Registration Fee	\$50	Assessed when the registration deadline is missed.
Late Pre-Registration Fee	\$100	Assessed from students who fail to pre-register.
Reinstatement Fee	\$100	Assessed from students who register or pay after the 12th class day.
OTHER FEES		
Access Card Deposit	\$12.50	Due from all students (refundable when requested by the end of the student's last semester of enrollment).
CSD Lab Key Deposit	\$2.50	Due from CSD students (refundable when requested by the end of the student's last semester of enrollment).
Transcript Fee	\$4.00	Students are furnished with one complimentary copy of their transcript upon graduation. Additional copies must be requested in writing from the Registrar's Office.

Fees are subject to change by the Board of Trustees.

Partners Employee Discounts

Full-time employees of Partners HealthCare may take their first course at the Institute at one-half the current tuition rate; however, the student is responsible for paying all fees. To be eligible, proof of full-time employment is required at the time of payment. The definition of full-time is 40 hours/week unless otherwise stated on the Verification of Employment form that must accompany the application. If enrolling in more than one course, only one course may be taken at the half-price rate.

Vouchers

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

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

Matriculated students may apply a maximum of six credits worth of vouchers toward their tuition. Also, use of vouchers may result in an adjustment to student financial aid awards.

Fees are separate from tuition and not covered by vouchers; students are responsible for paying all fees.

Only official and original, unexpired voucher forms will be accepted. Faxed or copied forms will be rejected.

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

Payment by Matriculated Students

A student is considered officially registered only when semester charges are paid in full. Charges are computed on the basis of courses/programs for which students are registered. Bills are sent in June for the fall semester and in November for the spring semester to all students who have preregistered. Each student must pay all charges in full prior to the due date indicated on the initial bill to avoid late charges or cancellation of registration and financial aid. Late registrants are expected to make payment in full at the time of registration.

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

Payment by Non-Matriculated Students

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

Payment Options

Payment options include:

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

Payment for Add/Drop

Students who add a class must pay additional charges at the time the class is added. Students who drop a course will have any refund processed at the end of the drop/add period.

Payments and Refunds

The Bursar's Office accepts payments of tuition and fees, and issues any refunds and financial aid checks.

Withdrawal or Dismissal from the Institute

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

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

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

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

No student should consider dropping out of an educational program due to financial difficulties without first seeking counseling from a financial aid advisor. The Financial Aid Office can assist students with debt management, budgeting, short-term emergency loans and other financing options.

Refunds at Withdrawal

A student who withdraws from the Institute will be granted a refund according to the schedule below. This refund schedule applies to each full-length term's tuition and is determined by the student's signature and the date of receipt of the appropriate form in the Office of the Registrar or determined by the Institute such as the last day of attendance.

Refund Schedule	
1st 12 class days of semester	100% refund
13th class day of semester or after	No refund

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

Return of Title IV Funds (Federal Stafford Student Loans)

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

Financial Aid

Financial aid is available to eligible students in the form of grants, loans, graduate assistantships, and scholarships. Eligibility is determined by the federal methodology based on Federal Free Application for Student Aid (FAFSA) data.

Eligibility

To receive financial aid, a student must:

- Complete the financial aid application process.
- Be enrolled in at least six credits at all times.
- Maintain satisfactory academic progress.
- Be a US citizen or non-resident alien (international students are not eligible for financial aid).

- Not be in default status on federal student loans.

Federal student loan borrowers are made aware of their rights and responsibilities during a federally mandated entrance interview. Entrance interviews are conducted during orientation and periodically throughout the school year.

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

Application for Financial Aid

All students applying for admission will receive a complete financial aid application and instructions from the Institute. Applications for the FAFSA are also available on the Internet at www.fafsa.ed.gov. Students should retain a copy of their completed applications.

Types of Financial Assistance

Federal Stafford Student Loans

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

Scholarships and Special Funds

As a result of the generosity of donors, the Institute has a number of scholarships that provide financial aid to students. The majority of these awards are made for the fall semester. To be eligible for institutional grants and scholarships, a student must meet eligibility criteria based upon financial information as reported on the FAFSA and other criteria determined by the program.

Private Loans

Loans are available to augment other financial aid and to help with remaining educational costs after the maximum amount of Federal Stafford Loan (\$18,500 per year) has been borrowed. Applicants must demonstrate a good credit history and must remain within certain debt-to-income ratios.

Graduate Assistantships

Graduate assistantships permit eligible students who have completed the financial aid process to work in one of a number of positions that may involve research, teaching, or administrative support. The program/department employing the student funds assistantships. These opportunities are flexible to accommodate the student's class schedules, professional interests, and skills, and enable the student to earn a small stipend to offset some of their educational costs.

Positions are posted in the fall and students must apply for positions on a competitive basis. Most graduate assistantships allow for 120 hours of work (\$1,200) per academic year. If a student would like to work beyond 120 hours in an academic year, and the program/department is willing to continue funding the position, the student must first check with the Financial Aid Office to insure that the student is eligible.

Forms Available at the Registrar

Form Name/Description

Application
Notice of Withdrawal
Request to Audit
Petition for Exemption /Credit for Life Experience
Request to Add/Drop or Change Credits or from Credit to Audit
Request for Advance Grade of W (withdrawal from course)
Request for Temporary Grade of Incomplete
Intent to Graduate
Transcript Request
Restriction of Directory Information (to prevent release of limited personally identifiable information)

National Health Service Corps (NHSC)

The Department of Health and Human Services, through the National Health Service Corps Scholarship, will pay all tuition and fees, plus a monthly stipend, to selected nursing students in the family specialization track committed to working in underserved areas within the US upon graduation. In 2000-01, thirteen Institute students were NHSC recipients. More information can be obtained by contacting NHSC at (800) 221-9393.

Disbursement

When a student's financial aid exceeds the cost of tuition, the balance will be disbursed to the student at the beginning of the semester, or when the funds are received from the lender.

Changes in Financial Situation

A student is required to notify the Financial Aid Office about the receipt of any outside scholarships or grants not originally reported on the FAFSA.

If a student has a change in family size, marital status or other extenuating circumstances, after completing the FAFSA, the student must should contact the Financial Aid Office and request a review of his/her financial aid application materials. The student must request the review in writing and supply documentation as requested by the Financial Aid Office.

Verification of Enrollment

The Registrar's Office is responsible for verifying students' enrollment status to student loan lenders, employers, and other institutions.

Deferments

Deferments of previous educational loans may be available from lenders. Students should check with their lender to determine whether deferments are available and how to apply. A student who is not continuously enrolled at the Institute risks losing deferment status and repayment of student loans may be required.

Repayment of Loans

Repayment of student loans generally begins six months after withdrawal, graduation or enrollment in less than six credits.

Facilities**101 Merrimac Street**

The Institute is currently located on four floors of the building at 101 Merrimac Street in Boston's North Station area. Classrooms, labs, the student lounge, the student café, and the Ruth Sleeper Learning Center are located on the third floor. Administrative and faculty offices are on the 10th, 6th, and 5th floors. Normal building hours are Monday through Friday, 8:00am to 6:00pm. After 6:00pm an access card controls the front door, elevator, and access to classroom areas. These cards are available from the Student Services Assistant located on the 3rd floor. (For more information on access cards and building access, please refer to the Student Handbook.)

Clinical Facilities

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

Transportation**Shuttle Service**

The Institute is within walking distance of Massachusetts General Hospital. A free hospital shuttle service operates between 101 Merrimac Street and the Jackson Building entrance of the MGH campus. The shuttle bus stops close by at North Station (Beverly Street) en route to MGH East in Charlestown and the main hospital campus stop at the Jackson Building on Blossom Street for connections to other MGH sites and Brigham and Women's Hospital. Published shuttle bus schedules are available. Students are required to show their Institute ID badge to use the shuttle service.

Public Transportation

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

Parking

Parking is available at several nearby lots or at MGH; however, public transportation is recommended since parking is at a premium.

Bicycle Racks

Bicycle racks are located in the parking garage at 101 Merrimac Street. Spaces are limited and available on a first-come, first-served basis. Locks are necessary. Neither the Institute nor the building management is responsible for bicycles. The parking

garage is entered after hours by checking in with the concierge. Bicycles are not permitted on the elevators or anywhere in the building other than the garage and may not be stored overnight at 101 Merrimac Street. MGH offers a Bike Program including a parking cage, lockers, and showers on the MGH campus. For more information, students should contact MGH Commuter Services at (617) 724-6588.

A New Home for 2002

After an extensive search and comprehensive planning process, there will be a new, larger and permanent home for the Institute. In 2000, the Institute purchased a building along the waterfront of the historic Charlestown Navy Yard. The building, a handsome, 19th century granite structure, is nearby a growing number of MGH and Partners research and office buildings. An intensive period of planning, architectural design, and renovation is underway to convert the building into a state-of-the-art learning environment that will accommodate existing programs as well as future growth. The building will house all of the Institute's classrooms, clinical facilities, and academic and administrative offices. It will provide 35 percent more space than the present location.

The Institute is scheduled to move from 101 Merrimac Street to its new home in early 2002.

Regulations, Grades, and Graduation Requirements

Academic Advisement

Faculty advisors are assigned by program. Students are encouraged to meet with their faculty advisors, during established office hours, to discuss academic concerns. Students should have class schedules approved by program advisors at the time of registration.

Attendance

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

In the event that a student receiving Title IV funding withdraws, is dismissed, or takes a leave of absence, the last day of attendance (required for federal refund calculations) will be that which is noted on the withdrawal, dismissal, or leave of absence form. If a student receiving Title IV funding simply ceases to attend class (without completing the appropriate form) the final date of attendance used for calculating aid to be refunded will be when the Financial Aid Office is made aware of the absence.

Course Evaluation

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

Enrollment and Course Registration

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

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

Preregistration for current students usually occurs in April for the summer and fall semesters and in November for the spring semester. The exact dates may be found in the Academic Calendar. New students are notified of the registration dates upon acceptance.

Preregistration

Preregistration allows continuing students first choice of courses and assists the Institute with enrollment planning. Matriculated students, including those on Thesis Continuation, must preregister during the time allotted for this purpose in November and April, which includes summer and fall registration. Students who fail to do so will be assessed a late preregistration fee and will be required to wait until the open registration just prior to the beginning of the semester.

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

Every matriculated student is expected to complete the preregistration process each semester. Credit is not given for work done without proper registration; the Registrar cannot certify a student's matriculated status if the student has not properly completed the registration process. If the student is not registering in a given semester, the appropriate box must be checked on the registration form and a Leave of Absence form completed.

Cross-Registration

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

The Institute may contract for cross-registration agreements with other institutions of higher learning. Students enrolling in other colleges or universities that have made special agreements with the Institute must gain permission of their advisor.

Cross-registration forms are available in the Registrar's Office. Students should be aware of registration procedures, different course credits, and academic calendars at the host institutions. Students are responsible for ensuring that the Institute Registrar receives transcripts of grades from host institutions.

Leave of Absence

The Institute will grant a student an official Leave of Absence for a period not to exceed 180 calendar days during an academic year. The Leave of Absence must be requested by the student in writing on a Leave of Absence form and indicate a start date and the expected date of return, not to exceed 180 days.

The student must indicate a reason for the request such as medical or family circumstances, and appropriate documentation must be provided.

The request for a Leave of Absence will be reviewed, and if approved, signed by the Program Director and the Financial Aid Director. A copy of the approved Leave of Absence will be given to the Registrar, Bursar and Academic Advisor. If approved, the student's official record will be coded as Leave of Absence by the Registrar.

If the student fails to return to the Institute at the conclusion of the Leave of Absence, the student is considered to have withdrawn. The withdrawal date is defined as the last day the student attended classes. The student's official record will be changed to a withdrawal and the student's lender will be notified of the withdrawal date.

Reinstatement

Reinstatement into a program of study at the Institute requires the permission of the program. A student permitted to register and/or pay after the 12th class day of a

semester will be assessed a reinstatement fee. This fee is in addition to the late payment fee and the late registration fee.

Registration for Thesis

Students in the Post-Professional Program in Physical Therapy are required to register for 6 credits of thesis research. Students in the Nursing and the Communication Sciences and Disorders Programs may elect to complete a thesis and enroll in thesis research. Nursing students may choose to complete a scholarly project instead of a thesis. Students in the Communication Sciences and Disorders Program must complete a research proposal and have the choice of taking comprehensive examinations or writing a thesis.

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

Audit

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

Independent Study

An independent study course may be arranged as an elective when appropriate to the matriculated student's educational

goals and with the approval of the student's advisor. Students must enroll for independent study under the guidance of an appropriate faculty member. Students wishing to receive credit for independent study must complete the appropriate form, available in the Registrar's Office, and follow guidelines established by the program.

Course Exemptions and Credit for Life Experience

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

Credit by Examination

Matriculated students with relevant life/work experience who wish to receive credit for courses by taking special examinations, may do so by submitting the appropriate form (available from the Registrar) to the faculty advisor, the course instructor, and the Program Director no later than two weeks into the term. A special examination must be taken no later than two weeks after the request is approved. The student will be allowed to take the exam only once. Upon passing the examination, the student will receive credit for the course with such credit noted on the student's transcript. A student failing the exam will be expected to register for the course. Each program determines the maximum number of credits students may obtain by examination. A non-refundable

fee of 10 percent of course tuition is charged for every credit by examination.

Full-Time Study

Full-time status in the fall and spring semesters is defined as enrollment in 12 credits or more (audits are not included in this count). Part-time status is defined as enrollment in fewer than 12 credits. Students wishing to take more than 18.5 credits per semester need the permission of their advisor and their program director.

In the summer semester, full-time status is program-specific as follows:

- 6 credits in the Professional Program in Physical Therapy.
- 9 credits in the Post-Professional Program in Physical Therapy.
- 9 credits in the Nursing Program.
- 12 credits in Year I and 6 credits in Year II in the Communication Sciences and Disorders Program.

A change in enrollment status may affect financial aid.

Adding and Dropping Courses

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

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

without an entry appearing on the transcript. Non-attendance does not constitute dropping a course.

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

Out-of-Sequence Courses

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

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

After the Add/Drop period, students may withdraw from course(s) until the posted withdrawal deadline. Requests to withdraw from a course are initiated and processed on a Request for Advance Grade of W form available in the Registrar's Office. The form must be signed by the faculty member responsible for the course and the student's faculty advisor before it is presented to the Registrar for validation. A final grade of "W" will be posted for each withdrawn course. Both the course title and the grade of "W" will appear on the student's transcript. Tuition adjustments will be made for withdrawn courses consistent with the Institute's withdrawal refund policy. Students who withdraw from all course work in a given semester will be considered withdrawn from the Institute unless the student has been granted a Leave of Absence.

Grading Policy

The Institute uses a system of letter grades that are equivalent to numerical "quality points" according to the table on page 68.

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

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

Work In Progress (PR): This indicates continuing fieldwork or that a student is registered for thesis credit and has a thesis advisor. Upon completion of the thesis, the PR is converted to Pass/Fail for final credits.

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

Semester and Cumulative Grade Point Average (GPA)

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

Satisfactory Academic Progress/ Academic Standing

All students are required to maintain a minimum cumulative grade point average of 3.0 each semester. Failure to do so will result in a written academic warning issued by the appropriate Program Director. Students who receive a written academic warning must regain a cumulative 3.0 GPA within the following semester or they will be subject to termination and loss of federal student loan eligibility.

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

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

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

Time Limits for Completion of a Program

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

Pass/Fail Option

Certain courses are offered for Pass/Fail grading with a Pass grade equivalent to an A, B, or C. A student may select the Pass/Fail option on the registration form. Students wishing to change a graded course to the Pass/Fail option must complete the Pass/Fail form and submit it to the Registrar by the Pass/Fail deadline. Each program determines the number of Pass/Fail options that a student may exercise.

Incompletes

A student who is unable to complete all requirements for a course may petition the instructor(s) for a temporary grade of incomplete via a form available in the

Registrar's Office. Students must make up an incomplete grade within the time period stipulated by the instructor. If a student does not complete the required work within the stipulated time period, the instructor may, at his or her own discretion, change the incomplete to a failing grade. The student will be notified in writing of any grade changes. If the instructor does not change the grade, it will become a permanent incomplete on the transcript.

Course Repeat

A student may elect to repeat a course only once.

Grade Change Policy

All grades with the exception of the grade of "I," "IP," "NP," or "PR" are considered final. Students who believe an error has been made in calculating or recording a course grade should contact the course professor. A grade will be changed only via grade change notification form signed by the instructor or program director. No grades will be changed following the awarding of the degree except in the case of clerical error.

Process For Challenging a Final Course Grade

This section sets forth the sole process by which a student may challenge a final course grade. To initiate the process, students who wish to dispute a final course grade must bring written notification of their concerns to the course instructor, the Program Director, or their faculty advisor within ten days from receipt of the grade. The written notification must include a description of how the student's performance satis-

fied course requirements as outlined in the published course syllabi. The following steps are included in the process:

- A copy of the written notification of concerns will be sent to each of the following individuals: the course instructor, the Program Director, and faculty advisor.
- It is highly recommended that the student and the faculty member meet first to try to resolve the dispute, and it is the student's responsibility to make efforts to set up a meeting to address the written concerns with the faculty member. At any such meetings between the student and faculty member, the faculty member will keep written documentation of the efforts to resolve the dispute.
- If the student and faculty member cannot come to agreement, then a meeting will be held with the student, the faculty member, and either the

Grading Policy

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

†Not used in determining Grade Point Average

Associate Director of the Program, the Director of the Program, or the Academic Dean based on availability. This administrative faculty representative shall attempt to reconcile the matter and will act as recorder at the meeting in order to provide a written record of the process.

- Final disposition of grading will rest with the faculty of record.

Transcript Policy

There are two types of academic transcripts:

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

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

Graduation Requirements

The Institute holds one commencement ceremony each year in the month of May. Graduates who complete all requirements for their degree in the January preceding May commencement and candidates who expect to complete all requirements for their degree in the September following the May commencement may participate in commencement ceremonies. For example, all students completing degree requirements in January 2000 and May 2000, and those expecting to complete requirements in September 2000 were eligible to participate in the May 2000 commencement.

Statement of Intent to Graduate

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

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

Registration in Semester of Graduation

Even though there is only one commencement exercise each year, there are three official graduation dates: January, May, and September. Every candidate for a degree must be registered at the Institute in the semester of graduation. Failure to graduate at the expected time requires additional registrations as may be necessary.

Deadlines for Awarding of Degrees

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

Revocation of Diploma/Degree

The Institute reserves the right to revoke a student's diploma or degree if it is determined after notice and a hearing that the degree was received through fraud or deceit, including but not limited to: fraudulent representation during the admissions process; academic dishonesty during the degree process; or failure to pay tuition and fees.

The student's records will be changed to reflect an administrative withdrawal from her or his program instead of graduation.

Computer Use Policy

The Institute offers computing and Internet resources in support of the Institute's mission to pursue the highest standards of learning, research, and instruction. Included in these resources are computers in administrative and faculty offices and the student lab connected through the Local Area Network, network printers, proprietary software licensed for use on Institute computers, access to Internet resources, and access to databases and other electronic educational resources.

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

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

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

User Responsibilities

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

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

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

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

Unacceptable Use

Unacceptable use includes but is not limited to:

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

Security

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

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

electronic data items of an extremely confidential or personal nature should be kept as private as possible, preferably on a removable storage device, such as a diskette.

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

Addition of Software and Hardware

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

Student Lab Policies

All of the policies pertaining to Information Technology Services Use Policies apply to the Ruth Sleeper Learning Center and adjoining Computer Classroom. In addition, the following policies apply:

- Use of the student lab facilities is limited to current Institute students, faculty and staff. Use by other persons is strictly prohibited.
- Academic work by students takes precedence over all other uses of the computers. The primary function of these resources is for work related academics. All other uses are considered secondary. Persons engaged in recreational usage will relinquish the computer to students needing the computer for academic work.
- Files are to be saved to the user's own floppy disk or the H (Home) drive and not to the hard drive. It is the user's responsibility to provide his/her own disks. Files saved on the hard drive

will be deleted without notice.

- Lab software that is copyrighted may not be copied. Students may not install any software program or utility on the lab computers without written permission of the ITS Department.
- Only software that is properly licensed will be loaded on the lab computers.
- Students may not remove any icons or programs from the lab computers, nor alter any programs.
- The Institute assumes no responsibility for lost or corrupted data on any PC.
- Students should limit their time on the computers to two hours unless there are no other users waiting.
- No food or drinks are allowed in the computer lab.
- Floppy disks should be scanned for viruses each time one is inserted in the computer.
- Students are responsible for properly exiting (logging out) any programs and Windows.
- If a technical problem occurs with either the hardware or software, users should not try to fix it but contact an Institute staff person immediately.
- The lab will be open during posted hours only. Users should not try to stay beyond the posted time; security concerns must be honored.

Students' Rights and Responsibilities

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

Academic Integrity

The Institute expects all faculty and students to adhere strictly to standards of academic integrity. These are expressed

through practices of intellectual honesty. In order to promote the integrity of the professions, the Institute embraces three broad principles:

- Each faculty member and student should benefit from being able to rely upon the honesty of another.
- Each faculty member and student is held personally accountable for being intellectually honest.
- Each faculty member and student is held accountable for reporting observed violations of intellectual honesty. Any forms of cheating, plagiarism, distortion of materials related to a person's performance or collusion in another's dishonesty constitutes a fundamental violation of intellectual honesty and is unacceptable.

The Institute defines violations of academic integrity as the following:

- *Cheating* is the attempt by a person to alter his or her performance by the use or attempted use of unauthorized aids in any material submitted for evaluation. This includes, but is not limited to, copying from another's work; the use of purchased essays, term papers, or preparatory research for such papers; submissions of the same written work in more than one course without prior written approval from the instructor(s) involved; misleading reasons given for requests for either extensions on papers or make-up examinations; theft of an exam prior to examination.
- *Plagiarism* is the deliberate act of taking the words, ideas, data, illustrative material, or statements of someone else, without full and proper acknowledgment, and presenting them as one's own. It also includes ignoring proper forms for quoting, summarizing, and paraphrasing.
- *Distortion* of materials includes forgery; alteration or knowing misuse of Institute documents including research data, graded examinations,

other evaluation materials, grade lists, transcripts, letters of recommendation, and instruments of identification; and destruction of evaluation materials after submission for the purpose of covering up possible poor performance.

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

Academic integrity is a very important matter. Students with any questions about what is acceptable or not acceptable conduct should discuss the matter immediately with the appropriate faculty member, faculty advisor, or the Academic Dean.

Guidelines for Conduct

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

- Interference with freedom of speech or movement, or intentional disruption of teaching, research, administration, or any other functions at the Institute.
- All forms of dishonesty, including cheating, plagiarism unauthorized copying of software, giving false information to the Institute, forgery, and any alteration or misuse of Institute documents or instruments of identification.
- Any behavior incompatible with the guidelines for professional and ethical conduct as established by each discipline.
- Any action that endangers the health or safety of self or others. (See also Hazing Policy in the Student Handbook.)
- Any person whose conduct is subject to disciplinary action is entitled to adequate notice of all charges and to a fair due process hearing. The

standards and rules of those institutions also govern conduct in affiliated institutions.

Resolution of Conflicts

Mediation

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

The following individuals may participate in mediation:

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

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

The mediation process is as follows:

- The student writes a letter requesting mediation to the faculty member involved, with a copy to the student's Program Director.
- The Program Director facilitates the appointment of two mediators, mutually acceptable to both sides of the dispute.

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

Disciplinary Action

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

- **Warning:** Institute faculty or administrators may issue a warning to a student for the purpose of specifying problematic behavior or performance, defining corrective action, and delineating the time frame for corrective action.
- **Oral Warning:** A note documenting the oral warning will be placed in the student's permanent academic file in the Registrar's Office. Notification to review the statement will be sent to the student's advisor. In the case of oral warnings, no permanent record is retained after the student leaves the Institute. If expectations related to corrective action are not met in the delineated time, a written warning will be issued.
- **Written Warning:** A letter stating "this is a written warning" will be issued to the student and a copy placed in the student's permanent academic file in the Registrar's Office. Notification to review the warning will be sent to the Program Director and the student's advisor. In the case of a written warning, a record is retained in the permanent file with documentation regarding

the outcome. If expectations related to corrective action are not met in the delineated time, suspension commences.

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

- **Suspension:** Suspension is a disciplinary action in which the student is temporarily and immediately removed from the academic or clinical setting. Written notification of the plan for corrective action(s) that are required of the student prior to his or her return to responsibilities or initiation of the dismissal procedure must occur within 5 days of the suspension. This written notification will also include the reasons for and the duration of the suspension or dismissal. A copy of the written notification will be retained in the student's official Institute file. Notification of the suspension with a copy of the plan for corrective action will be sent to the Program Director and the student's advisor.
- **Dismissal:** Dismissal is expulsion from the Institute when, in the judgment of the Program Committee, a student's conduct, clinical performance, or scholarship is unacceptable. To initiate a dismissal, the Institute faculty member to the student's Program Committee must submit a copy of the documentation of the problems and procedures involved to date. Each program will identify a committee for making recommendations for dismissal and the student appeal process at the program level. This process must preserve the student's right to receive adequate notice of the problematic conduct, to submit documents for review, and to appear before the programs' designated committee. Based on the findings of this process, the program is responsible for the decision. The stu-

dent will be informed in writing of the decision. A copy of the written decision will be placed in the student's official Institute file. Once the dismissal procedure has been initiated, the process should be completed within ten school days. The only method to reverse a dismissal decision is through the grievance procedure.

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

Student Grievance Procedure

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

Time Requirements

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

Process

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

Copies of this letter are sent, at the same time, to the faculty or administrator involved the student's Program Director, and the Institute's President.

The decision of the Hearing Panel is final. No Institute Committee, Program Committee, faculty member or administrator has the right to overrule the decision of the Hearing Panel.

Students' Right to Privacy/FERPA

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

- The right to inspect and review the student's education records within 45 days of the day the Institute receives a request for access. Students should submit to the Registrar written requests that identify the record(s) they wish to inspect using a Right of Access form available in the Office of Enrollment Management and Student Affairs. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the Registrar does not maintain the records, the student will be advised of the correct official from whom to request the records.
- The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students should ask the Institute to amend a record that they believe is inaccurate or misleading. They should write the Institute official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Institute decides not to amend the record as requested by the student, the Institute will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amend-

ment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the Institute in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the Institute has contracted (such as an attorney, auditor, collection agent, or National Student Loan Clearinghouse); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the Institute discloses education records without consent to officials of another school in which a student seeks or intends to enroll. FERPA requires an institution to make a reasonable attempt to notify the student of the records request.
- The right to file a complaint with the US Department of Education concerning alleged failures by the Institute to comply with the requirements of FERPA.

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

able information as "directory information." It includes the following: name, address, telephone number, program of study, dates of attendance, degrees, awards, and e-mail address. If students wish to restrict release of this information, they must sign a form and return it to the Registrar's Office no later than October 1.

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

Drugs and Alcohol Abuse Prevention

For information consult the Higher Education Center for Alcohol and Drug Prevention at www.edc.org/hec/.

Criminal Offender Record Information

All students who accept the Institute's offer of admission and matriculate will be subject to a background check prior to enrolling. Should a Criminal Offender Record Information (CORI) background check yield information that shows a student has engaged in conduct that could subject the student to being disqualified from engaging in certain activities, the Institute reserves the right to initiate disciplinary action against the student up to and including dismissal.

Student Right-to-Know and Campus Security Act

The Institute is required, under federal regulations, to prepare and distribute an annual report that sets forth its policies on crime prevention issues and gives statistics on a number of specific crimes. In addition to publishing crime statistics, regulations require colleges and universities to provide timely warnings to the campus community of certain crimes reported to the campus police or local law enforcement when those crimes may be considered a threat to other students or employees. The information must be disseminated in a manner that will aid in the prevention of similar occurrences.

To obtain a copy of the annual report on crime prevention, visit the US Department of Education web site at <http://ope.ed.gov/security/> or call (800)435-5985.

Colleges and universities are further required to inform prospective students of their completion or graduation rate and their transfer-out rate. For the academic year 1999-2000, the Institute's graduation rate was 75 percent, and its transfer out rate was three percent.

Student's Absence Due to Religious Beliefs

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

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as of April, 2001

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MS, Simmons College
MEd, Cambridge College

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Dennice Jimenez
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Directions to the MGH Institute at 101 Merrimac

Walking from MGH Main Campus

Leaving the Jackson or Gray Lobby, turn right onto Blossom Street and left onto O'Connell Way. Follow the winding road until you reach Staniford Street. Turn left and walk to the lights. Turn right onto Merrimac Street. #101 is on the left.

—or—

Walk down Cambridge Street toward Government Center to Staniford Street (first street after Charles River Plaza). Turn left and walk to first set of lights where you will then turn right onto Merrimac Street. #101 is on the left.

By Car

Please note that current construction activity for the Central Artery Project may cause temporary detours.

From the South

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

From the North

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

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

By MBTA

Orange Line

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

Green Line

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

Red Line

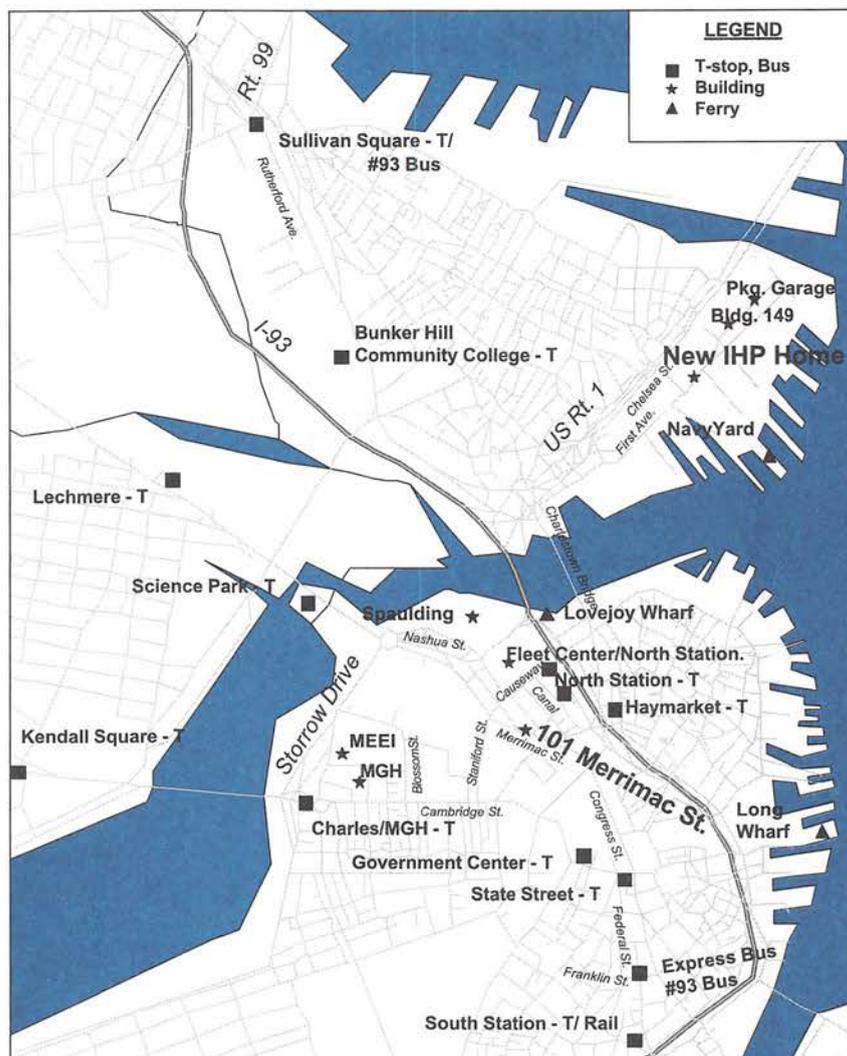
Take the Red Line to Charles Street/MGH Station. Follow signs to hospitals. Walk two blocks on Charles Street to Blossom Street and turn right. Walk down Blossom Street until you reach the entrance to the Jackson Building (third hospital entrance). Just past the entrance, you will see a shuttle stop where you may

board a 101 Merrimac Street or North Station/Charlestown van (with valid MGH ID badge). If you take the shuttle to North Station, follow the Orange line directions to 101 Merrimac Street.

—or—

Take the Red Line to Downtown Crossing/Washington Street Station. Change to the Orange Line toward Oak Grove and get off at North Station. Follow Orange Line directions to 101 Merrimac Street.

The Institute will move to a new, larger and permanent home along the waterfront of the historic Charlestown Navy Yard in early 2002. The handsome, 19th century granite structure is located nearby a growing number of MGH and Partners research and office buildings.





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

*Affix
Stamp
Here*

APPLICATION STATUS CARD

Applicant: please address this to yourself

Please separate here

Dear Applicant:

Your application for admission is:

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

Office of Enrollment Management and Student Affairs,
MGH Institute of Health Professions (617) 726-3140



MGH INSTITUTE OF HEALTH PROFESSIONS
APPLICATION FOR ADMISSION
ACADEMIC YEAR 2001-2002

The application for admission may be completed online at www.mghihp.edu.

Last Name: _____

First Name: _____

Middle Initial: _____

Please print

Other last name under which records may appear: _____

Social Security Number: _____

Gender: Male

Female

Current Address: Good until: _____ Street: _____ City: _____ State: _____ Zip: _____ Country: _____ Current Phone: () _____	Permanent address: Street: _____ City: _____ State: _____ Zip: _____ Country: _____ Permanent Phone: () _____
--	--

Place of Employment: _____

Business Phone: () _____

Fax Number: () _____

E-mail Address: _____

How did you hear about the Institute? _____

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

Do you hold permanent resident status in the US? Yes No Alien Registration #: _____

Please provide a copy of your card

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

OPTIONAL

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

Black/African American (non-Hispanic)

Native American/Alaskan Native

Asian/Pacific Islander

White (non-Hispanic)

Hispanic

Other: _____

specify

Date of Birth: _____

STANDARDIZED TESTS

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

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

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

Verbal: _____ Quantitative: _____ Analytical: _____

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

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

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

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

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

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

EDUCATION

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

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

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

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

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

WORK EXPERIENCE

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

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

PROFESSIONAL ORGANIZATIONS AND/OR COMMUNITY ACTIVITIES

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

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

HONORS AND AWARDS/RESEARCH AND PUBLICATIONS

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

RECOMMENDATIONS

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

Relationship

1. Name: _____

Address: _____

2. Name: _____

Address: _____

3. Name: _____

Address: _____

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

Signature of Applicant

Date

It is the policy of the MGH Institute of Health Professions not to discriminate on the basis of race, color, creed, gender, sexual orientation, age, disability, veteran status, marital status, or national origin. The Institute respects and values the diverse backgrounds of all people and welcomes all students to fully participate in all the rights, privileges, programs, and activities generally accorded or made available to the Institute community. This policy incorporates, by reference, the requirements of Title VII of the Civil Rights Act, Title IX of the 1972 Educational Amendments, and all relevant federal, state, and local laws, statutes, and regulations.

PLEASE CHECK YOUR PROGRAM OF STUDY:

Clinical Investigation

- Master of Science Degree Program I intend to study: Full-time
 Part-time

Rolling Admissions:

- September entry – August 2 deadline January entry – December 7 deadline May entry – April 5 deadline

Distance Learning Option

Fall entry only. Please complete the Graduate Program in Clinical Investigation Self-Assessment of Technical Skills form contained in this application packet.

Certificate of Advanced Study

- Full-time Part-time

Rolling Admissions:

- September entry – August 2 deadline January entry – December 7 deadline May entry – April 5 deadline

Do you have minimum of 1 year clinical research experience? Yes No

Communication Sciences and Disorders Full Time, September Admission only – Deadline: February 5

Nursing (for non-RN candidates with non-nursing bachelor degrees)

Full-time, September Admission only – Deadline: January 22

Rank your top three specialization choices in order of priority. You must complete this section to be considered for admission. Track of preference is not guaranteed, although every attempt will be made to give you your selection of choice.

Area of Specialization:

- | | |
|--|--|
| <input type="checkbox"/> Pediatric | <input type="checkbox"/> Family |
| <input type="checkbox"/> General Adult | <input type="checkbox"/> Adult-Gerontology |
| <input type="checkbox"/> Adult Women's Health | <input type="checkbox"/> Adult-HIV/AIDS |
| <input type="checkbox"/> Adult-Psych/Mental Health | <input type="checkbox"/> Acute Care |

Nursing (registered nurses with bachelor degrees)

- BSN non-BSN

Area of Specialization:

- | | |
|--|--|
| <input type="checkbox"/> Pediatric | <input type="checkbox"/> Family |
| <input type="checkbox"/> General Adult | <input type="checkbox"/> Adult-Gerontology |
| <input type="checkbox"/> Adult Women's Health | <input type="checkbox"/> Adult-HIV/AIDS |
| <input type="checkbox"/> Adult-Psych/Mental Health | <input type="checkbox"/> Acute Care |

I intend to study: Full-time Part-time

Rolling Admissions:

- September entry – August 2 deadline January entry – December 7 deadline May entry – April 5 deadline

Nurse Practitioner Certificate Program (for registered nurses with master's degrees in nursing)

- Adult Track Pediatric Track Psych/Mental Health Track Acute Care

Rolling Admissions:

- September entry – August 2 deadline January entry – December 7 deadline May entry – April 5 deadline

PLEASE CHECK YOUR PROGRAM OF STUDY:

Professional Program in Physical Therapy (for entry-level candidates)

Full-time, June Admission only – Application Deadline: January 10

Post-Professional Program in Physical Therapy (for US-licensed physical therapist with at least one year of clinical experience)

- September entry – August 2 deadline
- January entry – December 7 deadline
- May entry – April 5 deadline

Program:

- Master of Science
- Certificate of Advanced Study

I intend to study:

- Full-time
- Part-time

International Scholars Program in Physical Therapy (full time only)

- September entry – March 15 deadline
- January entry – July 15 deadline
- May entry – December 15 deadline

All PT applicants, please complete:

Area of Specialization:

- Cardiopulmonary
- Neurology
- Orthopaedics
- Individualized Program of Study

Are you a US licensed physical therapist?

- Yes No

In what states are you licensed?

License number(s) _____

Please include a copy of your licensure.

All materials must be postmarked by the stated deadline.

APPLICATION INSTRUCTIONS

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

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

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

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

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

Test Scores: GRE scores must be submitted for the Verbal, Quantitative, and Analytical portions of the test and must have been taken within the last five years. Because it may take up to six weeks for the Institute to receive these scores, a copy may be submitted by the applicant pending receipt of official test

results. Computer-based tests require approximately four weeks for reporting scores. The Institute code is R3513. GRE's are not required of applicants to the Clinical Investigation Program who have an MD, PhD, or other graduate degree (unless International). They are also not required of applicants to the Nurse Practitioner Certificate Program or of applicants to the Certificate of Advanced Study in Physical Therapy. The TOEFL, Test of English as a Foreign Language, is required of all applicants whose native language is not English and who did not receive a degree from an English-speaking country.

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

International Students Only: Applicants, whose native language is not English and who did not receive a degree from an English-speaking country, are required to take the Test of English as a Foreign Language (TOEFL) in addition to the GRE. An official score report must be sent directly to the Institute by the Educational Testing Service. Applicants who did not receive their degree in the United States must have that degree transcript evaluated by an American credentialing agency. **International students must adhere to the admissions deadlines on the application to allow adequate time for visa processing.**

Prerequisite Checklist: All applicants who are applying for admission to the Graduate Program in Communication Sciences and Disorders, entry-level Physical Therapy or Nursing (non-RN, non-BSN) must complete the **PREREQUISITE CHECKLIST** by listing all courses that have been taken to satisfy the prerequisites of the program. A list of all prerequisites is provided in the program catalogue. If a course is in progress, indicate "IP" as the grade. *For Physical Therapy applicants:* No more than (2) two prerequisite courses may be in progress at the time of application. If you are expecting to take a course, indicate the term you will be taking it. **All prerequisite courses must be completed prior to entry into the program.** Applicants may be requested to submit mid-term reports from their professors for certain prerequisite courses. Requests for prerequisite evaluations will be addressed in writing only.

For Communication Sciences and Disorders and Nursing Applicants: The Institute offers prerequisite classes each summer. Students who are accepted into the Institute, but have not completed the prerequisites, may take these summer classes to fulfill the requirements immediately prior to matriculation.

ESSAYS

Applicants are required to answer all questions listed under the program in which they are applying. Answers should be typed, double-spaced, and no longer than three pages in total. Margins should be a minimum of one inch and type size should be no smaller than 10-point with 12-point type preferred. Please make sure your full name and Social Security number are included on all pages.

Professional Program in Physical Therapy:

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

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

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

Nursing Programs:

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

Clinical Investigation:

Explain in detail why you want to be involved in Clinical Investigation. What is the therapeutic area that interests you? As a Clinical Investigator, what are your future goals?

ALL APPLICATION MATERIALS SHOULD BE SENT TO:

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

Phone: 617-726-3140
www.mghihp.edu

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



MGH INSTITUTE OF HEALTH PROFESSIONS RECOMMENDATION FORM

Name of Applicant: _____

Social Security Number: _____

Last

First

Middle Initial

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

I waive my right to inspect this recommendation.

I do not waive my right to inspect this recommendation. Signature: _____

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

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

Please rank the applicant with respect to each category below.

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

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

Please turn over

Applicant's Name: _____ Social Security Number: _____

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

Summary Recommendation for Admission:

Strongly recommend Recommend Recommend with Reservations Do not Recommend

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

Please print or type:

Name: _____ Signature: _____

Title: _____ Date: _____

Department: _____ Phone: () _____

College/University/Institution: _____ E-mail: _____

Street: _____

City: _____

State: _____ Zip: _____

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



MGH INSTITUTE OF HEALTH PROFESSIONS RECOMMENDATION FORM

Name of Applicant: _____

Social Security Number: _____

Last

First

Middle Initial

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

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Written expression					
Oral expression					
Flexibility					
Ability to organize and apply information					
Problem solving skills					
Maturity and emotional stability					
Initiative and perseverance					
Curiosity					
Potential for clinical competence					
Ability to handle stressful situations					
Ability to interact well with others					
Ability to accept constructive feedback					
Ability to work independently					
Capacity for graduate study					

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

Please turn over

Applicant's Name: _____ Social Security Number: _____

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

Summary Recommendation for Admission:

Strongly recommend Recommend Recommend with Reservations Do not Recommend

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

Please print or type:

Name: _____ Signature: _____

Title: _____ Date: _____

Department: _____ Phone: () _____

College/University/Institution: _____ E-mail: _____

Street: _____

City: _____

State: _____ Zip: _____

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



MGH INSTITUTE OF HEALTH PROFESSIONS RECOMMENDATION FORM

Name of Applicant: _____

Social Security Number: _____

_____ **Last**

_____ **First**

_____ **Middle Initial**

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

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I do not waive my right to inspect this recommendation. Signature: _____

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

Please rank the applicant with respect to each category below.

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

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

Please turn over

Applicant's Name: _____

Social Security Number: _____

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

Summary Recommendation for Admission:

Strongly recommend Recommend Recommend with Reservations Do not Recommend

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

Please print or type:

Name: _____

Signature: _____

Title: _____

Date: _____

Department: _____

Phone: () _____

College/University/Institution: _____

E-mail: _____

Street: _____

City: _____

State: _____ Zip: _____

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



MGH INSTITUTE OF HEALTH PROFESSIONS
GRADUATE PROGRAM IN CLINICAL INVESTIGATION
THROUGH DISTANCE LEARNING
SELF-ASSESSMENT OF TECHNICAL SKILLS

Please complete these simple YES/NO and short answer questions. This will help determine your level of comfort with technology and your capabilities as needed for the distance learning format program.

1. How many hours a week do you spend on the Internet? _____
2. What types of activities do you use the Internet for? _____
3. What browser do you currently use? _____
4. How do you currently access the Internet?
 - Corporate Access
 - Internet service Provider
 - Both
 - Other: _____
5. Have you ever been involved in an online Chat? Yes No
6. Have you ever used a web discussion board? Yes No
7. When on the road are you able to access the Internet? Yes No
8. Have you found e-mail useful in doing your job effectively? Yes No

Comments:



MGH INSTITUTE OF HEALTH PROFESSIONS
COMMUNICATION SCIENCES AND DISORDERS
PREREQUISITE CHECKLIST

Name: _____ Social Security Number: _____

Please fill out this form completely. If a course is in progress, indicate IP under **Grade**. All entries will be crosschecked against school transcripts; please be sure entries are correct. Use abbreviations as necessary. Submit this form as part of your application.

Prerequisite	Course No.	Course Title	Credits	School	Term/Year	Grade
Introduction to Communication Disorders						
Phonetic Transcript and Introduction to Acoustic Phonetics						
Anatomy and Physiology of Speech and Hearing Mechanisms						
Speech and Language Acquisition						
Audiology						

All prerequisite courses must be completed prior to the start of courses in June.



MGH INSTITUTE OF HEALTH PROFESSIONS ENTRY LEVEL NURSING PREREQUISITE CHECKLIST

Name: _____ Social Security Number: _____

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

Prerequisite	Course No.	Course Title	Credits	School	Term/Year	Grade
Human Anatomy						
Chemistry (including organic)						
Microbiology						
Human Nutrition						
Human Physiology						
Statistics						

All prerequisite courses must be completed prior to the start of courses in June.



MGH INSTITUTE OF HEALTH PROFESSIONS

PROFESSIONAL PROGRAM IN PHYSICAL THERAPY

PREREQUISITE CHECKLIST

Name: _____ Social Security Number: _____

Please fill out this form completely. If a course is in progress, indicate IP under **Grade**. All entries will be crosschecked against school transcripts; please be sure entries are correct. Use abbreviations as necessary. Submit this form as part of your application.

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

All prerequisite courses must be completed prior to the start of courses in June.

Information Sessions

Monthly information sessions are held at the Institute to provide an opportunity to learn more about the programs as well as to ask questions about admission, prerequisites, financial aid, and the curriculum.

FOR THE ACADEMIC YEAR 2001-2002, THE FOLLOWING INFORMATION SESSIONS ARE SCHEDULED:

Saturday,
September 29, 2001
10 am to 12 pm

Saturday,
December 15, 2001
10 am to 12 pm

Thursday,
November 1, 2001
6 pm to 8 pm

Thursday,
April 4, 2002
6 pm to 8 pm

**Please call the Office of Enrollment Management and Student Affairs
at (617) 726-3140 in advance to reserve a spot.**

*See the Institute's web site at www.mghihp.edu
for more information and an online application.*

For More Information

MGH Institute of Health Professions

Main Number (617) 726-2947

Office of Enrollment Management and Student Affairs (OEMSA)

Main Number (617) 726-3140

Registrar (617) 726-3136

Admissions (617) 726-8439

Financial Aid (617) 724-6332

Graduate Program in Clinical Investigation (617) 724-6362

**Graduate Program in Communication
Sciences and Disorders** (617) 726-8019

Graduate Program in Nursing (617) 726-3163

Graduate Programs in Physical Therapy

Post-Professional (617) 726-8009

Entry Level (617) 724-4841

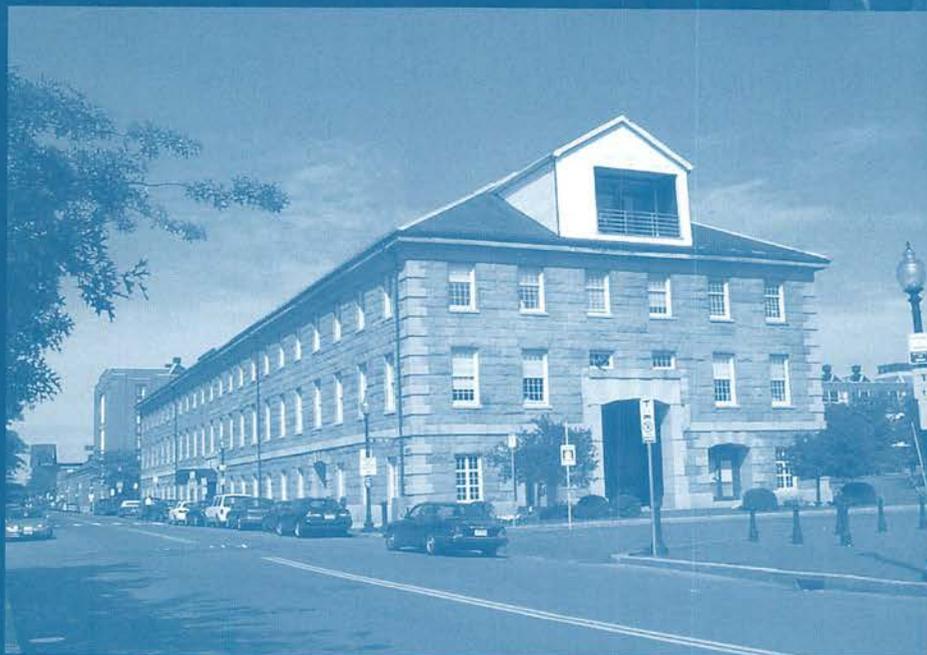
Office of External Relations (617) 726-4276

Alumnae/i Affairs (617) 724-3141

A New Home For 2002



The Institute will move to a new, larger and permanent home along the waterfront of the historic Charlestown Navy Yard in early 2002. The handsome, 19th century granite structure is located nearby a growing number of MGH and Partners research and office buildings.



MGH Institute of Health Professions
Boston, MA
(617) 726-2947 ■ www.mghihp.edu