



MGH INSTITUTE OF HEALTH PROFESSIONS

Catalog *2006-2007*



MGH INSTITUTE
OF HEALTH PROFESSIONS

A graduate school founded by Massachusetts General Hospital



Students

[Registrar](#)
[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Accreditation](#)
[Annual Notice to Students](#)
[Policies and Procedures](#)
[Safety and Security](#)
[Students Rights to Privacy](#)
[Student Rights &](#)
[Responsibilities](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Catalog

Catalog for the 2006-2007 Academic Year

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

[Mission Statement](#)
[Academic Calendars](#)
[Tuition and Fees](#)

Academic Programs

[Graduate Program in Clinical Investigation](#)
[Graduate Program in Communication Sciences and Disorders](#)
[Graduate Program in Medical Imaging](#)
[Graduate Program in Nursing](#)
[Graduate Program in Physical Therapy](#)
[Teaching and Learning Certificate for Health Care Educators](#)

Conditions of Enrollment

Prior to matriculation, students must review and submit documentation that they have complied with the following requirements. Failure to do so will jeopardize their continued enrollment in the Institute.

[Academic Integrity](#)
[Criminal Offender Record Information \(CORI\) Requirement](#)
[Health Insurance Requirement](#)
[HIPAA](#)
[Immunization Requirement](#)
[OSHA](#)



- [About Us](#)
- [Admissions](#)
- [Students](#)
- [Alumni & Friends](#)
- [Directions](#)



- Students**
 - Registrar
 - Transcript Requests
 - Academic Calendars
 - Catalog
 - Accreditation
 - Annual Notice to Students**
 - Policies and Procedures
 - Safety and Security
 - Students Rights to Privacy
 - Student Rights & Responsibilities
 - Financial Aid
 - Tuition and Fees
 - Learning Resources
 - Student Services
 - School Store
-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Annual Notice to Students

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

The Online Catalog provides policies and procedures in effect at the time of posting on the website for Academic Year 2006-2007. Although subject to change, the program requirements for students who enter the Institute during the terms covered by this online catalog must be satisfied by the student for successful completion of any program.

The MGH Institute of Health Professions is an affirmative action/equal opportunity institution and prohibits discrimination on the basis of race, color, religion, creed, gender, sexual orientation, age, disability, veteran status, marital status, or national origin. The Institute respects and values the diverse backgrounds of all people and welcomes all students to participate fully in all the rights, privileges, programs, and activities generally accorded or made available to the Institute community.

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



- [About Us](#)
- [Admissions](#)
- [Students](#)
- [Alumni & Friends](#)
- [Directions](#)



- Students**
- Registrar
- Transcript Requests
- Academic Calendars
- Catalog
 - Accreditation
 - Annual Notice to Students
 - Policies and Procedures
 - Safety and Security
 - Students Rights to Privacy
 - Student Rights & Responsibilities
- Financial Aid
- Tuition and Fees
- Learning Resources
- Student Services
- School Store
-
- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Accreditation Information

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

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

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

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

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

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

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

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

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

Public (800) 638-8255

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Students

- [Registrar](#)
- [Transcript Requests](#)
- [Academic Calendars](#)
- [Catalog](#)
- [Accreditation](#)
- [Annual Notice to Students](#)
- [Policies and Procedures](#)
- [Safety and Security](#)
- [Students Rights to Privacy](#)
- [Student Rights & Responsibilities](#)
- [Financial Aid](#)
- [Tuition and Fees](#)
- [Learning Resources](#)
- [Student Services](#)
- [School Store](#)

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Policies and Procedures

ACADEMIC POLICIES

- [Academic Advising Policy](#)
- [Attendance Policy](#)
- [Audit Policy](#)
- [Computer Use Policy](#)
- [Course Evaluation Policy](#)
- [Course Replacement Policies](#)
- [Course Withdrawal Policy](#)
- [Cross-Registration Policy](#)
- [Definition of Full Time Study Policy](#)
- [Drop/Add Policy](#)
- [Enrollment and Course Registration Policy](#)
- [Grading Policy](#)
- [Graduation Requirements](#)
- [Independent Study Policy](#)
- [Leave of Absence Policy](#)
- [Non-Degree Credit Policy](#)
- [Program Change Policy](#)
- [Registration for Thesis Policy](#)
- [Re-Instatement Policy](#)
- [Transcript Policy](#)
- [Transfer Credit Policy](#)
- [Withdrawal or Dismissal Policy](#)

GENERAL POLICIES AND PROCEDURES

- [Faculty and Student Travel Policy](#)
- [Sexual Harassment and Sexual Assault Policy](#)
- [Smoking Policy](#)
- [Substance Abuse Policy](#)
- [Unauthorized Use of Institute Name Policy](#)



MGH INSTITUTE
OF HEALTH PROFESSIONS

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Students

- [Registrar](#)
- [Transcript Requests](#)
- [Academic Calendars](#)
- [Catalog](#)
 - [Accreditation](#)
 - [Annual Notice to Students](#)
 - [Policies and Procedures](#)
 - [Safety and Security](#)
 - [Students Rights to Privacy](#)
 - [Student Rights & Responsibilities](#)
- [Financial Aid](#)
- [Tuition and Fees](#)
- [Learning Resources](#)
- [Student Services](#)
- [School Store](#)

-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Academic Advising

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

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



- [About Us](#)
- [Admissions](#)
- [Students](#)
- [Alumni & Friends](#)
- [Directions](#)



- Students**
- Registrar
- Transcript Requests
- Academic Calendars
- Catalog
 - Accreditation
 - Annual Notice to Students
 - Policies and Procedures
 - Safety and Security
 - Students Rights to Privacy
 - Student Rights & Responsibilities
- Financial Aid
 - Tuition and Fees
 - Learning Resources
 - Student Services
 - School Store
- Request Info
- Information Sessions
- Apply Now

Attendance Policy

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

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



MGH INSTITUTE
OF HEALTH PROFESSIONS

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Students

- [Registrar](#)
- [Transcript Requests](#)
- [Academic Calendars](#)
- [Catalog](#)
 - [Accreditation](#)
 - [Annual Notice to Students](#)
 - [Policies and Procedures](#)
 - [Safety and Security](#)
 - [Students Rights to Privacy](#)
 - [Student Rights & Responsibilities](#)
- [Financial Aid](#)
- [Tuition and Fees](#)
- [Learning Resources](#)
- [Student Services](#)
- [School Store](#)

-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Audit Policy

Students who wish to audit a course are admitted on a space-available basis only after registration procedures have been completed and with permission of the instructor/coordinator. Students enrolled in the Institute and those with non-degree status may audit classes. Students auditing courses do not receive a grade; only "audit" is entered on transcripts. To drop an audited course, students must follow regular drop/add or withdrawal procedures.



Students

[Registrar](#)
[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Accreditation](#)
[Annual Notice to Students](#)
[Policies and Procedures](#)
[Safety and Security](#)
[Students Rights to Privacy](#)
[Student Rights & Responsibilities](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Computer Use Policy

The Institute offers computing and information and technology resources in support of the Institute's mission to pursue the highest standards of learning, research, and instruction. Included in these resources are computers in the Ruth Sleeper Learning Resource Center, classrooms, laboratories, and staff offices connected to the Internet through the Partners HealthCare system data network, network printers, proprietary software licensed for use on Institute computers, access to Internet resources, and access to databases and other electronic educational resources; primarily through MGH Treadwell Library. The use of these resources is a privilege, not a right of membership in the Institute community, and is non-transferable. It is intended solely for the administrative and educational purposes of the Institute community. These privileges are only made available to current students, faculty, and staff.

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

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

User Responsibilities

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

- Respect for the rights of others including privacy and freedom from offensive intrusion.
- Respect for intellectual property and ownership rights.
- Adhering to all applicable copyright laws and licenses, copying only software distributed as 'freeware' or 'shareware.' Infringement of copyright laws may subject persons to fines and/or imprisonment.
- Understanding and implementing basic user skills.
- Insuring account and network security.

Unacceptable Use

Unacceptable use includes but is not limited to:

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

Security

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

firewalls, and the maintenance of system passwords and appropriate user access.

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

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

Addition of Software and Hardware

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

Student Lab Policies

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

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



MGH INSTITUTE
OF HEALTH PROFESSIONS

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Students

- [Registrar](#)
- [Transcript Requests](#)
- [Academic Calendars](#)
- [Catalog](#)
 - [Accreditation](#)
 - [Annual Notice to Students](#)
 - [Policies and Procedures](#)
 - [Safety and Security](#)
 - [Students Rights to Privacy](#)
 - [Student Rights & Responsibilities](#)
- [Financial Aid](#)
 - [Tuition and Fees](#)
- [Learning Resources](#)
- [Student Services](#)
- [School Store](#)

-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Course Evaluation Policy

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



Students

- Registrar
- Transcript Requests
- Academic Calendars
- Catalog
 - Accreditation
 - Annual Notice to Students
 - Policies and Procedures
 - Safety and Security
 - Students Rights to Privacy
 - Student Rights & Responsibilities
- Financial Aid
- Tuition and Fees
- Learning Resources
- Student Services
- School Store

- Request Info
- Information Sessions
- Apply Now

Course Replacement Policies

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

Course Exemption or Credit for Life Experience

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

Credit by Examination

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



- [About Us](#)
- [Admissions](#)
- [Students](#)
- [Alumni & Friends](#)
- [Directions](#)



- Students**
 - Registrar
 - Transcript Requests
 - Academic Calendars
 - Catalog
 - Accreditation
 - Annual Notice to Students
 - Policies and Procedures
 - Safety and Security
 - Students Rights to Privacy
 - Student Rights & Responsibilities
 - Financial Aid
 - Tuition and Fees
 - Learning Resources
 - Student Services
 - School Store
-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Course Withdrawal Policy

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



[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

MGH INSTITUTE OF HEALTH PROFESSIONS

[About Us](#) | [Admissions](#) | [Students](#) | [Alumni & Friends](#) | [Directions](#)





Students

- [Registrar](#)
- [Transcript Requests](#)
- [Academic Calendars](#)
- [Catalog](#)
 - [Accreditation](#)
 - [Annual Notice to Students](#)
 - [Policies and Procedures](#)
 - [Safety and Security](#)
 - [Students Rights to Privacy](#)
 - [Student Rights & Responsibilities](#)
- [Financial Aid](#)
- [Tuition and Fees](#)
- [Learning Resources](#)
- [Student Services](#)
- [School Store](#)

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Cross-Registration Policy

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

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

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

[HOME](#) | [SEARCH](#) | [CONTACT US](#) • Academic affiliate of Massachusetts General Hospital, Boston, MA



Students

- Registrar
- Transcript Requests
- Academic Calendars
- Catalog
 - Accreditation
 - Annual Notice to Students
 - Policies and Procedures
 - Safety and Security
 - Students Rights to Privacy
 - Student Rights & Responsibilities
- Financial Aid
 - Tuition and Fees
 - Learning Resources
 - Student Services
 - School Store

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

Definition of Full-Time Study

In the fall and spring semesters, full-time status is defined as enrollment in 12 or more credits (audits are not included in this count). Half-time status is defined as enrollment in at least 6 and less than 12 credits. In the summer semester, full-time status is program-specific as follows. Half-time status is defined as at least half of the full-time credit load and below the full-time credit status as specified below:

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

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

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

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



- About Us
- Admissions
- Students
- Alumni & Friends
- Directions



- Students
 - Registrar
 - Transcript Requests
 - Academic Calendars
 - Catalog
 - Accreditation
 - Annual Notice to Students
 - Policies and Procedures
 - Safety and Security
 - Students Rights to Privacy
 - Student Rights & Responsibilities
 - Financial Aid
 - Tuition and Fees
 - Learning Resources
 - Student Services
 - School Store
-
- Request Info
 - Information Sessions
 - Apply Now

Drop/Add Policy

Forms for adding or dropping a course, changing credits, and changing from credit to audit or vice versa are available in the Office of Student Affairs or online in the [Registrar's section](#). Matriculated students can process drops and adds using IONLINE with advisor and instructor approval. Non-Degree students must use the drop/add form when making schedule changes. Forms must be signed by the faculty member responsible for the course and by the student's faculty advisor before being submitted to the Registrar.

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

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

Students receiving financial aid and/or international students should be aware that dropping courses may affect continued financial aid support and/or visa status.

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



Students

- [Registrar](#)
- [Transcript Requests](#)
- [Academic Calendars](#)
- [Catalog](#)
 - [Accreditation](#)
 - [Annual Notice to Students](#)
 - [Policies and Procedures](#)
 - [Safety and Security](#)
 - [Students Rights to Privacy](#)
 - [Student Rights & Responsibilities](#)
- [Financial Aid](#)
- [Tuition and Fees](#)
- [Learning Resources](#)
- [Student Services](#)
- [School Store](#)

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Enrollment and Course Registration Policy

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

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

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

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

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



Students

[Registrar](#)
[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Accreditation](#)
[Annual Notice to Students](#)
[Policies and Procedures](#)
[Safety and Security](#)
[Students Rights to Privacy](#)
[Student Rights & Responsibilities](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Grading Policy

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

Grade	Numeric Equivalent	Quality Points
A	93 and above	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D	60-69	1.0
F	Below 60	0.0
W	Withdrawal	Not Factored into GPA
CR	Credit	Not Factored into GPA
NC	No Credit	Not Factored into GPA
I	Incomplete	Not Factored into GPA
P	Passing	Not Factored into GPA
AU	Audit	Not Factored into GPA
E	Exempt	Not Factored into GPA
PR	Work in progress; continuing fieldwork or registered for thesis credit	Not Factored into GPA
TR	Transfer Credit	Not Factored into GPA
*	Grade not submitted by instructor	Not Factored into GPA

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

Semester and Cumulative Grade Point Average (GPA)

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

Satisfactory Academic Progress/ Academic Standing

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

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

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

basis, whether the student is eligible for federal financial aid after the completion of one-and-one-half times the credits required for the program.

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

Time Limits for Completion of a Program

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

Pass/Fail Option

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

Incompletes

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

Course Repeat

A student may elect to repeat a course only once.

Grade Change Policy

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

Process For Challenging a Final Course Grade

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

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

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

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



Students

[Registrar](#)
[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Accreditation](#)
[Annual Notice to Students](#)
[Policies and Procedures](#)
[Safety and Security](#)
[Students Rights to Privacy](#)
[Student Rights & Responsibilities](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Graduation Requirements

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

Application for graduation

Students must file an application for graduation form with the Registrar by the beginning of December prior to the year that they will graduate. For example, all students who plan to graduate in January, May or September of 2007 should complete the application for graduation by the beginning of December 2006. A graduation fee will be charged in the semester prior to your scheduled graduation. Should the student be unable to graduate as planned, he/she must inform the registrar in writing. No additional fee will be required.

The student's name, as shown on the application for graduation, will appear on the diploma. Information provided by the student also appears in the commencement program.

Registration in Semester of Graduation

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

Deadlines for Awarding of Degrees

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

Revocation of Diploma/Degree

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



Home | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#) | [Admissions](#) | [Students](#) | [Alumni & Friends](#) | [Directions](#)





- Students**
- [Registrar](#)
 - [Transcript Requests](#)
 - [Academic Calendars](#)
 - [Catalog](#)
 - [Accreditation](#)
 - [Annual Notice to Students](#)
 - [Policies and Procedures](#)
 - [Safety and Security](#)
 - [Students Rights to Privacy](#)
 - [Student Rights & Responsibilities](#)
 - [Financial Aid](#)
 - [Tuition and Fees](#)
 - [Learning Resources](#)
 - [Student Services](#)
 - [School Store](#)
-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Independent Study Policy

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



Students

- [Registrar](#)
- [Transcript Requests](#)
- [Academic Calendars](#)
- [Catalog](#)
 - [Accreditation](#)
 - [Annual Notice to Students](#)
 - [Policies and Procedures](#)
 - [Safety and Security](#)
 - [Students Rights to Privacy](#)
 - [Student Rights & Responsibilities](#)
- [Financial Aid](#)
- [Tuition and Fees](#)
- [Learning Resources](#)
- [Student Services](#)
- [School Store](#)

-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Leave of Absence Policy

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

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

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



Admissions

- [Information Sessions](#)
- [Deadlines](#)
- [Admissions Requirements](#)
- [Apply Now](#)
- [Tuition and Fees](#)
- [Financing Your Education](#)
- [Non-Degree Courses](#)
- [Current Non-Degree Course Listings](#)
- [Enrollment Criteria](#)
- [Registration Information](#)
- [Payment Information](#)
- [Technical Requirements for Online Classes](#)
- [Meet Career Changers](#)

Request Info

- [Information Sessions](#)
- [Apply Now](#)

Enrollment Criteria

Enrollment Criteria for 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. Institute payment plans are not available to non-degree students.

The number of non-degree course credits that may be applied toward a degree (MS and DPT) or certificate (CAS) is set by each program (see below). No credit will be granted for courses in which a grade of less than B was awarded. Non-degree students applying to one of the Institute's post-professional degree programs may request a waiver of [GRE score submission](#) if they have successfully completed two courses in the program to which they are applying to with a grade of B or better.

Program-specific credit maximums are:

Clinical Investigation:
MS and CAS - 6 credits

Communication Sciences and Disorders:
MS - 12 credits
CAS - 6 credits

Medical Imaging
Post-Baccalaureate Certificate - 6 credits

Nursing:
MS and CAS - 6 credits

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

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

Advanced MS - 9 credits CAS - 9 credits

Teaching and Learning Certificate for Health Care Educators:
CAS - 6 credits



Students

- [Registrar](#)
- [Transcript Requests](#)
- [Academic Calendars](#)
- [Catalog](#)
- [Accreditation](#)
- [Annual Notice to Students](#)
- [Policies and Procedures](#)
- [Safety and Security](#)
- [Students Rights to Privacy](#)
- [Student Rights & Responsibilities](#)
- [Financial Aid](#)
- [Tuition and Fees](#)
- [Learning Resources](#)
- [Student Services](#)
- [School Store](#)

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Program Change Policy

Changing Programs from CAS to MS

[Program Change form](#)

Clinical Investigation - Students working toward the Certificate of Advanced Study may apply for entry into the MS program at any time through the standard application process. However, matriculated students with a cumulative GPA of 3.0 or better who have completed at least 9 credits toward the certificate may convert to the MS program by written petition to the CI faculty through their advisor. Participation in the certificate program does not grant automatic entry into the MS program.

Physical Therapy - Students working toward the Certificate of Advanced Study may apply for entry into the MS program at any time through the standard application process. However, matriculated students with a cumulative GPA of 3.0 or better who have completed at least 12 credits toward the certificate may convert to the MS program by written petition. Participation in the certificate program does not grant automatic entry into the MS program. Any courses in which the student has received a grade of B or better while working toward the certificate may be counted toward the degree requirements.



MGH INSTITUTE
OF HEALTH PROFESSIONS

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Students

- [Registrar](#)
- [Transcript Requests](#)
- [Academic Calendars](#)
- [Catalog](#)
- [Accreditation](#)
- [Annual Notice to Students](#)
- [Policies and Procedures](#)
- [Safety and Security](#)
- [Students Rights to Privacy](#)
- [Student Rights & Responsibilities](#)
- [Financial Aid](#)
- [Tuition and Fees](#)
- [Learning Resources](#)
- [Student Services](#)
- [School Store](#)

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Registration for Thesis Policy

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

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



MGH INSTITUTE
OF HEALTH PROFESSIONS

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



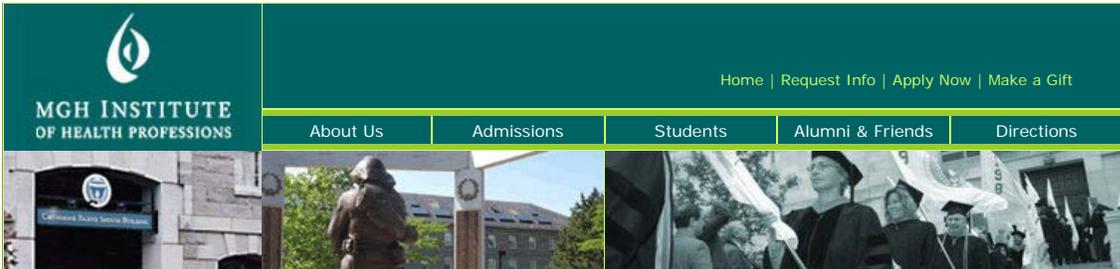
Students

- [Registrar](#)
- [Transcript Requests](#)
- [Academic Calendars](#)
- [Catalog](#)
- [Accreditation](#)
- [Annual Notice to Students](#)
- [Policies and Procedures](#)
- [Safety and Security](#)
- [Students Rights to Privacy](#)
- [Student Rights & Responsibilities](#)
- [Financial Aid](#)
- [Tuition and Fees](#)
- [Learning Resources](#)
- [Student Services](#)
- [School Store](#)

-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Re-Instatment Policy

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



- Students
- Registrar
- Transcript Requests
- Academic Calendars
- Catalog
 - Accreditation
 - Annual Notice to Students
 - Policies and Procedures
 - Safety and Security
 - Students Rights to Privacy
 - Student Rights & Responsibilities
- Financial Aid
- Tuition and Fees
- Learning Resources
- Student Services
- School Store
- Request Info
- Information Sessions
- Apply Now

Transcript Policy

There are two types of academic transcripts:

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

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



Home | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#) | [Admissions](#) | [Students](#) | [Alumni & Friends](#) | [Directions](#)



Students

[Registrar](#)
[Trancript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Accreditation](#)
[Annual Notice to Students](#)
[Policies and Procedures](#)
[Safety and Security](#)
[Students Rights to Privacy](#)
[Student Rights & Responsibilities](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Transfer Credit Policy

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

[HOME](#) | [SEARCH](#) | [CONTACT US](#) • Academic affiliate of Massachusetts General Hospital, Boston, MA



Students

- Registrar
- Transcript Requests
- Academic Calendars
- Catalog
- Accreditation
- Annual Notice to Students
- Policies and Procedures
- Safety and Security
- Students Rights to Privacy
- Student Rights & Responsibilities
- Financial Aid
- Tuition and Fees
- Learning Resources
- Student Services
- School Store

- Request Info
- Information Sessions
- Apply Now

Withdrawal or Dismissal Policy

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

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

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

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

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



Students

- [Registrar](#)
- [Transcript Requests](#)
- [Academic Calendars](#)
- [Catalog](#)
- [Accreditation](#)
- [Annual Notice to Students](#)
- [Policies and Procedures](#)
- [Safety and Security](#)
- [Students Rights to Privacy](#)
- [Student Rights & Responsibilities](#)
- [Financial Aid](#)
- [Tuition and Fees](#)
- [Learning Resources](#)
- [Student Services](#)
- [School Store](#)

-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Faculty and Student Travel Policy

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

Application: All faculty and students

Compliance Responsibility: Program directors

Policy and Procedure:

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

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



Students

[Registrar](#)
[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Accreditation](#)
[Annual Notice to Students](#)
[Policies and Procedures](#)
[Safety and Security](#)
[Students Rights to Privacy](#)
[Student Rights &
Responsibilities](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Sexual Harassment and Sexual Assault Policy

Sexual Harassment

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

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

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

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

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

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

Sexual Harassment Investigation and Corrective Action

When we receive a complaint, the Office of Student Affairs will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. Our investigation will include a private interview with the person filing the complaint as well as the person alleged to

have committed sexual harassment. When we have completed the investigation, we will inform the interested parties of the results of that investigation, but it shall not be otherwise disclosed unless required by law.

Disciplinary Procedure for Sexual Assault

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

If a formal complaint is filed with OSA, the Director will:

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

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

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

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



- [About Us](#)
- [Admissions](#)
- [Students](#)
- [Alumni & Friends](#)
- [Directions](#)



- Students**
- Registrar
- Transcript Requests
- Academic Calendars
- Catalog
 - Accreditation
 - Annual Notice to Students
 - Policies and Procedures
 - Safety and Security
 - Students Rights to Privacy
 - Student Rights & Responsibilities
- Financial Aid
- Tuition and Fees
- Learning Resources
- Student Services
- School Store
-
- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Smoking Policy

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

The Catherine Filene Shouse Building is a smoke-free building. Smoking is prohibited in the interior as well within 15 feet around the perimeter of the building. Individuals who wish to smoke must do so at least 15 feet from the building, doorways, and sidewalks.

If an individual has a complaint with respect to the smoking policy it should be sent in writing to:
 MGH Institute of Health Professions
 Manager of Operations
 Charlestown Navy Yard
 36 1st Avenue
 Boston, MA 02129



MGH INSTITUTE OF HEALTH PROFESSIONS

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Students

- [Registrar](#)
- [Transcript Requests](#)
- [Academic Calendars](#)
- [Catalog](#)
 - [Accreditation](#)
 - [Annual Notice to Students](#)
 - [Policies and Procedures](#)
 - [Safety and Security](#)
 - [Students Rights to Privacy](#)
 - [Student Rights & Responsibilities](#)
- [Financial Aid](#)
 - [Tuition and Fees](#)
- [Learning Resources](#)
- [Student Services](#)
- [School Store](#)

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Substance Abuse Policy

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

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

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

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



MGH INSTITUTE OF HEALTH PROFESSIONS

Home | Request Info | Apply Now | Make a Gift

About Us | Admissions | Students | Alumni & Friends | Directions



- Students**
- Registrar
 - Transcript Requests
 - Academic Calendars
 - Catalog
 - Accreditation
 - Annual Notice to Students
 - Policies and Procedures
 - Safety and Security
 - Students Rights to Privacy
 - Student Rights & Responsibilities
 - Financial Aid
 - Tuition and Fees
 - Learning Resources
 - Student Services
 - School Store
-
- Request Info
 - Information Sessions
 - Apply Now

Unauthorized Use of Institute Name Policy

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



Students

[Registrar](#)
[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Accreditation](#)
[Annual Notice to Students](#)
[Policies and Procedures](#)
[Safety and Security](#)
[Students Rights to Privacy](#)
[Student Rights & Responsibilities](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Safety and Security

MGH Police and Security

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

Student Right-to-Know and Campus Security Act

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

Statistics are provided by the MGH Office of Police and Security.

Escort Service

For students leaving the building at night, the MGH Office of Police and Security will respond to a request for an escort called into their office at 617-726-0528. **You may arrange for an escort in advance by calling ahead of time.**

Personal Emergency Notification

Persons needing to contact students in an emergency should call the Office of Student Affairs at (617) 726-3140 during regular business hours. After hours, you may call the MGH Security Officer at (617) 726-0528, who is on duty while the building is open.

Student Identification Badge

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

Fire Drill Procedures

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



Students

[Registrar](#)[Transcript Requests](#)[Academic Calendars](#)[Catalog](#)[Accreditation](#)[Annual Notice to Students](#)[Policies and Procedures](#)[Safety and Security](#)[Students Rights to Privacy](#)[Student Rights & Responsibilities](#)[Financial Aid](#)[Tuition and Fees](#)[Learning Resources](#)[Student Services](#)[School Store](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)

Students Rights to Privacy Information - FERPA

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

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

The Institute does not release personally identifiable information contained in student education records, except as authorized by law. The Institute has designated certain types of personally identifiable information as "directory information." It includes the following: name, address, telephone number, program of study, dates of attendance, degrees, awards, and email address. If students wish to restrict release of this information, they must sign a form and return it to the Registrar's Office no later than October 1 in any given year.

The above rights to access information apply to matriculated students only. Materials submitted to the Institute during the admissions process become the

property of the Institute and may not be reviewed by, or returned to, an applicant.

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Students

[Registrar](#)
[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Accreditation](#)
[Annual Notice to Students](#)
[Policies and Procedures](#)
[Safety and Security](#)
[Students Rights to Privacy](#)
[Student Rights & Responsibilities](#)
[Academic Integrity](#)
[Guidelines for Conduct](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Student Rights & Responsibilities

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

Academic Integrity

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

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

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

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

The Institute defines violations of academic integrity as the following:

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

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

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

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

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

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

Hazing

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

Resolution of Conflicts

Mediation

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

The following individuals may participate in mediation:

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

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

The student must request mediation within 5 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 academic integrity 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 academic integrity is unacceptable. To initiate a dismissal, the Institute faculty member to the student's Program Committee must submit a copy of the documentation of the problems and procedures involved to date. Each program will identify a committee for making recommendations for dismissal and the student appeal process at the program level. This process must preserve the student's right to receive adequate notice of the problematic conduct, to submit documents for review, and to appear before the programs' designated committee. Based on the findings of this process, the program is responsible for the decision. The student will be informed in writing of the decision. A copy of the written decision will be placed in the student's official Institute file. Once the dismissal procedure has been initiated, the process should be completed within ten 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

[Registrar](#)
[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Accreditation](#)
[Annual Notice to Students](#)
[Policies and Procedures](#)
[Safety and Security](#)
[Students Rights to Privacy](#)
[Student Rights & Responsibilities](#)
[Academic Integrity Guidelines for Conduct](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

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Students

- Registrar
- Transcript Requests
- Academic Calendars
- Catalog
 - Accreditation
 - Annual Notice to Students
 - Policies and Procedures
 - Safety and Security
 - Students Rights to Privacy
 - Student Rights & Responsibilities
 - Academic Integrity
 - [Guidelines for Conduct](#)
- Financial Aid
- Tuition and Fees
- Learning Resources
- Student Services
- School Store

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

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- Any behavior incompatible with the guidelines for professional and ethical conduct as established by each discipline.
- Any action that endangers the health or safety of self or others.
- Any person whose conduct is subject to disciplinary action is entitled to adequate notice of all charges and to a fair due process hearing. The standards and rules of those institutions also govern conduct in affiliated institutions.



Students

[Registrar](#)[Transcript Requests](#)[Academic Calendars](#)[Catalog](#)[Financial Aid](#)[Types of Aid](#)[Applying for Aid \(FAFSA\)](#)[Budgets and Billing](#)[Eligibility for Aid](#)[Tuition and Fees](#)[Learning Resources](#)[Student Services](#)[School Store](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)

Financial Aid

The Financial Aid Office is designed to assist students in affording the cost of a graduate education. More than 85% of MGH Institute students receive financial assistance while attaining their degree or certificate.

The Institute offers a wide range of financial services to help students meet their financial needs. Our financial aid program includes institutional scholarships, federal aid, alternative loans, graduate assistantships, individual counseling and free workshops regarding a variety of topics such as college budgeting, understanding credit, and the federal education tax credit.

Your graduate education is an important investment. Finding the resources necessary to achieve your educational goals may seem difficult; however, it is in your best interest to educate yourself about the costs and the application process.

When applying for aid, apply as early as possible. *Applicants should not wait for an admissions decision to apply for financial aid.*

For application procedures please access [Applying for Aid](#). Feel free to contact the Financial Aid Staff with any questions or concerns you may have at financialaid@mghihp.edu or (617)724-6332. Best wishes for your academic success at the MGH Institute.

Types of Financial Aid

Students attending MGH Institute are eligible for various forms of financial aid. They include:

- [Institutional Scholarships and Graduate Assistantships](#)
- [Outside Scholarships](#)
- [Federal Stafford Loans](#)
- [Alternative Education Loans](#)

» [Contact the Financial Aid office \(staff directory\)](#)



Students

[Registrar](#)
[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Financial Aid](#)
[Types of Aid](#)
[Federal Stafford Loans](#)
[Alternative Loans](#)
[Applying for Aid \(FAFSA\)](#)
[Budgets and Billing](#)
[Eligibility for Aid](#)
[Tuition and Fees](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Types of Financial Aid

Institutional Scholarships

New Students: MGH Institute scholarships are based on merit and do not require application. New students are notified of scholarship awards in their Letter of Acceptance.

Returning Students: Additional MGH Institute scholarships may be awarded throughout a student's program. These are based on program specific funding availability, merit, and do not require application. Award recipients are informed via a scholarship letter.

MGH Ladies Visiting Committee Scholarship

In 2004, the MGH Ladies Visiting Committee established a scholarship for the purpose of providing financial assistance to clinicians at Massachusetts General Hospital who wish to advance their professional knowledge and training by enrolling in post-professional programs at the MGH Institute.

Applicants may be nurses, physical therapists or other direct health care providers (classified as "clinicians") who are interested in post-professional education at the Institute.

» [Download LVC Scholarship Application](#) – PDF-Files

Graduate Assistantships

The Institute's programs and departments fund graduate assistantships. These work opportunities allow students to earn a small stipend to offset some of their educational costs. The stipend is a taxable source of income. Work opportunities include, but are not limited to, research and teaching assistance.

Graduate Assistantships are limited and are not provided by the Financial Aid Office. To learn of Graduate Assistantship opportunities, please stop by the Office of Student Affairs and request to review the Graduate Assistantship Binder. Students are also made aware of such opportunities as they become available through MGH IHP All-Student emails from the Financial Aid Office.

Outside Scholarships

Many MGH Institute students receive outside scholarships every year – totaling over \$80,000 this year alone. It is strongly recommended that applicants and students apply for outside scholarship. Resources for outside scholarships may be found through organizations that you or your family belongs to, the town you live in, organizations that are relative to your program of study, etc.

More outside scholarship information may be found in the Financial Aid Brochure that is sent with your Financial Aid Award Letter. As a starting point, free scholarship search information (by program) is listed below:

» [Free Scholarship Search Information](#) – PDF-Files

» [General Graduate Scholarship Information](#) – PDF-Files

» [Communication Sciences Scholarship Information](#) – PDF-Files

» [Nursing Scholarship Information](#) – PDF-Files

» [Physical Therapy Scholarship Information](#) – PDF-Files



Students

[Registrar](#)[Transcript Requests](#)[Academic Calendars](#)[Catalog](#)[Financial Aid](#)[Types of Aid](#)[Federal Stafford Loans](#)[Alternative Loans](#)[Applying for Aid \(FAFSA\)](#)[Budgets and Billing](#)[Eligibility for Aid](#)[Tuition and Fees](#)[Learning Resources](#)[Student Services](#)[School Store](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)

Federal Stafford Loans

Federal Stafford Loans are a low interest loans available to eligible students to help offset educational expenses. At present, students may borrow as much as \$18,500 per academic year.

For the 2005-2006 academic year the interest rate of the Stafford loan is 4.7% (in school/grace period) and 5.3% (repayment period). Beginning July 1, 2006, for all new Stafford loans disbursed, the interest rate will be fixed at 6.8% according to federal regulation.

The Stafford Loan is available if you are:

- Enrolled in a college or university at least half-time, as determined by the school
- A US citizen or eligible resident
- Making Satisfactory Academic Progress
- Have no unresolved defaults on federal education loans

There are two types of Federal Stafford Loans:

Subsidized Stafford Loan

- This loan is need based. Eligibility is determined by the information you provide on the Free Application for Federal Student Aid (FAFSA)
- The federal government pays the interest that accrues while you are in school, during your six-month grace period after finishing school and during periods of approved deferment
- You must complete the FAFSA in order to be considered for this loan

Unsubsidized Stafford Loan

- This loan is available to you regardless of financial need
- You can make interest payments on this loan while in school and in grace, or you can defer these interest payments. If you choose to defer these payments, the accrued interest will be capitalized (added to your original loan amount), resulting in a higher cost of interest over the life of the loan
- You must complete the FAFSA in order to be considered for this loan

For more information on the Federal Stafford Loan, please visit the [Federal Student Aid](#) website.



Students

[Registrar](#)
[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Financial Aid](#)
[Types of Aid](#)
[Applying for Aid \(FAFSA\)](#)
[Budgets and Billing](#)
[Eligibility for Aid](#)
[Tuition and Fees](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Applying for Financial Aid

Application Process

Applying for Financial Aid at the MGH Institute requires completion of one form – the Free Application For Student Aid (FAFSA) – unless the student has been chosen for verification (see below). Applicants and students are encouraged to complete the FAFSA by **March 3, 2006**, or two months prior to the start date of their academic year. However, completed FAFSA applications are accepted and processed throughout the academic year in accordance with federal regulation.

1. Applicant/Admitted student completes and submits FAFSA (federal processing may take up to a month or more). Admitted student is sent a **Financial Aid Award Letter** and brochure from Financial Aid Office. (Financial Aid Award Letters are sent only after an applicant has been accepted by Admissions.)
2. New students will be required to follow procedures as indicated in award letter to secure funding. Returning students will be automatically awarded the funds listed on the award letter
3. Should a student wish to decline or reduce an award, please follow the procedures noted in the Award Letter

IMPORTANT NOTE: *Students must complete FAFSA every year for financial aid to be received.* Late filing may result with funding not being received by the necessary billing deadline.

The FAFSA may be completed by paper or online. Filing the FAFSA online allows for faster processing; however paper applications are available at the Office of Financial Aid. When filing the FAFSA, you will be requested to enter MGH Institute's Federal School Code: **E00521**

For more information and to complete the FAFSA online, go to the [Federal Student Aid](#) website.

**Applying for a Stafford Loan**

New Students – complete the Stafford Master Promissory Note (MPN) to secure Federal Stafford Loans. The MPN is completed *only once* during your attendance at MGH Institute to receive Federal Stafford Loans.

Students can complete the online Stafford MNP by accessing the [College Loan Corporation website](#).

What happens now?

After submitting the Federal Stafford Loan Acceptance Form found in your Financial Aid Award Packet, and completed the online Entrance Counseling and the online MPN, the following will occur:

– complete the Stafford Master Promissory Note (MPN) to secure Federal Stafford Loans. The MPN is completed during your attendance at MGH Institute to receive Federal Stafford Loans. Students can complete the online Stafford MNP by accessing the . After submitting the Federal Stafford Loan Acceptance Form found in your Financial Aid Award Packet, and completed

the online Entrance Counseling and the online MPN, the following will occur:

1. Your financial aid will be disbursed to MGH Institute in the amount indicated in your Financial Aid Award Letter by the first day of each semester.
2. You will be sent a new Financial Aid Award Letter during the second semester of each academic year for which you are enrolled.
3. Unless requested otherwise, the financial aid listed on your subsequent Financial Aid Award Letter(s) will be disbursed at the beginning of each semester.
4. Your financial aid is then posted to your student account.
5. If a positive balance remains on your student account after tuition and fees have been paid, you will be sent a reimbursement check via mail within 2 weeks of the disbursement.

Verification

33% of all students applying for financial aid are randomly selected by the Federal Government to provide documentation to substantiate the information that they provided on the FAFSA. Should a student be selected, the Financial Aid Office will contact him/her and request the necessary information. This involves copies of federal tax returns of the student and spouse (if applicable), W-2 forms and a completed Verification Worksheet.

If you are selected for verification, please respond promptly. Financial Aid for students selected for verification cannot be finalized until the verification process has been completed.



Students

- Registrar
- Transcript Requests
- Academic Calendars
- Catalog
- Financial Aid
 - Types of Aid
 - Applying for Aid (FAFSA)
 - Budgets and Billing
 - Eligibility for Aid
- Tuition and Fees
- Learning Resources
- Student Services
- School Store

Request Info

- Information Sessions
- Apply Now

Financial Aid Eligibility

Satisfactory Academic Progress

The US Department of Education requires students to maintain certain academic standards to obtain or retain eligibility for federally sponsored student aid programs. As an institution of higher learning, the MGH Institute is required to define and monitor standards of satisfactory academic progress for students receiving Federal financial aid.

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. 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 appropriate 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.

Changes in Financial Circumstance

Students are encouraged to report in writing any changes in financial circumstances to the Office of Financial Aid. Examples of changes may include loss of income or benefits, major medical expenses, divorce/separation, or death. Such changes may increase your eligibility for financial assistance. The Office of Financial Aid may request appropriate documentation to assess the situation.

Please refer to the "Fine Print" section of the Financial Aid brochure for more detailed information regarding the Office of Financial Aid's Policies and Procedures. Additional copies of the brochure may be obtained from the Office of Financial Aid.



Students

[Registrar](#)
[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Payment Information](#)
[Voucher Redemption](#)
[Refund Policy](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Tuition and Fees

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

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

Tuition Rates for the 2006-2007 Academic Year:

\$800.00 per credit hour
 \$400.00 per audit credit hour

Fee Schedule for the 2006-2007 Academic Year:

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

General Student Fee (per term):

\$480 (12 or more credit hours)
 \$360 (9 to 11 credit hours)
 \$240 (6 to 8 credit hours)
 \$100 (Less than 6 credit hours)

This fee is assessed to all students each semester to cover lab expenses, clinical costs, technical support, the learning resource center, and student services and activities. Effective July 1, 2004, the General Student Fee will be non-refundable after week one of a semester or week one of a shortened module.

Anatomy Fee: \$500

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

Continuing Enrollment Fee: \$800 for 2006 - 2007

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

General Fees

Application Fee: \$50

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

Portfolio Fee: \$400

This non-refundable fee must be submitted when submitting a portfolio along

with the application for Transitional Doctor of Physical Therapy Admission (tDPT). The fee covers the cost of processing the portfolio for admission.

Student Deposit: \$300

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

Matriculation Fee: \$150

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

Graduation Fee: \$75

The graduation fee is charged to all graduating students who entered degree or certificate programs prior to Fall of 2005 and includes all student related administrative fees associated with commencement. This fee is charged in the semester prior to graduation and is a non-refundable fee, even if a graduation is deferred for academic or financial reasons. Beginning in Fall 2005, students will be charged this fee at the starting point of each new matriculation.

Imposed Fees

Late Payment Fee 1: \$150

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

Late Payment Fee 2: \$150

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

Late Registration Fee: \$50

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

Other Fees

Transcript Fee: \$5.00

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

Dissection Kit Replacement Fee \$35

This fee is assessed to a student when a Dissection Kit must be replaced due to damage or loss.



Students

[Registrar](#)
[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Payment Information](#)
[Voucher Redemption](#)
[Refund Policy](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Payment Information

Matriculated Students

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

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

Non-Degree Students

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

Payment options include:

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

Payment for Add/Drop

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

Payments and Refunds

The Bursar's Office accepts payments of tuition and fees, and issues any refunds and financial aid checks. Payments can be mailed to the MGH Institute of Health Professions, PO Box 8486, Boston, MA 02114 or dropped off at 36 1st Avenue, Boston, MA 02129.

Partners Employee Discount

Full-time employees of Partners HealthCare System, Inc. may take one 3-credit Institute course at half-price tuition. Proof of full time employment is required with the completed application in order to be eligible for the Partners Discount. Verification of full time employment includes a copy of a pay-stub

indicating a 40-hr workweek or an employment verification letter from a Partners official. This letter must include the signature, title, department, and phone number of the Partners official and it must indicate that the applicant is considered a full time employee of The Partners HealthCare System, Inc. The Partners discount does not apply for audited courses, nor is it applied to applicable fees.

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

Year End Statements

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



Students

[Registrar](#)
[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Payment Information](#)
[Voucher Redemption](#)
[Refund Policy](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Voucher Redemption Policy

Vouchers may be used in any combination for any Institute course under the terms and conditions described within this policy. Vouchers will be accepted from any employee of the Agency or Institution to which the voucher was awarded. The employee of the Agency or Institution may enroll in courses on a space available basis.

Only official, original, and non-expired vouchers will be accepted. Faxed or copied forms will not be accepted. A voucher can only be redeemed once. Tuition vouchers have no cash value and expire two years after the issue date.

Verification of employment by the agency or institution that was issued the voucher must accompany all vouchers being redeemed.

Credit Bearing Courses

1. Non-Degree students: While in Non-Degree Status, there is no limit to the number of vouchers that may be applied towards tuition costs. Note: Non-degree students who choose to apply for matriculated status should refer to the "Enrollment Criteria" on our Non-Degree web page (<http://www.mghihp.edu/admissions/nondegree>), which details the number of non-degree credits that can be applied to a degree/certificate program.
2. Matriculated students: When a student matriculates into a new degree/certificate program, a maximum of six credits worth of vouchers may be applied toward their tuition. This maximum will also apply to students who change from certificate to degree programs within an Institute program. Use of vouchers may result in an adjustment to student financial aid awards.
3. If a student drops the course or withdraws from the Institute, the voucher is forfeited and cannot be reused.
4. Vouchers must be redeemed by the 12th class day of the semester of enrollment. For shortened modules, vouchers must be redeemed by the 5th class day of the module.
5. Fees are separate from tuition and not covered by vouchers; students are responsible for paying all fees.

Continuing Education Courses

1. In some instances vouchers may be redeemed for continuing education offerings.
2. A one-credit voucher may be redeemed for up to 15 contact hours. Additional vouchers will be required for offerings with more than 15 contact hours. Please refer to course enrollment information to determine eligibility.
3. If a student drops the course, the voucher is forfeited and cannot be reused.
4. Vouchers must be redeemed by the start date of the course.

Effective July 1, 2006



Students

[Registrar](#)
[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Payment Information](#)
[Voucher Redemption](#)
[Refund Policy](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Refund Policy

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

Refund Schedule - always refer to the official [academic calendar](#) for detailed refund schedule.

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

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

Return of Title IV Funds (Federal Stafford Student Loans)

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

Refund Schedule for the 2006-2007 Academic Year

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

Refund Schedule – Fall 2006

September 6 through September 12 – 100%
 September 13 through September 19 – 80%
 September 20 through September 26 – 60%
 September 27 through October 3 – 40%
 October 4 through October 10 – 20%
 After October 10 – No refunds

Refund Schedule – Spring 2007

January 8 through January 14 – 100%
 January 15 through January 21 – 80%
 January 22 through January 28 – 60%
 January 29 through February 4 – 40%
 February 5 through February 9 – 20%
 After February 9 – No refunds

Refund Schedule – Summer 2007

May 7 through May 13 – 100%
May 14 through May 20 – 80%
May 21 through May 27 – 60%
May 28 through June 3 – 40%
June 4 through June 8 – 20 %
After June 8 – No Refunds

Refund Schedule for Shortened Semester/Modules

Students will be allowed 100% refund through the 5th class day of the module.

As of the 6th class day no refunds will be made.



Students

[Registrar](#)
[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Learning Resources](#)
[Student Amenities](#)
[Library Services](#)
[Student Services](#)
[School Store](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Learning Resources

Students, faculty and staff of the MGH Institute have access to a variety of learning, information and technology resources to affect learning and promote process innovation within the healthcare professions.

The Office of Information Technology (OIT) strives to provide universal access to these resources through a learner-centered support approach for all learners. This is unique compared to similar support approaches implemented by technology staffs. The learner-centered approach is possible through the leveraging of affiliations with the [MGH Treadwell Library](#) and Partners HealthCare System's Information Systems Division.

Treadwell Library serves as the Institute's library while also addressing the library resource needs of health care professionals within Massachusetts General Hospital and Partners HealthCare System. The learner-centered approach is possible as we optimally leverage the resources available through our affiliations with Partners' IS Division (a highly skilled staff of more than 1,100 information technology and health care professionals).

Partners IS provides, maintains and supports an enterprise-wide data network with Internet connectivity, secured data centers for server and network resources and management, 24/7 Help Desk, standard desktop computer and software standards and training, and email, file and print services. Remote access to these resources by students, faculty and staff is also provided and supported.

The Catherine Filene Shouse Building is fully connected to the Partners' enterprise-wide network for data, voice and video services. Students, faculty and staff can access the Institute's learning, information and technology resources anywhere within the Partners' system. The Institute's OIT staff is working towards providing all learners Internet and web-based access to these resources.

Ruth Sleeper Learning Resource Center

The Ruth Sleeper Learning Resource Center is the focal point of the Institute's learning and technology environment. It provides access to: technology-based and print course and reference resources; desktop computers, scanners and printers; learning and technology support and training; and is the primary location of the Office of Information Technology (OIT).

OIT staff provide support during the Institute's posted [hours of operation](#). Expanded hours are scheduled during the last three weeks of each semester and a summer schedule is implemented to support student and course needs.

Classroom and Lab Resources

All classrooms and instructional labs have multimedia presentation resources and are available for student use when not scheduled for class. Three of the nine classrooms are "smart rooms" with these resource permanently installed and accessible through a podium. All remaining classrooms and labs have been equipped with mobile multimedia presentation carts to provide flexible use of these learning spaces. Additional mobile carts are available for use throughout the Shouse Building.

The Speech, Language and Literacy Clinic has audio and video capture, playback and editing resources available within six individual session and one

group session rooms. The Physical Therapy Skill Labs have permanently mounted video cameras for display, capture and playback while the Nursing Labs have similar resources available on mobile carts. All of these instructional technology resources provide students, faculty and staff with flexibility in their use and function.



- [About Us](#)
- [Admissions](#)
- [Students](#)
- [Alumni & Friends](#)
- [Directions](#)



- Students**
 - Registrar
 - Transcript Requests
 - Academic Calendars
 - Catalog
 - Financial Aid
 - Tuition and Fees
 - Learning Resources
 - Student Services**
 - Student Government & Clubs
 - Students with Disabilities
 - School Store
-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Student Services

Student life at the MGH Institute is supported by caring staff and governed by a set of policies to assure a fair and safe community. Additionally many services are provided to enhance the graduate student experience. By navigating through the index to the left, you will find relevant information about the Institute's community, policies and services.

Student Services is located in the Office of Student Affairs on the first floor of the Catherine Filene Shouse building.

Student Services is open during regular business hours, Monday - Friday from 8:30am to 5:00pm, and staff are always available to assist you.

To contact Student Services, please call (617)724-3103 or email studentlife@mghihp.edu.

Staff Includes:
[Erin Phair](#), Student Services Administrator



Students

[Registrar](#)
[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Learning Resources](#)
[Student Services](#)
[Student Government & Clubs](#)
[Students with Disabilities](#)
[School Store](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Student Government and Clubs

Student Government Association (SGA)

The purpose of the Student Government Associations (SGA) is to represent and serve the needs and interest of the members of the student body. It's mission includes:

- Open to all matriculated students (an exception may be for chapter guided by national professional organizations)
- Active membership of at least eight students
- Continuing plans are being development
- Does not substantially duplicate the same purpose or membership of any existing organization at the Institute.

Current Student Clubs

African-American, Hispanic, Asian or Native-American (AHANA)

AHANA is primarily comprised of students who are African-American, Hispanic, Asian or Native American. AHANA welcomes all students. AHANA facilitates dialogue about the issues of concern to graduate students of African-American, Hispanic, Asian or Native American descent in order to enhance and nurture their academic, professional, social and cultural development at the MGH Institute.

CrossRoads

Chartered in 2006, this club offers Christian Fellowship within the MGH Institute community.

KinsIHP (GLBT) Club

Formed in 2005, this club provides a forum for gay, lesbian, bisexual and transgendered students.

LINK: Learning Inspired by Nurses who Know

The LINK program was created to give incoming nursing students a "contact" with a current nursing student to help answer questions and informally orient new nursing students to their program.



[National Student Speech Language Hearing Association \(NSSLHA\)](#)

NSSLHA is a nonprofit organization for graduate and undergraduate students interested in the study of human communication and related disabilities (Speech-Language Pathology). Graduate students in the Communication Sciences and Disorders (CSD) Program have an active NSSLHA chapter. Along with participating in community service projects, the group is active in fundraising in order to reduce the cost for students attending the annual American Speech-Language-hearing Association (ASHA) Convention.

The annual ASHA Convention provides a place for professionals and students involved in speech-language pathology and related fields to present research, listen to speakers, and learn about new remediation techniques. By attending the convention, NSSLHA members gain more knowledge about

communication disorders, and observe the leaders of our field.

Physical Therapy Club

The purpose of the Physical Therapy Club is to increase awareness of the physical therapy profession to the general public. In addition the club will seek to improve involvement of MGH Institutes students in the APTA. Possible ways to become involved are through the Marquette Challenge and attending the Student Conclave. Also, students may get involved by providing health screening, information sessions, community lectures, mentoring, student forums and other community outreach. The club will also mentor new entry-level DPT students.

For more information about participating in a student club, email studentlife@mghihp.edu.

Student Clubs: Approval Process and Regulations

Organizations must receive approval from the Student Government Association (SGA) in order to share student activity funding or use the MGH Institute logo or banner.

Each group must submit the name of its advisor annually to the SGA. If an advisor cannot fulfill the year-long commitment, the organization must secure another advisor to fill out the term. Organizations must abide by Institute regulations for organizations and fundraising events or on-going sales, which is available from the Office of Student Services.

The Student Services administrator may review organization financial records at any time. The organization will not charge dues (or may charge minimal dues) to encourage broad participation (an exception may be made for chapters guided by national professional organizations).

Student Club Approval Process:

The Student Government Association will review and have the power to approve student organization applications for official status. The Student Government Association shall:

- Review student organizations seeking official status; approve application or assist with re-application
- Oversee the distribution of SGA-controlled portion of the student activity fee funds to organizations
- Monitor fundraising events and ongoing sales by official organizations

Regulations for Student Organization Fundraising

- Must have official status to raise funds or use the Institute logo or banner
- Will register events with the Office of Student Services and have them listed on the Institute calendar
- May use only ONE table of goods on the third floor hallway for a period of five consecutive school days on three occasions per semester
- Will return any tables or furniture used for their sale to the appropriate places at the end of each working day
- May not sell on the third floor during other Institute or Institute-hosted events
- Will be responsible for storing all goods.



Students

- Registrar
- Transcript Requests
- Academic Calendars
- Catalog
- Financial Aid
- Tuition and Fees
- Learning Resources
- Student Services
 - Student Government & Clubs
 - Students with Disabilities
- School Store

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

Services for Students with Disabilities

Student Services Mission

Student Services, within the Office of Student Affairs, supports the Institute's mission and value of diversity by facilitating and supporting equal access to its programs and services for students who experience a disability.

Eligibility

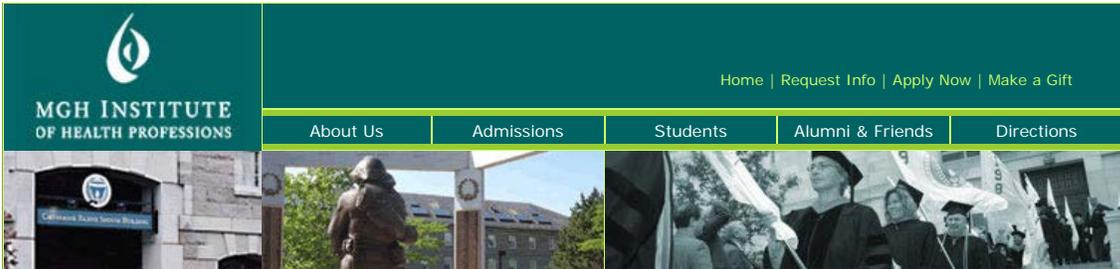
To be eligible for disability-related services, individuals must have a documented disability as defined by section 504 of the Rehabilitation Act and/or the Americans With Disabilities Act (ADA), of 1990. Eligible disabilities include physical and mental impairments which may include but are not limited to vision, hearing, mobility, learning, systemic, psychiatric, and brain injury that substantially limit one or more major life activity. Student Services will request documentation from an appropriate professional to certify individuals as having a disability. The cost of obtaining documentation will be borne by the student. If the initial documentation is incomplete or inadequate to determine the extent of the disability and appropriate accommodations, Student Services has the discretion to require supplemental assessment of a disability. The cost of the supplemental assessment shall also be borne by the student.

Pending receipt of the eligibility documentation, Student Services and/or the Institute reserves the right to deny services and accommodations.

The OSA suite is located on the first floor of the Catherine Filene Shouse Building. Easily accessible to all, OSA has a highly qualified staff of professionals who welcome students' questions, listen to their concerns and are responsive to their needs and situations.

The Catherine Filene Shouse Building is outfitted with a series of automatic door openers.

Students with disabilities are encouraged to fill out the [Disability Services 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. (OSA can provide assistance in locating appropriate, licensed evaluators.) All information provided will be kept confidential, except as required by law.



- Students
 - Registrar
 - Transcript Requests
 - Academic Calendars
 - Catalog
 - Financial Aid
 - Tuition and Fees
 - Learning Resources
 - Student Services
 - School Store
-
- Request Info
 - Information Sessions
 - Apply Now

School Store

Ordering Textbooks

Textbooks can be ordered online for all MGH Institute courses through [MBS Direct](#).

Online School Store for Institute-Branded Items

Members of the MGH Institute community, as well as alumni and friends, can order MGH Institute-branded merchandise through our online school store.

[MGH Institute of Health Professions - School Store](#)

The School Store is managed by the Harvard Coop. By applying for membership for the Coop, you will enjoy all of the benefits including discounted prices on Institute merchandise.

The Advantages of Coop Membership

By renewing your Coop membership or becoming a first time member, you will share in the benefits of membership year round. Your savings on "Member Only" sales or online insignia purchases more than make up for your \$1.00 fee and you have the potential of a rebate on your purchases. In addition, after your initial membership year, you can continue to receive a diary by paying a \$2.00 service and handling charge that can be automatically billed with your membership fee. Save time and expense by paying for multiple years of Coop membership and Coop diary (a bound pocket calendar).

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OF HEALTH PROFESSIONS

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)

Advancing People.

Graduate Program in Clinical Investigation :

Advancing Care.

A graduate degree from the MGH Institute not only advances your career, it advances the level of care you bring to the research process. That improves lives, yours as well as the patients' who benefit from your efforts.

As one of the first Clinical Investigation programs in the country, we offer rigorous courses taught by faculty actively engaged in clinical research. Our affiliation with leading academic health centers, clinical trial sponsors, and contract research organizations means you'll get the experience you need to succeed.

Join the field of Clinical Investigation

- Earn a Master of Science or Certificate of Advanced Study online
- Multi-disciplinary, with emphasis on ethical conduct of clinical research
- Flexibility of part-time study
- Apply with a bachelor's degree in any field

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The MGH Institute of Health Professions is a member of the Partners HealthCare System

your **caring** can help a cancer patient get through chemo.
you caring plus a **graduate education**
can help produce research that benefits many cancer patients.

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Clinical Investigation Graduate Program

[Clinical Investigation Home](#)
[Program Overview](#)
[Special Features](#)
[Curriculum](#)
[Mentored Field Experience](#)
[Faculty](#)
[FAQ](#)
[Program News & Events](#)
[Meet Alumni](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Clinical Investigation: Program Overview

The explosion of scientific advances in genetics and other areas leading to new medical treatments in recent years has given rise to a vast and complex field of patient-oriented clinical research known as Clinical Investigation.

Clinical Investigation involves a number of areas of clinical research necessary to the development of drugs, medical devices, radiological products, and biologicals for the treatment, prevention, or diagnosis of a disease or condition in humans. Included among these are:

- **Translational Research** - defining normal physiology and disease mechanisms
- **Clinical Trials** - testing new drugs, devices, radiological products, and biologicals for efficacy in order to bring new products to market
- **Outcomes Research** - determining the effectiveness of established therapeutic approaches

All of this research involves the study of human beings or human samples (if analyzed in correlation with a patient's entire clinical condition). The field of Clinical Investigation encompasses all the professions needed to design, implement, manage, analyze, and govern this research.

For those interested in pursuing one of the wide array of professional roles needed to support this burgeoning field, the MGH Institute offers two graduate-level curricula:

» [Master of Science in Clinical Investigation](#)

» [Certificate of Advanced Study in Clinical Investigation](#)



A pioneer in developing a graduate-level education for this comparatively new field, the Clinical Investigation Program broadly prepares individuals for professional pursuits in both industry and academia. Graduates of our program have accepted roles in venues as diverse as pharmaceutical companies, biotechnology companies, contract research organizations (CROs), government, and academic health centers (teaching hospitals). The positions they have accepted have included: principal investigator, co-investigator, clinical research associate, clinical research coordinator, research nurse, pharmaceutical sales representative, individual/regional monitor, research project manager, director of quality assurance/quality improvement, human subject protection specialist, and data management specialist, among others.

Comprehensive and innovative in both its content and educational approach, our program offers a parallel instructional format that includes classroom and online options for many of its courses. Some courses are available as classroom courses and taught once a week on our Boston campus in the Charlestown Navy Yard. All courses for both the certificate and master's programs are available online via dynamic, web-based software developed at the MGH Institute. These distance learning offerings blend optimal teaching methodologies with the flexibility of online academic study while opening the program to national candidates outside the Boston area.

Hands-on, human subject, clinical research experiences are a primary part of the master's degree track, which offers closely-mentored, semester-long field placements in a variety of clinical research settings in a student's area of interest, both regionally and nationally.

The key areas of study essential to the development of a broadly-prepared, multi-skilled leader in clinical investigation are:

- The infrastructure of the clinical investigation process, including the multidisciplinary team responsibilities and rigorous scientific methods of patient-oriented clinical research and design as they apply to protocol review and feasibility, institutional review board direction, implementation of the trial, data management, and study completion.
- Statistical research-design considerations, including randomization and sample-size determination methods for analyzing statistical results from clinical investigations.
- Ethical issues inherent in the design and conduct of patient-oriented clinical research, including the protection of human subjects, scientific fraud and misconduct, and emerging issues in clinical research ethics.
- Principles of law governing patient-oriented clinical research, including contracts, negligence, product liability, as well as the regulatory framework of state and federal governments.

Learn More and Apply

- View [admission requirements and prerequisites](#) for the Clinical Investigation program
- View [application deadlines](#) for the Clinical Investigation program
- Potential applicants are encouraged to attend a [Graduate Information Session](#), which are scheduled throughout the year



To receive additional, detailed information about the Clinical Investigation program, [submit an online inquiry](#). You'll have the option to register for an upcoming information session at the same time.

After you've reviewed the requested materials, if you still have program-specific questions related to applicability of certain prerequisite courses or the program's curriculum, please email the [Graduate Program in Clinical Investigation](#).



Clinical Investigation Graduate Program

[Clinical Investigation Home](#)
[Program Overview](#)
[Special Features](#)
[Curriculum](#)
[Mentored Field Experience](#)
[Faculty](#)
[FAQ](#)
[Program News & Events](#)
[Meet Alumni](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Clinical Investigation: Special Features

The Clinical Investigation program offers individuals holding a bachelor's degree in any field opportunity for entry into or advancement in the field of patient-oriented clinical research. There are many features that make our program unique.

Pioneer in Developing Graduate Level Education

Developed in the mid-1990's, our CI program helped set the standard for a graduate level education in Clinical Investigation. As a pioneer in the field, we continue to maintain a leadership position by ensuring that our students are not only instructed in the field's most current and relevant practices, they are privy to the innovative thinking and professional and ethical standards that will define tomorrow's clinical investigation practices as well.

Distance Learning Format / Increased Communication

Our distance learning format permits students to fulfill all the requirements for a certificate or master's degree (including practicums) while studying at a distance. In providing both curricula online via our own custom-built courseware, this innovative program not only puts time-management issues back in the hands of its students (many of whom have professional or life commitments to juggle while advancing their education), it also gives students the means to achieve a more dynamic interchange with their fellow classmates and instructors than they would receive in a traditional classroom setting. As part of their weekly assignments, students engage in on-going discussions with classmates and instructors through the use of our custom-built, user-friendly courseware discussion boards. In opening the program to more national candidates, it also enhances both the diversity of the class and the depth of the discussions. Our online courses have been developed and are taught by the same faculty who teach the onsite courses.

Clinical Affiliations / World Class Experience

Thanks to our extensive clinical affiliations with world-renowned hospitals in the Partners HealthCare System (including Massachusetts General Hospital, Brigham and Women's Hospital, and Spaulding Rehabilitation Hospital), as well as our affiliations with leaders in the biotech and pharmaceutical industries, we are able to provide you with multiple and varied academic and clinical practicum resources to enhance both your expertise and connections in the clinical investigation field.

Diverse Faculty / Individualized Attention

Our internationally recognized faculty are actively engaged in clinical investigation and its associated professional activities and use their own real-world experience as teaching examples. Since MGH Institute is solely dedicated to graduate education, our students don't compete with undergraduates for faculty attention, as they might at other institutions. This, in addition to our small class sizes, usually 15 - 20 students in total, allows for a uniquely personalized environment in which students are the center of faculty attention and, as a result, broadens your chances for professional growth.

Mentored Field Experiences/ Real World Opportunities

Our Mentored Field Experiences are available in a wide variety of clinical research settings both regionally and nationally, permitting students to fulfill all

the master's degree requirements while studying at a distance. These placements not only provide opportunity for our students to integrate their theoretical understanding of research methods, statistics, ethics, and regulatory policy with the development of concrete clinical investigation skills and conduct, they also provide invaluable networking opportunities. Many master's graduates end up gainfully employed by the very organizations with whom they do their Mentored Field Experiences. These placements also provide lesser experienced students with the experience they need for entry into the clinical research field.

Class Diversity / Personalized Education

Given the variety of backgrounds and credentials our students bring to this program and the range of opportunities that await them upon graduation, much attention is placed on helping students reach their personal goals and objectives in this program. The Clinical Investigation Project, Mentored Field Experiences, and elective course offerings provide opportunities for personalizing this program toward individual student needs and interests.

Instructional Flexibility / Scheduling Flexibility

The CI program not only features a parallel instructional format that includes both classroom and online options for many of its courses, it's also designed to allow students to carry whatever course load they can. This makes it ideally suited for individuals with full-time career obligations. Although the 36 credit master's program can be completed in one year, for example (given three semesters of a 12 credit course load), students typically take a couple courses per semester while working full-time.

Multidisciplinary Curriculum / Comprehensive Education

Given the complexity and range of issues inherent to the practice of Clinical Investigation, the CI program is broad in scope and deep in its offerings. We make sure our students obtain a comprehensive understand of the field, while placing special emphasis on the ethical conduct considerations required of patient-oriented clinical research.



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[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Alumni & Friends

- [Clinical Investigation Home](#)
- [Program Overview](#)
- [Curriculum](#)
 - [MS Course Outline](#)
 - [CAS Course Outline](#)
- [Mentored Field Experience](#)
- [Faculty](#)
- [FAQ](#)
- [Program News & Events](#)
- [Meet Alumni](#)

-
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 - [Information Sessions](#)
 - [Apply Now](#)

Clinical Investigation: Master of Science Course Outline

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

Recommended Electives for the Master of Science

CIM 750	Epidemiology: An Introduction	3 cr
CIM 840	Introduction to Clinical Economics	3 cr
HP 622	Pharmacology	3 cr
HP 621	Pathophysiology	3 cr
HP 710	Teaching Skills for Hlth Care Professionals	2 cr
HP 820	Ethical Issues in Health Care	2 cr
HP 831	Org Persp: Theory & Action	3 cr
NH 602	Hlth Care Policy & Politics	3 cr

Course Descriptions

[Clinical Investigation Course Descriptions \(CI and CIM prefixes\)](#)

[Interdisciplinary Course Descriptions \(HP prefix\)](#)

[Nursing Course Descriptions \(NH, NP and NS prefixes\)](#)



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OF HEALTH PROFESSIONS

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Alumni & Friends

- [Clinical Investigation Home](#)
- [Program Overview](#)
- [Curriculum](#)
 - [MS Course Outline](#)
 - [CAS Course Outline](#)
- [Mentored Field Experience](#)
- [Faculty](#)
- [FAQ](#)
- [Program News & Events](#)
- [Meet Alumni](#)

-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Clinical Investigation: Certificate of Advanced Study Course Outline

HP	720	Designing Clinical Research	3
HP	721	Statistics for Clinical Research	3
CIM	740	Introduction to Clinical Investigation	3
CIM	731	Law & Health Policy Governing Clin Research	3
CIM	710	Ethics and Socially Respons Clin Investigation	3
TOTAL			15

Course Descriptions

[Clinical Investigation Course Descriptions \(CI and CIM prefixes\)](#)

[Interdisciplinary Course Descriptions \(HP prefix\)](#)



About Us	Admissions	Students	Alumni & Friends	Directions
--------------------------	----------------------------	--------------------------	--------------------------------------	----------------------------



Clinical Investigation Graduate Program
Clinical Investigation Home
Program Overview
Curriculum
Mentored Field Experience
Faculty
FAQ
Program News & Events
Meet Alumni
<hr/>
Request Info
Information Sessions
Apply Now

Clinical Investigation: Mentored Field Experience (MS only)

Mentored Field Experiences are available in a wide variety of clinical research settings both regionally and nationally, permitting students to fulfill all the master's degree requirements while studying at a distance. These placements not only provide opportunity for our students to integrate their theoretical understanding of research methods, statistics, ethics, and regulatory policy with the development of concrete clinical investigation skills and conduct, they also provide invaluable networking opportunities.

Many master's graduates end up gainfully employed by the very organizations with whom they do their Mentored Field Experiences. These placements also provide lesser experienced students with the experience they need for entry into the clinical research field.



About Us	Admissions	Students	Alumni & Friends	Directions
--------------------------	----------------------------	--------------------------	--------------------------------------	----------------------------



- Clinical Investigation Graduate Program**
- [Clinical Investigation Home](#)
- [Program Overview](#)
- [Curriculum](#)
- [Mentored Field Experience](#)
- [Faculty](#)
- [FAQ](#)
- [Program News & Events](#)
- [Meet Alumni](#)

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Clinical Investigation: Faculty

The Clinical Investigation program prides itself on its faculty. Benefiting from our centralized location within the hub of New England's top teaching and research institutions and from our affiliation with the world-class Partners HealthCare System (the second largest health care system in the nation), our students are mentored by premier researchers and practitioners in the clinical research field.

As a Clinical Investigation student, you will be taught by nationally-recognized leaders and scholars of patient-oriented clinical research. Their affiliations include world-class research health care institutions as well as major pharmaceutical and innovative biotech firms. Most of our faculty are actively engaged in research, clinical practice, and professional activities, and use their own real-world experience as teaching examples. As a result, our graduates are not only instructed in the field's most current and relevant practices, they are privy to the innovative thinking and professional and ethical standards that will define tomorrow's practices as well.

» [Look up a Clinical Investigation faculty member](#)



Clinical Investigation Graduate Program

[Clinical Investigation Home](#)
[Program Overview](#)[Curriculum](#)[Mentored Field Experience](#)[Faculty](#)[FAQ](#)[Program News & Events](#)[Meet Alumni](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)

Clinical Investigation: FAQ

Is the Clinical Investigation Program accredited?

The MGH Institute of Health Professions is accredited by the New England Association of Schools and Colleges (NEASC) and has been a pioneer in helping set the standard for a comprehensive graduate level Clinical Investigation education.

Can I take a course without applying for admission to the Program?

Yes. Courses may be taken on a “non-degree” basis by anyone with a Bachelor’s degree. Credit for two courses taken as a non-degree student may be applied toward the CAS or MS degree if one subsequently applies for matriculation in the Program.

Are GREs required for acceptance into the Program?

GREs are required for MS degree applicants, but not for those applying for the Certificate of Advanced Study. However, there are several grounds for waiving the GRE requirement, including having earned a grade of B or higher in two courses in the Program as a non-degree student.

What are the prerequisites for admission to the Program? Do I need a clinical background or experience in clinical research?

A Bachelor’s degree is required of all prospective students, but it need not be in a clinical discipline or the life sciences. The academic backgrounds and work experience of our students are quite varied; about half already have advanced degrees. Many already work in clinical research roles at teaching hospital or industry, while others are clinicians or lab-based scientists and technicians. Others have no previous experience at all and are looking to begin a new career in health care. They may bring with them backgrounds in engineering, information management, or information technology.

For those prospective students who do not have an academic background or work experience in a clinical setting or in biomedical research, we require an undergraduate level course in human biology and/or anatomy and physiology; a course in medical terminology is also highly recommended. With the Program’s prior approval, these prerequisites may be undertaken following enrollment in our program.

What is the format of the academic year at the Institute?

The academic year begins in September; classes are offered on a semester basis, with the year divided into three approximately equal segments; Fall semester: September - December; Spring semester: January - April; Summer semester: May - August.

How long does it take to earn the Certificate of Advanced Study and the Master’s degree?

If one studies full-time, which the Institute considers to be 12 credits (4 courses) per semester, it is possible to earn the MS degree in one year. However, the great majority of our students study part-time, averaging 1-2 courses per semester. As such, the Certificate of Advanced Study is typically earned in one year and the Master’s degree takes 2-3 years.

Can one reasonably expect to earn a graduate degree in Clinical Investigation while continuing to work full-time?

Yes. All courses are available to be taken online via dynamic, web-based software developed at MGH Institute. Classroom courses are taught once a week, usually from 5 to 8 PM on our Boston campus in the Charlestown Navy Yard.

I've never studied online; what are the expectations for distance learning students regarding time, technology resources, and computer experience?

Our online courses are designed to be every bit as challenging and rigorous as sections taught onsite. As a rule of thumb, a 3-credit course (onsite or online) requires an investment of 8-10 hours per week to attend/view lectures, complete readings and assignments, and participate in discussions. While the distance learning course platform facilitates and encourages exchanges among students and instructors, it does not require students to be available and online at set times. The technology requirements are modest by today's standards. Familiarity with web browsers and word processing, spreadsheet, and PowerPoint applications is helpful, but one need not be an expert-user.

What is a Mentored Field Experience (MFE) and how does it relate to the overall curriculum?

An MFE is a semester-long placement in a clinical research setting, designed to provide a hands-on experience in human subject research. The individual student's educational goals and objectives help to determine the subject matter and venue. About half are undertaken at academic health centers (teaching hospitals) and the other half in industry settings, including pharmaceutical and biotech companies and contract research organizations (CROs). While the master's curriculum requirement for a total of 6 MFE credits may be met in a variety of ways, students typically undertake two separate experiences each worth 3 credits.

Can an MFE be accomplished if one continues to work full-time?

Yes, but admittedly it's a challenge. Students have been able to negotiate a wide variety of creative arrangements with their mentors and employers. For instance, students already employed in clinical research roles may be able to dedicate 12-15 hours each week to work in a different research group or setting within the same institution.

If I am enrolled in the Certificate Program, but later find I wish to pursue a Master of Science in Clinical Investigation, will I be allowed to "upgrade" into the master's program?

Students enrolled in the certificate program can petition to "upgrade" into the full master's program. If their petition is granted, their credits will be applied toward a master's credit.

What are the employment opportunities for graduates of the Program?

The curriculum is designed to be relevant for students who will be filling a wide variety of roles within the clinical research field. Students who earn their MS degree also have the opportunity to individualize their curriculum by selecting electives and undertaking MFEs and a Clinical Investigation Project that meet their own career goals and objectives. As such, our graduates are employed in quite diverse roles and settings including: investigator, co-investigator, clinical research associate, clinical research coordinator, research nurse, pharmaceutical sales representative, individual/regional monitor, research project manager, director of quality assurance/quality improvement, human subject protection specialist, among others.

Are employees of Massachusetts General Hospital and Partners HealthCare eligible for any tuition discounts?

Employees of MGH and Partners are eligible to take one course at half price, either as a matriculated or non-degree student. Students who enroll in the

program may be eligible for a tuition benefit; this varies by employer and employee status. Finally, tuition vouchers are issued by MGH Institute to clinical preceptors and research mentors; these may be available through your supervisor.



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[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)

Advancing People.

Graduate Program in Communication Sciences & Disorders :

Advancing Care.

Our speech-language pathology program ranks among the top in the country. Our students are broadly prepared to treat both acquired and developmental speech-language disorders, enabling graduates to work in either school-based or health care settings.

Our Certificate of Advanced Study in Reading provides teachers, special educators and others with the comprehensive training needed to obtain a Massachusetts Reading Specialist License.

Become a Speech-Language Pathologist

- Dual emphasis on medical and educational speech-language pathology
- Integration of written and spoken language
- Early Intervention certification available
- Apply with a bachelor's degree in any field

[Find out more...](#)

Become a Licensed Reading Specialist

- New 16-credit program for educators
- Accelerated route to the Reading Specialist License in Massachusetts
- Learn strategic interventions for struggling readers and writers
- Maximize literacy development of second-language learners
- Flexibility of part-time study

[Find out more...](#)

The MGH Institute of Health Professions is a member of the Partners HealthCare System

your **caring** can help break down communication barriers.
you caring plus a **graduate education** can give them back their voice.

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OF HEALTH PROFESSIONS

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Communication Sciences & Disorders Graduate Program

[Communication Sciences and Disorders Home](#)

[MS in Speech-Language Pathology](#)

[Program Features](#)

[Clinical Experience](#)

[Faculty](#)

[Career Outlook](#)

[Curriculum](#)

[FAQ](#)

[Certificate of Advanced Study in Reading](#)

[Program News & Events](#)

[Meet Alumni](#)

[Hanson Initiative \(HILL\)](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

Master of Science in Speech-Language Pathology

The burden of treatment for the vast array of communication disorders that affect one in every six Americans today falls as much on the educational community as it does on the medical community – frequently, on both. In the majority of graduate speech-language pathology programs this poses a challenge: whether to pursue a graduate degree with a focus on educational or medical speech-language pathology. At the MGH Institute, students don't face that challenge.

Our Communication Sciences and Disorders master's program provides *dual* emphasis on both educational and medical speech-language pathology. As a result, students acquire the knowledge and skills needed to diagnose and treat the full range of developmental and acquired communication disorders in both (not either) medical and educational settings as diverse as: acute care hospitals, public and private school systems, rehabilitation facilities, long-term health care facilities, community health clinics, and special education schools.

Comprehensive and innovative in both its content and instructional approach, our graduate speech-language pathology program integrates an intensive study of written language disorders along with the traditional study of spoken language disorders emphasized in most graduate speech-language pathology programs. It also offers certification eligibility options that include:

- [Reading Specialist License](#)
- [Early Intervention Specialist Certification](#)

The onsite Speech, Language and Literacy Clinic provides supervised practicum training to students in state-of-the-art facilities using a unique training model that incorporates peer dyads, case discussion groups, and hands-on seminars.



Accredited by the [American Speech-Language-Hearing Association](#) Council on Academic Accreditation and by the Massachusetts Department of Education, our **Master of Science in Speech-Language Pathology** was recently ranked by *US News & World Report* in the top 15% of accredited master's and doctoral programs.

The [Career Outlook](#) for speech-language pathologists is very good. Graduates from a recent class had 100% job placement, with 85% of them obtaining their first job choice and 70% receiving offers for every job for which they interviewed.

As a student of this rigorous graduate program, you will be immersed in science-based theory and evidence-based practice. You will work with clients of varying ages and backgrounds in a variety of [clinical settings](#), all in a personal, non-competitive atmosphere. You will acquire the knowledge, skills, and experience needed to diagnose and treat the full range of developmental and acquired communication disorders in both medical and educational settings.

Upon completion of this comprehensive, 69-credit curriculum you will have met the coursework and practicum requirements for the ASHA Certificate of Clinical Competence (CCC), the qualifying credential in the field. Depending on your choice of course electives, you may also be eligible for certification as

an **Early Intervention Specialist** by the Massachusetts Department of Public Health, or as a licensed **Reading Specialist** by the Massachusetts Department of Education. You will likely be eligible for certification in other states, depending on their reciprocity agreements with Massachusetts.

Learn More and Apply

- View [admission requirements and prerequisites](#) for the Master of Science in Speech-Language Pathology
- View [application deadlines](#) for the Master of Science in Speech-Language Pathology

Request information

Potential applicants are encouraged to attend a [Graduate Information Session](#), scheduled throughout the year

[Submit an online request for information](#) to receive additional, detailed materials about the **MS in Speech-Language Pathology**. You'll have the option to register for an upcoming information session at the same time.

After you've reviewed the requested materials, if you still have program-specific questions related to the curriculum or the applicability of certain prerequisites, please email the [Graduate Program in Communication Sciences and Disorders](#).



Communication Sciences & Disorders Graduate Program

[Communication Sciences and
Disorders Home](#)

[MS in Speech-Language
Pathology](#)

[Program Features](#)

[Clinical Experience](#)

[Faculty](#)

[Career Outlook](#)

[Curriculum](#)

[FAQ](#)

[Certificate of Advanced Study in
Reading](#)

[Program News & Events](#)

[Meet Alumni](#)

[Hanson Initiative \(HILL\)](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

Program Features

Recognizing the need for a broader range of training than is traditionally given, we have developed a **Master of Science in Speech-Language Pathology** program unlike others. Here are some of the features that make our program unique:

- Accredited in Speech-Language Pathology by the American Speech-Language-Hearing Association (ASHA) Council on Academic Accreditation (CAA) and by the Massachusetts Department of Education.
- Dual emphasis on educational and medical speech-language pathology training enabling our graduates to work with the full range of developmental and acquired disorders.
- Research driven, scientist-practitioner teaching methodology.
- Premier clinical practicum sites in prominent hospitals and schools throughout New England. We currently have more than 189 active practicum sites including Massachusetts General Hospital, Spaulding Rehabilitation Hospital, Children's Hospital Boston, Brigham and Women's Hospital, Massachusetts Eye and Ear Infirmary, Boston VA Healthcare System, and Boston Public Schools and Winthrop Public Schools.
- Integration of written language and spoken language pathology.
- Extensive core curriculum of required courses that eliminates the need for "specialty track" selections common to other speech-language pathology programs. If you want to specialize you can do so through your selection of electives and, if needed, by taking an additional offsite practicum.
- Elective course offerings unlike others.
- Onsite, state-of-the-art Speech, Language and Literacy Clinic for in-house practicums using a unique training model that incorporates peer dyads, case discussion groups, and hands-on seminars.
- World-renowned faculty of practicing clinicians and active clinical researchers, including four ASHA Fellows.
- Personalized, collegial learning environment dedicated solely to graduate education. (No competition for faculty attention with undergraduate students.)
- Research opportunities including thesis options.
- Training for Reading Specialist Certification eligibility by the Massachusetts Department of Education.
- Training for Early Intervention Specialist Certification eligibility by the Massachusetts Department of Public Health.
- Multiple opportunities for interdisciplinary learning.
- Cross-registration for elective courses with Harvard Graduate School of Education.
- Partnership with the Harvard-MIT Division of Health Sciences Technology doctoral program in speech and hearing sciences.



Communication Sciences & Disorders Graduate Program

[Communication Sciences and
Disorders Home](#)

[MS in Speech-Language
Pathology](#)

[Program Features](#)
[Clinical Experience](#)
[Top Clinical Sites](#)

[Faculty](#)
[Career Outlook](#)
[Curriculum](#)
[FAQ](#)

[Certificate of Advanced Study in
Reading](#)

[Program News & Events](#)

[Meet Alumni](#)

[Hanson Initiative \(HILL\)](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

Clinical Experience

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

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

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

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



Communication Sciences & Disorders Graduate Program

[Communication Sciences and Disorders Home](#)

[MS in Speech-Language Pathology](#)

[Program Features](#)

[Clinical Experience](#)

[Top Clinical Sites](#)

[Faculty](#)

[Career Outlook](#)

[Curriculum](#)

[FAQ](#)

[Certificate of Advanced Study in Reading](#)

[Program News & Events](#)

[Meet Alumni](#)

[Hanson Initiative \(HILL\)](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

Top Clinical Sites: Speech-Language Pathology

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

Partners Healthcare System Clinical Placement Sites

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

Educational Clinical Placement Sites

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

Medical Clinical Placement Sites

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



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OF HEALTH PROFESSIONS

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Communication Sciences & Disorders Graduate Program

[Communication Sciences and Disorders Home](#)

[MS in Speech-Language Pathology](#)

[Program Features](#)
[Clinical Experience](#)
[Faculty](#)

[Career Outlook](#)
[Curriculum](#)
[FAQ](#)

[Certificate of Advanced Study in Reading](#)

[Program News & Events](#)

[Meet Alumni](#)

[Hanson Initiative \(HILL\)](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

Faculty

The Communications Sciences and Disorders program prides itself on its faculty. Benefiting from our centralized location within the hub of New England's top teaching and research hospitals and from our affiliation with the world-class Partners HealthCare System (the second largest health care system in the nation), our students are mentored by premier researchers and practitioners in the Communications Sciences and Disorders field.

As a student of the CSD program, you will be taught by nationally-recognized leaders and scholars in speech-language pathology and audiology, including the department heads of a number of Boston's most respected hospitals. Most of our faculty are actively engaged in clinical practice, research, and professional activities, and use their own real-world cases as teaching examples. As a result, our graduates are not only instructed in the field's most current and relevant practices, they are also privy to the innovative thinking and professional and ethical standards that will define tomorrow's practices as well.

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Profiles

Faculty Directory:

Welcome to the faculty directory. Where you can search the directory by first name, last name or by program.

First: Last:

or

Program: **Comm Sci. and Disorders**

Comm Sci. and Disorders Search Results (20):

Name	Contact Information
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Communication Sciences & Disorders Graduate Program

[Communication Sciences and Disorders Home](#)

[MS in Speech-Language Pathology](#)

[Program Features](#)

[Clinical Experience](#)

[Faculty](#)

[Career Outlook](#)

[Curriculum](#)

[FAQ](#)

[Certificate of Advanced Study in Reading](#)

[Program News & Events](#)

[Meet Alumni](#)

[Hanson Initiative \(HILL\)](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

Career Outlook

Speech-language pathologists, sometimes called speech therapists, assess, diagnose, treat, and help to prevent speech, language, cognitive, communication, voice, swallowing, fluency, and other related disorders.

Most speech-language pathologists provide direct clinical services to individuals with disorders, and work in patients' homes, speech and language clinics, hospitals and other medical facilities, or schools. Some speech-language pathologists conduct research on how people communicate, and some design and develop equipment or techniques for diagnosing and treating speech and language problems.

The demand for speech-language pathologists is expected to grow rapidly in part as a result of the expansion of the elderly population as the baby boomer generation ages. The elderly are prone to medical conditions that result in speech, language, and swallowing problems.

Medical advances are also improving the survival rate of premature infants and trauma and stroke victims, who often require assessment and possible treatment for disorders or limited function. Many states now require that all newborns be screened for hearing loss and receive appropriate early intervention services.

In addition, employment of speech-language pathologists in schools will continue to grow because federal law guarantees special education to all eligible children with disabilities; and with increasing public awareness of the importance of early identification and diagnosis of speech, language, swallowing, and hearing disorders. Lastly, the number of speech-language pathologists in private practice will rise due to the increasing use of contract services by hospitals, schools, and nursing care facilities.

Speech-language pathologists held about 94,000 jobs in 2002, the latest year for which data are available. Demand for speech-language pathologists is expected to outpace average demand for all occupations through 2012, according to the U.S. Department of Labor Bureau of Labor Statistics.

[Read about career changers at the MGH Institute.](#)

Working Conditions

Speech-language pathologists work on a full-time, part-time, or contract basis in hospitals, nursing homes, outpatient clinics, schools, day care facilities, and homes. About half of all speech-language pathologists work in educational services, with most of the remainder employed by healthcare and social assistance facilities. Some are self-employed in private practice. The work can be emotionally demanding.

Earnings

Median annual earnings of speech-language pathologists were \$49,450 in 2002, according to the Bureau of Labor Statistics. The middle 50 percent earned between \$39,930 and \$60,190. The lowest 10 percent earned less than \$32,580, and the highest 10 percent earned more than \$74,010. Pay is somewhat lower for those who work on an academic-year basis.

Training

A master's degree in speech-language pathology is the standard credential. A passing score on a national examination on speech-language pathology, offered through the Praxis Series of the Educational Testing Service, is needed, as well. Other requirements are supervised clinical experience and postgraduate professional clinical experience. Thirty-eight states have continuing education requirements for licensure renewal.

Speech-language pathologists can also acquire the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) offered by the American Speech-Language-Hearing Association.

Further information

[American Speech-Language Hearing Association](#)

[National Black Association for Speech-Language and Hearing](#)

[U.S Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook 2004-2005](#)



Communication Sciences & Disorders Graduate Program

[Communication Sciences and Disorders Home](#)

[MS in Speech-Language Pathology](#)

[Program Features](#)

[Clinical Experience](#)

[Faculty](#)

[Career Outlook](#)

[Curriculum](#)

[MS Course Outline](#)

[FAQ](#)

[Certificate of Advanced Study in Reading](#)

[Program News & Events](#)

[Meet Alumni](#)

[Hanson Initiative \(HILL\)](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

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» [Fulfill your prerequisite courses through our Science Summer option](#)

Core Curriculum

Unlike other graduate Speech-Language Pathology programs in which students are asked to choose a “track” of study (educational vs. medical, child vs. adult, developmental vs. acquired) or to essentially design their own curriculum through their selection of electives, our program eliminates the need for such choices by preparing each of our students with the knowledge, skills, and experience needed to diagnose and treat the full range of developmental, and acquired communication disorders. We do this by offering an extensive core curriculum that includes, as a part of the required course load, courses that many programs offer only as electives. Each course in the curriculum builds upon the last set of courses throughout all the semesters of study, insuring that all our students are prepared both broadly and deeply to serve in both educational and health care settings.

Electives

Beyond our core of required courses, we also offer a variety of truly unique electives you're not likely to find elsewhere. These courses encourage our students to explore, discover, and develop their own talents and interests, and, if they so choose, to focus their training toward a particular specialty. Some of the areas in which our students choose to concentrate include: reading/writing, voice, neurogenic language and cognitive disorders, augmentative communication, phonology, and early intervention. Many of our students actually graduate with extra credit hours simply because they want to take full advantage of the powerful, scholarly opportunities afforded them through our electives offerings.

Research

Research opportunities and thesis options are available to students who wish to pursue them. Faculty research projects are on-going in the areas of autism, voice, reading/literacy, aphasia, cognitive impairment, and phonology. Students can participate in faculty research or take advantage of our centralized location within the hub of New England's top teaching and research institutions and our affiliation with the world-class Partners HealthCare System and our more than 189 active affiliates.

Environment

Students of this intensive master's program enjoy a uniquely personalized environment in which they are the center of faculty attention. Since MGH Institute is solely dedicated to graduate education, our students don't compete with undergraduates for faculty attention, as they might at other institutions. Our students also enjoy collegial working relationships with their fellow classmates in which they learn and study together in a noncompetitive educational environment.

Program Specifics

One of the best ways to compare our program to others is to study our

curriculum in detail. In doing so, you might take note of the depth and breadth of required course offerings in both educational and medical speech-language pathology. They include required educational speech-language pathology courses such as:

- Development and Disorders of Spoken and Written Language I & II — Six credits (not 3) of development disorders covering spoken and written language pathology training.
- Foundations of Cognition (information processing modeling)
- Augmentative communication (alternative modes of communication including the use of assistive devices)
- Phonological Disorders (disorders of speech production)
- Language, Culture, and Cognition (language processing including phonology, morphology, syntax, semantics, and pragmatics in diverse populations)

They also include required medical speech-language pathology courses such as:

- Acquired Cognitively Based Communication Disorders (with special emphasis on traumatic brain injury)
- Dysphagia in Adults and Children (swallowing disorders)
- Aphasia in Adults: Assessment and Intervention
- Neuromotor Speech Disorders (with emphasis in dysarthria and apraxia)
- Voice Disorders (laryngeal function, including disorders caused by neurological conditions)

Our elective offerings are equally as impressive. They include educational speech-language pathology elective such as:

- Reading and Writing in Schools
- Early Intervention: Birth to 3
- Autism Spectrum Disorders

They also include medical speech-language pathology electives such as:

- Adult Neurodegenerative Disorders and Advanced Neuropathologies (including working with Alzheimers and Dementia)
- Genetics in Communication Disorders (craniofacial anomalies such as cleft lip and palate)
- Tracheostomy and Ventilation Issues in Medical Settings

And they include specialized electives such as:

- Counseling
- Language Based Disorders of Cognitive Neuropsychology
- Special Topics (one time offering on a specific area of interest)
- Independent Study

Summary

Our graduates are known as being broadly-prepared to serve in both educational and health care settings. Some of our graduates ultimately do both. All of them benefit from having the knowledge base that qualifies them to work in the setting of their choice upon graduation and affords them the flexibility to follow opportunities wherever they arise in the future.



**Communication
Sciences & Disorders
Graduate Program**

- Communication Sciences and Disorders Home
- MS in Speech-Language Pathology
- Program Features
- Clinical Experience
- Faculty
- Career Outlook
- Curriculum
- MS Course Outline
- FAQ
- Certificate of Advanced Study in Reading
- Program News & Events
- Meet Alumni
- Hanson Initiative (HILL)

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Master of Science Course Outline

Total Core Required Credits: 62
(Core courses must be taken for letter grade.)

Total Elective Credits required: 7

Minimum credits required for graduation: 69

» [Course Descriptions](#)

Year 1 - Fall Term

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

Year 1 - Spring Term

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

**Electives - As approved by academic advisor

Year 1 - Summer Term

CD	Year 1 Clinical Outplacement Seminar	0
770		
CD	Year 1 Clinical Outplacement 1	3
771		
CD	Neuromotor Speech Disorders	2
833		
CD	Acquired Cognitively Based	2
843	Communication Disorders	
CD	Physiology, Acoustics & Perception of	3
721	Speech	

**Electives - As approved by academic advisor

Year 2 - Fall Term

CD	Year 2 Clinical Outplacement Seminar	0
870		
CD	Year 2 Clinical Outplacement 2	3
872		
CD	Aural Rehabilitation	3
751		
	or	
CD	Hearing Skills Seminar	1
752		
CD	Voice Disorders	3
832		
CD	Dysphagia in Adults & Children	3
840		

**Electives - As approved by academic

advisor

Year 2 - Spring Term

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

**Electives - As approved by academic advisor

Year 2 - Summer Term

CD 723	Language, Culture & Cognition	2
CD 841	Fluency Disorders	2

**Electives - As approved by academic advisor

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

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

**** A total of 7 credits of electives must be completed from the following courses:**

Note - these are samples of elective course listings. Not all are offered each year.

CD 825	Reading and Writing in the Schools	2
CD 836	HP706 - Genetics in Communication Disorders	2
CD 855	Language-Based Disorders in Cognitive Neuropsychology	3
CD 857	Adult Neurodegenerative Disorders	2
CD 858	Special Topics	1-3
	-Trach & Vent in Medical Settings	
	- Autism Spectrum Disorders	
	- Pediatric Feeding	
	- Advanced Neuropathologies	
	- Alaryngeal Speech	
CD 895	Research Proposal in CSD	1
CD 896	Thesis Research I	1
CD 897	Thesis Research II	2
CD 899	Independent Study	1-6
CH 740	Early Intervention, Birth to 3	2
CH 871	Theoretical & Practical Approaches to Counseling	2

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

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



Communication Sciences & Disorders Graduate Program

[Communication Sciences and Disorders Home](#)

[MS in Speech-Language Pathology](#)

[Program Features](#)

[Clinical Experience](#)

[Faculty](#)

[Career Outlook](#)

[Curriculum](#)

[FAQ](#)

[Certificate of Advanced Study in Reading](#)

[Program News & Events](#)

[Meet Alumni](#)

[Hanson Initiative \(HILL\)](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

FAQ

What prerequisites must be completed prior to entering this program?

There are 5 prerequisite courses that apply to this program. (These courses must be completed prior to enrollment, but not prior to applying to the program.) They are:

- Anatomy and Physiology of Hearing Mechanisms
- Introduction to Communication Disorders
- Phonetic Transcription and Introduction to Acoustic Phonetics
- Speech-Language Acquisition
- Audiology
- All 5 courses are offered at MGH Institute during an abbreviated, intensive summer session that begins in June and ends in August, prior to beginning the master's program. Students with an undergraduate degree in communication disorders typically meet our prerequisite requirements.

Is this program accredited?

Yes, this program is accredited by the American Speech-Language-Hearing Association (ASHA) Council on Academic Accreditation (CAA) and by the Massachusetts Department of Education (DOE).

All of our graduates meet the coursework and practicum knowledge and skills requirements for the ASHA Certificate of Clinical Competence (CCC). (This certification requires the successful completion of an ASHA accredited program of course work and practicum, a supervised Clinical Fellowship Year (CFY), and passing a national examination.) Depending on your choice of electives you may also meet eligibility requirements for certification as an Early Intervention Specialist by the Massachusetts Department of Public Health or for acquiring a Reading Specialist license from the Massachusetts DOE. You will likely be eligible for certification in other states as well depending on their reciprocity agreements with Massachusetts. (Check with your state regulators for specific details and requirements.)

Do I have to choose a coursework "track" of study?

No. Students are not required to select tracks that lock them into any one area of study. Students receive extensive classroom and practicum experience in both medical and educational speech-language pathology. Our graduates are well qualified to work with the full range of congenital, developmental and acquired disorders.

Are there any specialties and/or certifications offered?

Many specialties and two certification programs are available. Students have the opportunity to specialize in areas such as reading/writing, voice, neurogenic language and cognitive disorders, augmentative communication, phonology, and early intervention.

In addition, our integration of written with spoken language disorders study allows students to become eligible for a [Reading Specialist License](#) through the Massachusetts Department of Education. Students of this program can also become eligible for certification as an [Early Intervention Specialist](#) through the Massachusetts Department of Public Health.

How are the clinical practica structured?

Two initial in-house practica, involving work with developmental speech and language problems, take place onsite under close supervision in our Speech, Language and Literacy Clinic. During these two semesters, students pair-up in dyads sharing primary and secondary roles in planning and conducting evaluations and therapy with clients who have spoken and written language disorders. These peer-pairings allow students to ease into their first clinical experiences with a greater sense of security, while also enabling them to have more experiences with a wider array of clients. Client casework is reviewed weekly at clinical case discussion groups where students present their cases for the week. Weekly seminars, also held in the clinic, offer hands-on learning of clinical procedures and techniques.

A minimum of three offsite practica (some students elect to take a fourth) follow the in-house practica. Each student's offsite practica include one school setting, one setting in which they work with adults, and one setting of their choosing. Practicum placements are individually determined through consultation with clinical coordinators to best ensure the acquisition of knowledge and skills. Our students enjoy priority placements at prestigious health care facilities (including Massachusetts General Hospital, Spaulding Rehabilitation Hospital, Children's Hospital Boston, Brigham and Women's Hospital, Massachusetts Eye and Ear Infirmary, and Boston VA Healthcare System) and schools (including Boston Public Schools and Winthrop Public Schools) in the greater Boston area and throughout New England.

What teaching methodology is used in the program?

We use a research-driven, scientist-practitioner model, meaning that our instruction is evidence-based and backed by research and that most of our faculty are actively engaged in research, clinical practice, and professional activities and use their own real-world cases as teaching examples. Faculty only teach and supervise practica in their specialty areas. As a result, our graduates are not only instructed in the field's most current and relevant evidence-based theories and practices, they are also privy to the innovative thinking and professional and ethical standards that will define tomorrow's practices as well.

Are research opportunities available in this program?

Research opportunities and thesis options are readily available to students who wish to pursue them. Faculty research projects are on-going in the areas of autism, voice, reading/literacy, aphasia, cognitive impairment, and phonology. Students can participate in faculty research or take advantage of our centralized location within the hub of New England's top teaching and research institutions and our affiliation with the world-class Partners HealthCare System and our more than 189 active affiliates.

Are there opportunities for interdisciplinary interaction with other academic programs?

One of the unique features of an MGH Institute education is the opportunity for interdisciplinary learning. There are a number of ways in which students academically interact with students of other programs. They include the Interdisciplinary Clinical Case Seminar and coursework in ethical issues. Students can also enroll in electives offered through other programs such as:

- Literature and Arts as Pathways to Understanding Illness and Disabilities
- Interdisciplinary Approaches to Pain Management
- Health Care Policy and Politics
- Clinical Neuroanatomy and Neurophysiology
- Clinical Neurology

Who typically enrolls this program?

Although many are from New England, our students come from all across the United States and the world. In previous classes we have had international students from such places as Saudi Arabia, Morocco, Japan, Taiwan, and

Brazil.

Historically, about half of our average class of students have an undergraduate degree in speech-language pathology, while the rest have a diversity of undergraduate degrees including linguistics, education, biology, psychology, English, business, engineering, drama, music, family/child studies, and world languages.



Communication Sciences & Disorders Graduate Program

[Communication Sciences and
Disorders Home](#)

[MS in Speech-Language
Pathology](#)

[Certificate of Advanced
Study in Reading
Program Features
Faculty
Reading Practicum
Curriculum](#)

[Program News & Events](#)

[Meet Alumni](#)

[Hanson Initiative \(HILL\)](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

Certificate of Advanced Study in Reading

The MGH Institute has developed a comprehensive [16-credit curriculum](#) in language and literacy specifically created for educators seeking [in-depth training](#) in the relationships of language development to reading proficiency and communication disorders.

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

"The demands of competent reading instruction, and the training experiences necessary to learn it, have been seriously underestimated by universities and by those who have approved licensing programs. The consequences for teachers and students alike have been disastrous."

Louisa C. Moats, Project director, NICHD, from *Reading IS Rocket Science*

Traditional approaches to reading instruction have fallen short of the mark, leaving 40% of this country's fourth graders without the basic reading skills to pass nationally standardized tests. As a result, improving literacy skills has moved to the forefront of national educational priorities in recent years.

The 2002 Reading First Initiative of the **No Child Left Behind Act** established national goals for high-quality, comprehensive reading instruction in kindergarten through third grade. The reauthorized **Individuals with Disabilities Education Act** emphasized the need for early intervention and the identification of communication disorders in young children who are at high risk for reading failure. Together, these acts have dramatically heightened the need for highly qualified teachers who are educational leaders trained in research-based practices designed to maximize the development of both spoken and written language skills in young children.

Learn More and Apply

- View [admission requirements and prerequisites](#) for the Reading Certificate program
- View [application deadlines](#) for the Reading Certificate program

Request
information

Potential applicants are encouraged to attend a [Graduate Information Session](#), scheduled throughout the year

[Submit an online request for information](#) to receive additional, detailed materials about the **Reading Certificate** program. You'll have the option to register for an upcoming information session at the same time.

After you've reviewed the requested materials, if you still have program-

specific questions related to applicability of certain prerequisite courses or the program's curriculum, please email the [Reading Certificate Coordinator](#).



MGH INSTITUTE
OF HEALTH PROFESSIONS

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Communication Sciences & Disorders Graduate Program

[Communication Sciences and Disorders Home](#)

[MS in Speech-Language Pathology](#)

[Certificate of Advanced Study in Reading](#)

[Program Features](#)

[Faculty](#)

[Reading Practicum](#)

[Curriculum](#)

[Program News & Events](#)

[Meet Alumni](#)

[Hanson Initiative \(HILL\)](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

Reading Certificate: Program Features

In this intensive, 16-credit graduate certificate program, you will acquire a working knowledge of spoken and written language development and its relationship to reading proficiency, as well as reading and writing disorders. Through exposure to the latest evidence-based research, you'll examine the complex cognitive and linguistic processes that provide the foundation for learning to read and write, and explore the profound impact communication disorders can have on reading and writing skills development when early predictive signs go undiagnosed.

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

You have the option of earning three graduate credits while obtaining supervised [Orton-Gillingham training](#) through our world-renowned affiliate, the Massachusetts General Hospital Reading Disabilities Unit (which is accredited by the International [Multisensory Structured Language Education Council](#)).

Learn and Lead Others in Effective Reading Methodologies

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

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



MGH INSTITUTE
OF HEALTH PROFESSIONS

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Communication Sciences & Disorders Graduate Program

[Communication Sciences and Disorders Home](#)

[MS in Speech-Language Pathology](#)

[Certificate of Advanced Study in Reading](#)

[Program Features](#)

[Faculty](#)

[Reading Practicum](#)

[Curriculum](#)

[Program News & Events](#)

[Meet Alumni](#)

[Hanson Initiative \(HILL\)](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

Reading Certificate: Faculty

The **Certificate of Advanced Study in Reading** prides itself on the quality of the faculty, which includes nationally recognized leaders and scholars in reading education, literacy, and speech-language pathology. Our faculty value the professional experiences, insights, and contributions of our Certificate of Advanced Study in Reading students and invite peer consultation discussions.

Our faculty are actively engaged in research, clinical practice, and professional organizations such as the [International Dyslexia Association](#) and the [International Reading Association](#). They use their own real-world cases and experiences as teaching examples. As a result, our graduates are not only exposed to the field's most current and relevant practices, they are privy to the innovative thinking and professional and ethical standards that will define tomorrow's practices as well.

Research

Research opportunities are available to students who wish to pursue them, including through the MGH Institute's [Hanson Initiative for Language and Literacy](#) (HILL). The HILL faculty also teach in the Reading Certificate program.

Faculty research interests include reading/language assessment, school-wide literacy improvement, bilingualism, biliteracy, autism, voice, reading/literacy, aphasia, cognitive impairment, and phonology. Students can participate in faculty research or take advantage of our centralized location within the hub of New England's top teaching and research institutions and our affiliation with the world-class Partners HealthCare System and our more than 189 active affiliates.

Environment

Students of this intensive certificate program enjoy a uniquely personalized environment in which they are the center of faculty attention. Since MGH Institute is solely dedicated to graduate education, our students don't compete with undergraduates for faculty attention, as they might at other institutions. Our students also enjoy collegial working relationships with their fellow classmates in which they learn and study together in a noncompetitive educational environment.



Communication Sciences & Disorders Graduate Program

- [Communication Sciences and Disorders Home](#)
- [MS in Speech-Language Pathology](#)
- [Certificate of Advanced Study in Reading](#)
- [Program Features](#)
- [Faculty](#)
- [Reading Practicum Curriculum](#)
- [Program News & Events](#)
- [Meet Alumni](#)
- [Hanson Initiative \(HILL\)](#)

-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Reading Certificate: Practicum

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

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

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

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



MGH INSTITUTE OF HEALTH PROFESSIONS

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Communication Sciences & Disorders Graduate Program

- [Communication Sciences and Disorders Home](#)
- [MS in Speech-Language Pathology](#)
- [Certificate of Advanced Study in Reading](#)
- [Program Features](#)
- [Faculty](#)
- [Reading Practicum Curriculum](#)
- [CAS Course Outline](#)
- [Program News & Events](#)
- [Meet Alumni](#)
- [Hanson Initiative \(HILL\)](#)

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Reading Certificate: Curriculum

» [Course descriptions](#)

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

» [View the admissions requirements and prerequisites for this program](#)



Students

[Registrar](#)
[Registration Information](#)
[Course Descriptions](#)
[Important Forms](#)
[Online](#)
[Health Insurance](#)
[Veterans Benefits](#)
[Thesis Filing](#)
[Commencement](#)
[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Communication Sciences and Disorders Course Descriptions

Program Prerequisites

CD410 INTRODUCTION TO COMMUNICATION DISORDERS

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

CD411 PHONETIC TRANSCRIPTION AND INTRODUCTION TO ACOUSTIC PHONETICS

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

CD412 ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING MECHANISMS

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

CD413 SPEECH AND LANGUAGE ACQUISITION

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

CD414 AUDIOLOGY

Prerequisite: None. Beginning with a review of anatomy and physiology of the ear, this course meets the ASHA minimum requirement for study of the pathologies of the auditory system and assessment of auditory disorders, including hearing screening, hearing measurement, and differential diagnosis of hearing loss. 3 credits

Graduate Courses

CD721 PHYSIOLOGY, ACOUSTICS AND PERCEPTION OF SPEECH

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

CD722 NEUROANATOMY AND NEUROPHYSIOLOGY OF

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

CD723 LANGUAGE, CULTURE AND COGNITION Program Prerequisites or by consent. Models of human language and cognition are presented. Attention is devoted to the various levels of language, including phonology, morphology, syntax, semantics, and pragmatics. Students are also exposed to cognitive

operations associated with language processing. 2 credits

CD726 RESEARCH DESIGN IN COMMUNICATION DISORDERS Program
Prerequisites or by consent. The major goal of this course is to prepare students to be critical consumers of the research literature. The course focuses on the types of research, and research designs that are commonly utilized to investigate normal and disordered human communication. 2 credits

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

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

CD744 DISORDERS OF SPOKEN AND WRITTEN LANGUAGE II
Prerequisite: CD743. This course will provide more advanced opportunities to examine disorders of oral and written language. Through case studies, students will learn how to analyze diagnostic information from multiple sources and will apply that information to generating appropriate recommendations. 3 credits

CD745 DIAGNOSTIC METHODS AND CLINICAL PROCESSES IN COMMUNICATION DISORDERS
Prerequisite: CH720, CD743, or by consent. This course introduces basic diagnostic methods and clinical processes of spoken/ written language disorders. Topics: steps in clinical problem solving, fundamental concepts of clinical measurement, models of diagnosis, clinical history, interviewing techniques and report writing. 2 credits

CD 750 AUDIOLOGY
Prerequisite: None. Beginning with a review of anatomy and physiology of the ear, this course meets the ASHA minimum requirement for study of the pathologies of the auditory system and assessment of auditory disorders, including hearing screening, hearing measurement, and differential diagnosis of hearing loss. 3 credits

CD751 AURAL REHABILITATION
Prerequisites: CD414/750 or equivalent. This course provides knowledge of the habilitative/rehabilitative procedures for speech and language problems associated with hearing impairment. Knowledge of principles and methods of prevention, assessment, and intervention for people with hearing disorders, including considerations of anatomical/physiological, psychological, developmental, linguistic, and the cultural correlates of hearing disorders are presented. The same skills from CD752 Hearing Skills Seminar are incorporated in this course. 3 credits

CD752 HEARING SKILLS SEMINAR
Program prerequisites; CD414/750 or consent. This seminar provides students with the following hearing skills: prevention, evaluation, rehabilitation, integration of information, and making appropriate recommendations. 1 credit

CD760 SPOKEN AND WRITTEN CLINICAL PRACTICUM SEMINAR
Program Prerequisites. This seminar provides ongoing practical support and guidance for students seeing clients in the Speech, Language and Literacy Clinic. It addresses either spoken or written language issues, depending on the student's placement. Presentations and discussions help students draw connections between academic course work and initial clinical experiences. 0 credit

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

CD 770, 870 CLINICAL OUTPLACEMENT SEMINAR

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

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

CD781/881 CSD READING OUTPLACEMENT

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

CD791/891 AR/AUDIOLOGY OUTPLACEMENT

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

CD791/891 AR/AUDIOLOGY OUTPLACEMENT

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

CD822 LANGUAGE ACQUISITION

Prerequisites: None. This course provides reading certificate students with an overview of typical oral language development. Theories of language acquisition are analyzed and phonology, morphology, syntax, semantics and pragmatics are addressed. (waived for Speech/Language Pathologists) 3 credits

CD823 DEVELOPMENT AND DISORDERS OF SPOKEN AND WRITTEN LANGUAGE

Prerequisite: CD822 or equivalent. This course focuses on typical spoken and written language development and frequently encountered oral and written language disorders of childhood. Principles, methods, and techniques of diagnosis and remediation are evaluated. 3 credits.

CD824 DIAGNOSTIC METHODS AND CLINICAL PROCESSES IN READING AND WRITING DISORDERS

Prerequisite: CD822 or equivalent. This course covers a variety of formal and informal reading and spoken language assessments, and focuses on the analysis of patterns of student strengths and weaknesses. The interaction of oral and written language is emphasized. Additional topics include steps in clinical problem solving, fundamental concepts of clinical measurement, models of diagnosis, clinical history and interviewing techniques, and report writing. Equivalent to CD-745. 3 credits

CD825 READING AND WRITING IN THE SCHOOLS Program Prerequisites or by consent. Accompanies field placements preparing students for teaching reading in schools. Issues addressed include: developmental reading, children's literature, inclusion, group instruction, cooperative learning, reading across the curriculum, and consulting skills. Analysis of on-site placement experiences will be emphasized. 2 credits

CD832 VOICE DISORDERS Program Prerequisites or by consent. This course will provide a comprehensive review of methods for evaluating and treating voice problems in children and adults that result from a disturbance or disruption in laryngeal function, including disorders caused by neurological conditions, vocal abuse/misuse, and nonneurological organic processes. 3 credits

CD833 NEUROMOTOR SPEECH DISORDERS

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

CD834 ALARYNGEAL/LARYNGECTOMY SEMINAR

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

CD836 GENETICS IN COMMUNICATION DISORDERS

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

CD839 APHASIA IN ADULTS: ASSESSMENT AND INTERVENTION

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

CD840 DYSPHAGIA IN ADULTS AND CHILDREN

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

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

CD843 ACQUIRED CONGNITIVELY BASED COMMUNICATION DISORDERS

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

CD855 LANGUAGE-BASED DISORDERS IN COGNITIVE NEUROPSYCHOLOGY

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

CD858 SPECIAL TOPICS IN COMMUNICATION SCIENCES AND DISORDERS

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

CD880 WRITTEN LANGUAGE CLINICAL SEMINAR

Prerequisite: CD822 or equivalent. This seminar provides training in assessment and multi-sensory structured language techniques for working with struggling readers. Observations of reading clients in the Speech, Language and Literacy Clinic and active participation in weekly Case Discussion Group help students draw connections between academic course work and clinical practice. 3 credits.

CD882 READING CERTIFICATION OUTPLACEMENT

Prerequisite: Written Language Clinical Seminar, Multisensory Structured Language Training, or equivalent. Students receive 150 hours of reading practicum in the Massachusetts Public Schools or a 766 approved site. 3 credits.

CD895 RESEARCH PROPOSAL IN CSD

Prerequisite: CD 726. Development of a proposal for research in CSD under the guidance of a faculty member. Emphasis is on a critical literature review

that supports the formulation of a hypothesis and selection of an appropriate research design and statistical analysis.

CD896 THESIS RESEARCH I

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

CD897 THESIS RESEARCH II

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

CD898 THESIS CONTINUATION

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

CD899 INDEPENDENT STUDY IN COMMUNICATION SCIENCES AND DISORDERS.

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

CH721 FOUNDATIONS OF SPOKEN/WRITTEN LANGUAGE AND COGNITION. Program Prerequisites or by consent. This course will examine

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

CH740 EARLY INTERVENTION: BIRTH TO 3

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

CH741 ORTON-GILLINGHAM MULTISENSORY LANGUAGE TRAINING

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

CH835 AUGMENTATIVE COMMUNICATION

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

CH836 THEOR. & PRACT. APPROACH TO COUNSELING

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

CH837 TRACHESTOMY/VENTILATION ISSUES IN A MEDICAL SETTING

Program prerequisites. This course addresses concepts, assessment and

treatment of respiratory disorders/diseases that require the use of tracheostomy tubes and mechanical ventilation for adults and children. 1 Credit



MGH INSTITUTE OF HEALTH PROFESSIONS

Home | Request Info | Apply Now | Make a Gift

About Us

Admissions

Students

Alumni & Friends

Directions

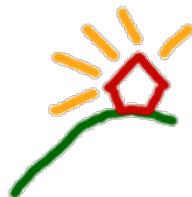


Communication Sciences & Disorders Graduate Program

- Communication Sciences and Disorders Home
- MS in Speech-Language Pathology
- Certificate of Advanced Study in Reading
- Program News & Events
- Meet Alumni
- Hanson Initiative (HILL)

- Request Info
- Information Sessions
- Apply Now

Hanson Initiative for Language and Literacy (HILL)



Creating Sustainable Literacy Programs

The Hanson Initiative for Language & Literacy (HILL) operates within the [Graduate Program in Communication Sciences and Disorders](#).

Founded in January 2001, the Hanson Initiative for Language & Literacy was formed to address the gap that exists in thousands of schools: the inability of teachers to adequately teach the literacy skills children need to read and write.

The HILL has worked to address this gap by developing a school reform model based on the science of reading research. The HILL's focus has evolved to address the literacy needs evident within districts and across the state of Massachusetts. The HILL is currently the professional development provider for the Massachusetts Reading First and Boston Public Schools' Early Reading First initiatives working with over 130 schools in Massachusetts and across the nation.

» [To learn more, visit the Hanson Initiative's website.](#)



Sandra D. Jones, PhD, Director

In addition to her operational responsibilities as Director of the [Hanson Initiative for Language & Literacy \(HILL\)](#), Dr. Jones is an Associate Professor in the Graduate Program in Communication Sciences and Disorders. Currently, she is the Professional Development Coordinator for the Department of Education's [Massachusetts Reading First Plan](#). Dr. Jones is responsible for training the statewide regional Implementation Facilitators and consults to the Massachusetts Department of Education's [Office of Reading](#) and provides statewide professional development to the 90 Reading First schools. She is also a member of the Massachusetts Reading Leadership Team.

Previously, Dr. Jones was the Academic Dean at The Carroll School, a nationally recognized school for children with language-based learning disabilities and the Director of The Carroll Center for Teaching and Learning. She was also a middle school principal for eight years, a curriculum professional development trainer for six years, and a classroom teacher for twelve years.

Dr. Jones is a co-founding faculty member and founding director of the HILL and actively works with the HILL's 130 partner schools to improve literacy in their schools. Dr. Jones has been a literacy and school-wide improvement consultant for the past 30 years.

Dr. Jones received a PhD in Special Education and Administration from the University of Arizona, a MS in Education of the Deaf, and a BS in Communicative Disorders from the University of Wisconsin.



MGH INSTITUTE OF HEALTH PROFESSIONS

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)

Advancing People.

Graduate Program in Medical Imaging :

Advancing Care.

Consider a career in Medical Imaging, one of the fastest growing fields in health care.

Ideally suited for individuals entering health care from other professions, as well as current health care workers seeking career advancement, our program combines the flexibility of online study with hands-on clinical experiences at some of the region's premiere health care facilities.

You will develop the skills needed to operate technologically advanced medical imaging equipment while interacting compassionately with patients.

Become a Radiologic Technologist

- Earn a Post-Baccalaureate Certificate in Medical Imaging
- Accelerated 17-month program
- 100% online academic instruction with labs and clinicals in Boston area
- Apply with a bachelor's degree in any field

[Find out more...](#)



The MGH Institute of Health Professions is a member of the Partners HealthCare System

your **caring** can ease the anxiety of getting an x-ray.
you caring plus a **graduate education** can make diagnostic x-rays more revealing.

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Medical Imaging Graduate Program

[Medical Imaging Program Home](#)
[Program Overview](#)
[Mission & Goals](#)
[Special Features](#)
[Curriculum](#)
[Clinical Experience](#)
[Faculty](#)
[Career Outlook](#)
[Program News & Events](#)
[Meet Alumni](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Medical Imaging: Program Overview

Becoming a Radiologic Technologist

Diagnostic radiography. Mammography. Computed tomography. Magnetic resonance imaging. Cardiovascular interventional technology. The stepping stone to a career in all these areas of practice in the medical imaging field is certification as a [radiologic technologist](#) (RT).

Labeled by the [American Society of Radiologic Technologists](#) (ASRT), as the “scarcest of all hospital staff,” radiologic technologists are in demand, not only in hospitals, but in imaging centers, clinics, private medical offices, medical and dental laboratories, and even mobile x-ray providers. According to the US Department of Labor, as the country’s population ages and medical imaging technology continues to advance, employment of radiologic technologists is “expected to grow faster than average for all other occupations through 2012.”

In response to the critical shortfall of registered radiologic technologists in the medical imaging field, the MGH Institute now offers an alternative, fast-track route to [RT certification](#) and licensure for bachelor’s degree holders looking to enter the Medical Imaging field.

Ideally suited for individuals entering health care from other professions, as well as for health care workers looking to advance their careers, this unique 17-month, graduate-level program blends optimal teaching methodologies with the flexibility of online academic study. Based on the newest professional curriculum adopted by the American Society of Radiologic Technologists, it is the first medical imaging program in the US to combine 100% online academic instruction with hands-on laboratory and clinical sessions.

To achieve this innovative offering, MGH Institute developed a rigorous, distance learning curriculum that promotes a dynamic interchange between classmates and faculty as it provides scheduling and time-management flexibility for students transitioning from other life commitments. The curriculum is built on a series of 8 - 10 week blocks of online academic study, during which students engage in vigorous online discussions with their instructors and each other as they meet weekly assignment deadlines. That online study becomes the preparation for the onsite laboratory and clinical rotations that follow each academic block.

Given the scheduling and time flexibility of the online study portion of this program, students have the capability to engage in more in-depth discussions than they would in a traditional classroom setting. Since this is a graduate-level program, they also receive a more in-depth education than they might in undergraduate programs in which critical instruction time must be dedicated to general education and basis science courses.

As a student in the Medical Imaging Program, you will develop the balance of scholastic and psychomotor skills needed to operate technologically advanced medical imaging apparatus while interacting compassionately with patients. You will build on a working knowledge of biology, computer science, human anatomy and physiology, while mastering essential radiologic imaging techniques, safety precautions, patient positioning procedures, and patient care skills.

You will enjoy access to world-class health care facilities and the web-based libraries and databases used by practicing clinicians. You will hone critical thinking, communication, and problem solving skills and gain a diverse insight

into the medical imaging field from your experiences and those shared by your fellow classmates. Upon completion of the program, you will have acquired the skills necessary to sit for certification and licensure as a radiologic technologist and begin your career in the dynamic, cutting-edge field of medical imaging.

Learn More and Apply

- View [admission requirements and prerequisites](#) for the Medical Imaging program
- View [application deadlines](#) for the Medical Imaging program
- Potential applicants are encouraged to attend a [Graduate Information Session](#), which are scheduled throughout the year



To receive additional, detailed information about the Medical Imaging program, [submit an online inquiry](#). You'll have the option to register for an upcoming information session at the same time.

After you've reviewed the requested materials, if you still have program-specific questions related to applicability of certain prerequisite courses or the program's curriculum, please email the [Graduate Program in Medical Imaging](#).



About Us	Admissions	Students	Alumni & Friends	Directions
--------------------------	----------------------------	--------------------------	--------------------------------------	----------------------------



Medical Imaging Graduate Program
Medical Imaging Program Home
Program Overview
Mission & Goals
Special Features
Curriculum
Clinical Experience
Faculty
Career Outlook
Program News & Events
Meet Alumni
<hr/>
Request Info
Information Sessions
Apply Now

Medical Imaging: Mission and Goals

Mission Statement

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

This program will provide an attractive avenue by which career changers, health care workers, individuals who have bachelor degrees and foreign educated technologists, may build on their prior learning through an accelerated medical imaging program.

Goals:

The program will provide the health care community with graduates possessing the knowledge, critical thinking skills, and problem-solving skills expected of an entry-level radiologic technologist.

Outcomes:

- 1.1 Graduates will qualify for entry-level positions as diagnostic radiography practitioners.
- 1.2 Graduates will demonstrate the competence and knowledge expected of entry-level technologists.
- 1.3 Graduates will demonstrate critical thinking, problem solving and communication skills.
- 1.4 Alumni will participate in research or other professional activities and utilize insights gained in programmatic courses to promote continued professional and personal growth.



Medical Imaging Graduate Program

[Medical Imaging Program Home](#)
[Program Overview](#)
[Mission & Goals](#)
[Special Features](#)
[Curriculum](#)
[Clinical Experience](#)
[Faculty](#)
[Career Outlook](#)
[Program News & Events](#)
[Meet Alumni](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Medical Imaging: Special Features

The Post-Baccalaureate Certificate in Medical Imaging offers individuals holding a bachelor's degree in any field fast-track entry into radiologic technology and the expanding field of medical imaging. Combining optimal teaching methodologies with the flexibility of online study, this program is ideally suited for individuals entering health care from other professions as well as for health care workers looking to advance their careers in a timely manner. Here are some of the features that make our program unique:

Accelerated Study / Graduate Level Education

In 17 months of intensive study you will acquire the knowledge and skills you need to sit for certification and licensure as a Radiologic Technologist. During that time, you will receive an in-depth graduate-level education in diagnostic radiography as you acquire hands-on experience at some of the top health care institutions in the country. And the credits you earn in this program can be put toward a master's degree at a future date (unlike credits earned through a community college based medical imaging program).

Distance Learning Format / Increased Communication

This is the first Medical Imaging program in the US to combine 100% online academic instruction with hands-on laboratory and clinical rotations. In doing so, this innovative program has not only put time-management issues back in the hands of its students (many of whom have professional or life commitments to juggle while transitioning into this program), it also gives students the means to achieve a more dynamic interchange with their fellow classmates and instructors than they would receive in a traditional classroom setting. As part of your weekly assignments, you will engage in on-going discussions with your classmates and instructors through the use of our custom-built, user-friendly courseware discussion boards.

Professional Curriculum / Optimal Teaching Methodology

Based on the newest professional curriculum adopted by the American Society of Radiologic Technologists, this rigorous program takes a three-tiered educational approach (of alternating blocks of online, laboratory, and clinical study) that enables students to immediately meld theory with practice in progressive stages throughout the program. As a result, you will be able to more easily apply what you are learning to your knowledge and skill set memory. We also schedule full-time laboratory and clinical rotations (generally eight hours a day, five days a week), which allows you to focus all your attention on mastering new skills, without the distraction of outside class and coursework or interruption to the routine that best reinforces skills acquisition.

Clinical Affiliations / World Class Experience

Thanks to our extensive clinical affiliations with world-renowned hospitals in the Partners HealthCare System (including Massachusetts General Hospital, Brigham and Women's Hospital, Newton Wellesley Hospital, Faulkner Hospital, North Shore Medical Center, and Spaulding Rehabilitation Hospital Network), we are able to provide you with multiple and varied resources for your clinical practicum experience. This means that you will already have experience working at world-class institutions by the time you seek certification and licensure as a radiologic technologist.

Diverse Faculty / Individualized Attention

Thanks to the distance learning component of this program, students enjoy access to medical imaging leaders and scholars from around the country. Our faculty are actively engaged in medical imaging practice and professional activities and use their own real-world cases as teaching examples. As a result, our students are not only instructed in the field's most current and relevant practices, they are also privy to the innovative thinking and professional and ethical standards that will define tomorrow's practices as well. Our small class sizes, usually 15 - 20 students in total, ensures that you will receive individualized attention and, as a result, broaden your chances for professional growth.

Professional Resources / State-of-the Art Education

Medical Imaging technology advances daily. That's why we make sure you're trained on state-of-the-art equipment, the same used in Boston's premier health care facilities. And it's why we give our students access to the same medical library and web-resources used by practicing clinicians at Massachusetts General Hospital.



About Us	Admissions	Students	Alumni & Friends	Directions
--------------------------	----------------------------	--------------------------	--------------------------------------	----------------------------



Medical Imaging Graduate Program

- [Medical Imaging Program Home](#)
- [Program Overview](#)
- [Curriculum Course Outline](#)
- [Clinical Experience](#)
- [Faculty](#)
- [Career Outlook](#)
- [Program News & Events](#)
- [Meet Alumni](#)

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Medical Imaging: Curriculum Overview

The curriculum for the 46-credit Post-Baccalaureate Certificate in Medical Imaging has been built upon teaching methodologies that optimize and expedite learning:

- A competency-based curriculum ensures that students master learning and skills at each successive level of study before proceeding onto the next.
- Throughout the 17-month program, eight and ten-week academic blocks of intensive online study are followed by procedures laboratories and then capped by clinical rotations. This three-tiered approach enables students to immediately meld theory with practice in progressive stages throughout the program and, as a result, more easily apply what they are learning to their knowledge and skill set.
- Laboratory and clinical rotations are set up as full-time commitments (generally eight hours a day, five days a week), allowing students to focus all their attention on mastering new skills, without the distraction of outside class and coursework or interruption to the routine that best reinforces skills acquisition.
- Students progress through the program as a group, in tandem with their fellow classmates, in order to maximize the exchange of ideas and sharing of perspectives and experiences.

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

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

- » [View the course outline for Medical Imaging](#)
- » [View the admissions requirements and prerequisites for this program](#)



Medical Imaging Graduate Program

- [Medical Imaging Program Home](#)
- [Program Overview](#)
- [Curriculum](#)
- [Course Outline](#)
- [Clinical Experience](#)
- [Faculty](#)
- [Career Outlook](#)
- [Program News & Events](#)
- [Meet Alumni](#)

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Medical Imaging: Course Outline

[Medical Imaging Course Descriptions \(MH and MI prefixes\)](#)

[Interdisciplinary Course Descriptions \(HP prefix\)](#)

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

Semester 1 - 10 weeks

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

Semester 1 Laboratory/Clinical 1 - 5 weeks

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

Semester 2 - 10 weeks

MH 730	Radiation Biology	2
MI 723	Imaging Equipment	2
MI 721	Radiographic Procedures II	2
MI 731	Medical Imaging & Processing II	2
MI 740	Radiation Production & Protection	3
	*Intersession Clinical (5 Days/Wk for 8 Hrs for 1 Wk)	11

Semester 2 - Laboratory - 5 weeks

MI 752	Medical Imaging & Procedures Lab (5 Days/Wk for 6 Hrs/Day for 4.5 Wks)	4
		4

Semester 3 - Laboratory/Clinical - 8.5 weeks

MI 761	Medical Imaging Clinical Practice II (5 Days/Wk for 8 Hrs/Day for 8.5 Wks)	3
		3

Semester 3 - 8 weeks

MH 731	Radiographic Pathology	2
MI 772	Sectional Anatomy	2
MI 770	Image Analysis & Critical Thinking (Capstone Course)	1
MI 771	Advanced Patient Care & Pharmacology in the Radiologic Sciences	2
HP 820	Ethical Issues in Health Care	2
		9

Semester 4/5 - 22 weeks

MI 753	Radiography Seminar Laboratory (4 Hours per week)	1
MI 762	Medical Imaging Clinical Practice III (4 Days/Wk for 9 Hrs/Day for 22 Wks)	5
	Clinical Review (8 hours)	6

TOTAL	46
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**Medical Imaging
Graduate Program**

- [Medical Imaging Program Home](#)
- [Program Overview](#)
- [Curriculum](#)
- [Course Outline](#)
- [Clinical Experience](#)
- [Faculty](#)
- [Career Outlook](#)
- [Program News & Events](#)
- [Meet Alumni](#)

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Medical Imaging: Course Outline

[Medical Imaging Course Descriptions \(MH and MI prefixes\)](#)

[Interdisciplinary Course Descriptions \(HP prefix\)](#)

Total Credits	46
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Semester 1 - 10 weeks

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

Semester 1 Laboratory/Clinical 1 - 5 weeks

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

Semester 2 - 10 weeks

MH 730	Radiation Biology	2
MI 723	Imaging Equipment	2
MI 721	Radiographic Procedures II	2
MI 731	Medical Imaging & Processing II	2
MI 740	Radiation Production & Protection	3
	*Intersession Clinical (5 Days/Wk for 8 Hrs for 1 Wk)	11
		11

Semester 2 - Laboratory - 5 weeks

MI 752	Medical Imaging & Procedures Lab (5 Days/Wk for 6 Hrs/Day for 4.5 Wks)	4
		4

Semester 3 - Laboratory/Clinical - 8.5 weeks

MI 761	Medical Imaging Clinical Practice II (5 Days/Wk for 8 Hrs/Day for 8.5 Wks)	3
		3

Semester 3 - 8 weeks

MH 731	Radiographic Pathology	2
MI 772	Sectional Anatomy	2
MI 770	Image Analysis & Critical Thinking (Capstone Course)	1
MI 771	Advanced Patient Care & Pharmacology in the Radiologic Sciences	2
HP 820	Ethical Issues in Health Care	2
		9

Semester 4/5 - 22 weeks

MI 753	Radiography Seminar Laboratory (4 Hours per week)	1
MI 762	Medical Imaging Clinical Practice III (4 Days/Wk for 9 Hrs/Day for 22 Wks)	5
	Clinical Review (8 hours)	
		6

TOTAL	46
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- [About Us](#)
- [Admissions](#)
- [Students](#)
- [Alumni & Friends](#)
- [Directions](#)



- Students**
- [Registrar](#)
 - [Registration Information](#)
 - [Course Descriptions](#)
 - [Important Forms](#)
 - [Online](#)
 - [Health Insurance](#)
 - [Veterans Benefits](#)
 - [Thesis Filing](#)
 - [Commencement](#)
 - [Transcript Requests](#)
 - [Academic Calendars](#)
 - [Catalog](#)
 - [Financial Aid](#)
 - [Tuition and Fees](#)
 - [Learning Resources](#)
 - [Student Services](#)
 - [School Store](#)

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Medical Imaging Course Descriptions

HP 820 ETHICS IN HEALTH CARE
 This course combines basic ethical theory with a problem-solving approach to the ethical issues that commonly confront health professionals. 2 Credits.

MH 720 DL MEDICOLEGAL ISSUES IN HEALTH CARE
 This course presents students with the knowledge of legal terminology, concepts, and principles needed in a modern health care facility. Topics include misconduct, malpractice, patient confidentiality, legal and professional standards, and the ASRT scope of practice. Emphasis will be placed on the importance of proper documentation and informed consent. 1 Credit.

MH 730 DL RADIATION BIOLOGY
 This course provides an overview of the principles of the interaction of radiation with living systems, including effects on molecules, cells, tissues, and the body as a whole. Students learn the factors affecting biological response, including acute and chronic effects of radiation. 2 Credits.

MH 731 DL RADIOGRAPHIC PATHOLOGY
 This course gives students an understanding of disease causation theories and the pathophysiologic disorders that affect healthy systems. Etiology, pathophysiologic responses, clinical manifestations, radiographic appearance, and management of alterations in body systems will be presented and discussed. 2 Credits.

MI 610 DL FUNDAMENTALS OF RADIOLOGIC SCIENCE & HEALTH CARE
 This course delivers an introduction to radiography and an overview of the practitioner's role in the health care delivery system. The Health Care Organization's principles, practices, and policies as well as the radiographer's professional responsibilities will be examined and discussed. Students gain a solid understanding of patients, families, and professional peers through comparison of diverse populations based on their value system, cultural and ethnic influences, communication, socioeconomic influences, health risks, and life stages, to help students provide better patient care. 1 Credit.

MI 720 DL RADIOGRAPHIC PROCEDURES
 This is the first of two courses giving students the knowledge necessary to perform standard radiographic procedures, along with the application to special studies. Instruction includes a review of the topographical anatomy needed for optimal diagnostic image production, with emphasis on basic positioning terminology of the upper and lower extremities. Laboratory experiences complement the didactic portion. 2 Credits.

MI 721 DL RADIOGRAPHIC PROCEDURES II
 This course builds on the knowledge gained from MI 720 DL in performing standard radiographic procedures. Instruction includes a review of topographical anatomy, with emphasis on skull and facial bones, special views of the skull, paranasal sinuses, upper and lower gastrointestinal systems, and minor special procedures. Laboratory experiences complement the didactic portion. 2 Credits

MI 723 DL IMAGING EQUIPMENT
 This course builds student knowledge in radiographic, fluoroscopic, mobile, and tomographic equipment requirements and design. Content includes basic x-ray circuitry, x-ray and fluoroscopic tube construction, and the electronics incorporated into radiographic imaging equipment. Computer applications in the radiologic sciences related to image capture, display, storage, and distribution are covered as well as quality control and its role in equipment

maintenance. 2 Credits.

MI 730 DL MEDICAL IMAGING & PROCESSING I

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

MI 731 DL MEDICAL IMAGING AND PROCESSING II

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

MI 740 DL RADIATION PRODUCTION AND PROTECTION

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

MI 750 DL PATIENT CARE IN THE RADIOLOGIC SCIENCES

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

MI 751 MEDICAL IMAGING PATIENT CARE & PROCEDURES LAB

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

MI 752 MEDICAL IMAGING & PROCEDURES LAB

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

MI 753 RADIOGRAPHY SEMINAR LABORATORY

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

MI 760 MEDICAL IMAGING CLINICAL PRACTICE I

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

MI 761 MEDICAL IMAGING CLINICAL PRACTICE II

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

MI 762 MEDICAL IMAGING CLINICAL PRACTICE III

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

MI 770 DL IMAGE ANALYSIS AND CRITICAL THINKING

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

MI 771 DL ADVANCED PATIENT CARE & PHARMACOLOGY IN RADIOLOGIC SCIENCES

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

MI 772 DL SECTIONAL ANATOMY

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



Students

[Registrar](#)
[Registration Information](#)
[Course Descriptions](#)
[Important Forms](#)
[Online](#)
[Health Insurance](#)
[Veterans Benefits](#)
[Thesis Filing](#)
[Commencement](#)

[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)

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[Apply Now](#)

Interdisciplinary Course Descriptions

HP 402 CHEMISTRY

Prerequisite: none. Pass/Fail grading only; audit not available. Focuses on topics and concepts integrated from chemistry which are crucial to clinical nursing practice. Serves as prerequisite to the first semester of three-year nursing program; not transferable to other schools. 3 Undergrad Credits.

HP 404 MICROBIOLOGY

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

HP 405 NUTRITION

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

HP 450 HUMAN ANATOMY

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

HP 451 HUMAN PHYSIOLOGY

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

HP 621 PATHOPHYSIOLOGY

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

HP 622 PHARMACOLOGY

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

HP 704 INTERDISC. APPROACHES TO PAIN MGMT - MOD 1

Prerequisite: Clinical experience as a health care worker. Pass/Fail and audit available. The basis of understanding the symptom of pain is discussed from physiological, anatomic, pathologic, and psychologic perspectives. Syndromes of acute/chronic pain are described and evaluation and management strategies presented. Examples of how health professionals from many disciplines can work together to assess and treat pain are examined through case studies. 2 Credits.

HP 705 INTERDISC. APPROACHES TO PAIN MGMT - MOD 2

Prerequisite: Clinical experience as a health care worker. Pass/Fail and audit available. The basis of understanding the symptom of pain is discussed from physiological, anatomic, pathologic, and psychologic perspectives. Syndromes of acute/chronic pain are described and evaluation and management strategies presented. Examples of how health professionals from many disciplines can work together to assess and treat pain are examined through case studies. 1 Credit.

HP 706 GENETICS FOR HEALTH CARE PROFESSIONALS: PRINCIPLES

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

HP 707 GENETICS FOR HEALTH CARE PROFESSIONALS: TESTING

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

HP 708 GENETICS FOR HEALTH CARE PROFESSIONALS: RESEARCH

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

HP 709 LITERATURE & THE ARTS AS PATHWAYS TO UNDERSTANDING ILLNESS

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

HP 710 Teaching Skills for Health Care Professionals

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

HP 712 FOUNDATIONS OF TEACHING AND LEARNING

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

HP 713 COURSE DESIGN AND MEAS OF LEARN OUTCOMES

Prerequisite: None. Exploration of the components of the course development process and assessment methodologies well as the rationale for measuring learning in the cognitive, psychomotor, and affective domains. Provides an introduction to both theory and methods of evaluation. Assessment of process outcome in classroom and clinical settings at the level of the learner, course and program are emphasized. Legal and ethical issues in course design and evaluation considered. 3 Credits

HP 714 TEACHING PRACTICUM

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

HP 715 DESIGN, IMPL, & EVAL PROG LEARNING ENVIRON

Prerequisite: HP 712/713. Can be taken with HP 714. Emphasis on the development of a curriculum relevant to the setting for which the learner is preparing (i.e. academic program, staff development, patient education).

Focus is on the integration of classroom and clinical teaching/learning roles of the health care educator. 3 Credits.

HP 716 TEACH & LEARN SYNTHESIS FOR HLTH CARE PROFESSIONALS
Prerequisite: HP 712/713/714/715. A synthesis of teaching and learning theory and experiences to develop an in-depth understanding of various health educator roles. The impact of legal, ethical, political, cultural, social, organizational, professional, and economic factors is explored. With guidance and feedback from a teacher-mentor, the learner will develop a clinical, academic, patient or community education , or professional development program. 3 Credits.

HP 720 DESIGNING CLINICAL RESEARCH
Prerequisites: None. Pass/Fail available. This course is an introduction to the basic elements of research design for clinical inquiry emphasizing the process of developing clinically relevant and feasible research questions, concepts of reliability and validity in measurement and design, and the application of a variety of research designs for answering questions of clinical interest. 3 credits

HP 721 STATISTICS FOR CLINICAL RESEARCH
Pass/Fail available. Basic statistics for graduate students in the health professions, including descriptive and inferential statistics.
3 credits

HP 724 DEV. INTERDISC. APPROAC TO HLTH MGMT OF OLDER
This course will focus on health management for older adults by addressing policy, economic, organizational structure, and clinical issues. It will focus on effective outcomes, understanding the range of professional roles, and provide knowledge and skills necessary for interdisciplinary professional practice. 2 Credits.

HP 820 ETHICAL ISSUES IN HEALTH CARE
Prerequisite: none. Pass/Fail and audit available. Basic ethical theory combined with a problem-solving approach to ethical issues commonly confronting health professionals. 2 Credits

HP 822 LIVING WITH DEATH AND GRIEF
Prerequisite: none. Pass/Fail and audit available. Provides an understanding of dying, death, and bereavement from historical, cultural, societal, interpersonal, and personal perspectives. Exploration of philosophical, theoretical, and pragmatic issues underlying choices and decisions in clinical practice. 3 Credits.

HP 831 ORGANIZATIONAL PERSPECTIVES:THEORY AND ACTION
Prerequisites: None. This course focuses on interdisciplinary survey of theoretical approaches to the study of organizations. Macro and micro views of human systems are compared and contrasted, with emphasis on analyzing and intervening in organizations. 3 Credits.

HP 998/999 INTERDISCIPLINARY SEMINARS
These seminars are required of all 1st and 2nd year Entry-Level students in the Spring term of Years 1 and 2. 0 Credit.



Medical Imaging Graduate Program

[Medical Imaging Program Home](#)
[Program Overview](#)
[Curriculum](#)
[Clinical Experience](#)
[Top Clinical Sites](#)
[Faculty](#)
[Career Outlook](#)
[Program News & Events](#)
[Meet Alumni](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Medical Imaging: Clinical Experience

Procedures Laboratory Rotations

Procedures laboratories are designed to teach you competence and confidence in the hands-on patient care skills and imaging physics and procedures you will need in your clinical rotations. Offered in fully-operational, state-of-the-art facilities (the same facilities in which some students will take their clinicals), procedures labs are taken by the class, in-person, as a group. You and your classmates will use the labs to familiarize yourselves with imaging equipment and rehearse patient care procedures on patient simulators, as well as each other.

Clinical Practice Rotations

Clinical practice rotations are designed to give you the opportunity to practice your newly acquired skills with real patients in health care settings under the supervision of a practicing clinician. In order to ensure that you gain exposure to all levels of patients (from walk-ins to trauma cases) as well as all levels of procedures (from simple x-rays to interventional procedures), clinicals are held in both hospital and out-patient settings. Our extensive clinical affiliations with the world-renowned hospitals in the Partners HealthCare System (including Massachusetts General Hospital, Brigham and Women's Hospital, Newton Wellesley Hospital, Faulkner Hospital, North Shore Medical Center, and Spaulding Rehabilitation Hospital Network) enable us to offer our students outstanding access for their clinical placements. Each clinical rotation builds on the previous one to ensure that you achieve the required competency levels in all the functional areas required for certification and licensure.

Flexible Study Schedule / Group Experience

During the distance-learning component of this program, you will work quite closely with the rest of your class – often more closely than you would were attending weekly classes in person. The reasons for this are numerous:

- The curriculum is built upon a cohort model in which you will progress through the program as a group, working toward the same weekly deadlines as the rest of your classmates.
- Your professors will require you to engage in vigorous online discussions with your fellow students as a part of your weekly assignments.
- You will attend laboratories in person, along with all your other classmates, for 2 - 4 weeks at a time, 6 - 8 hours a day.
- You will share your clinical practice experiences with your fellow classmates in weekly discussions.

Beyond that, one of the core objectives of our program is to develop your critical thinking, communication, and problem-solving skills – a goal which can only be achieved through active participation in team work and group discussion. Our students bring to this program valuable life and professional experience that will enhance your learning experience, just as yours will enhance your classmates'.

The median age of our students is 43 years of age, with students ranging in age from their early 20's to their 60's. Given that, we encourage the sharing of ideas and perspectives between fellow classmates as much as we encourage it between our instructors and their students.



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[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Medical Imaging Graduate Program

[Medical Imaging Program Home](#)

[Program Overview](#)

[Curriculum](#)

[Clinical Experience](#)
[Top Clinical Sites](#)

[Faculty](#)

[Career Outlook](#)

[Program News & Events](#)

[Meet Alumni](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

Medical Imaging: Top Clinical Sites

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Addison Gilbert Hospital
Beverly Hospital
Brigham and Women's Hospital
Dana Farber Cancer Institute
Faulkner Hospital
Massachusetts General Hospital
Newton-Wellesley Hospital
North Shore Medical Center - Salem Hospital Campus
North Shore Medical Center - Union Hospital Campus
Spaulding Hospital Rehabilitation Network

Community Health Centers:

Mass General West Imaging
MGH Chelsea HealthCare Center
MGH Revere Health Center
Waltham Urgent Care Center



- [About Us](#)
- [Admissions](#)
- [Students](#)
- [Alumni & Friends](#)
- [Directions](#)



- Medical Imaging Graduate Program**
 - [Medical Imaging Program Home](#)
 - [Program Overview](#)
 - [Curriculum](#)
 - [Clinical Experience](#)
 - [Faculty](#)
 - [Career Outlook](#)
 - [Program News & Events](#)
 - [Meet Alumni](#)
-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Medical Imaging: Faculty

Because of the unique nature of the combined online and hands-on instructional components of our program, our students are mentored by medical imaging leaders and scholars from around the country. Academic courses are taught online by professors ranging in location from Florida to Alaska, while rotations are supervised by our affiliates within the world-class Partners HealthCare System (the second largest health care system in the nation).

Our faculty is actively engaged in medical imaging practice and professional activities and use their own real-world cases as teaching examples. As a result, our students are not only instructed in the field's most current and relevant practices, they are also privy to the innovative thinking and professional and ethical standards that will define tomorrow's practices as well.

» [Look up a Medical Imaging faculty member](#)



Profiles

Faculty Directory:

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First: Last:

or

Program: **Medical Imaging**

Medical Imaging Search Results (4):

Name	Contact Information
Sandra D. Creaser Clinical Assistant Professor	screaser@mghihp.edu Office: (617)726-0684
Kimberly L. Metcalf Assistant Professor	kmetcalf@mghihp.edu
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Medical Imaging Graduate Program

[Medical Imaging Program Home](#)
[Program Overview](#)
[Curriculum](#)
[Clinical Experience](#)
[Faculty](#)
[Career Outlook](#)
[Program News & Events](#)
[Meet Alumni](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Medical Imaging: Career Outlook

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

Earning Potential

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

New England: Median annual earnings of full-time salaried radiologic technologists in New England were \$60,000 in 2000. Median full-time hourly wages for radiologic technologists in New England were \$23/hr in 2000.

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

Job Outlook

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

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

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

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

Further Information

[Read about career changers at the MGH Institute.](#)

[Medical Imaging Careers](#), sponsored by Boston Private Industry Council



Nursing Graduate Program

[Nursing Program Home](#)
[MS in Nursing \(Non-nurses\)](#)
[Curriculum](#)
[Career Outlook](#)
[Post-Professional Options for
RNs](#)
[Program Features](#)
[Specialties - NP, CNS](#)
[Faculty](#)
[FAQ](#)
[Program News & Events](#)
[Meet Alumni](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Master of Science in Nursing (Non-nurses)

The Nursing Profession

Nurses are the largest group of health care professionals. Operating from a unique disciplinary perspective, nurses view each patient as a person in relation to their environment and the social, economic, and political forces shaping that environment. This metaparadigm sets nursing apart as both an art and science that views health as an evolving process tied not only to a patient's body, mind, and spirit, but to the multidimensional relationships that define human connection and existence as well. A nurse's charge, then, is to maximize the promotion, maintenance, and restoration of his or her patients' health holistically, within the context of the infinitely complex environments in which we live.

Overview

As the first educational institution in Massachusetts, and one of the first in the nation, to develop a Master of Science in Nursing curriculum for individuals holding a bachelors degree in a field other than nursing, the MGH Institute has more than 20 years of experience in preparing students with no nursing background to become advanced practice nurses.

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

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

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

Mentored by those defining the leading edge of today's dynamic and growing nursing field, you will hone assessment, diagnostic reasoning, and decision making skills as a means for enhancing critical thinking. Benefiting from unparalleled access to premier health care facilities, you will develop your craft in collegial, non-competitive settings and practice it through clinical experiences in hospitals and community settings with real patients.

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

The entry-level graduate nursing program is a Massachusetts Board of Registration in Nursing approved program and is accredited by the National

League for Nursing. Graduates receive a Master of Science in Nursing (MS) degree and are eligible to apply for licensure as an advanced practice nurse. (Specific requirements for preparation and certification to practice in an advanced role vary from state to state and are determined by each state's Board of Registration in Nursing.)

Advanced Practice Nursing

If you are interested in preparing to become an advanced practice nurse, or are already an advanced practice nurse looking to expand your specialty training, the Nursing Program at MGH Institute can offer you the kind of access, opportunities, and contemporary clinical experience that can only be obtained through affiliation with a world-class academic health center.

Our program offers graduate-level preparation for students seeking careers in the advanced practice nursing roles of nurse practitioner or clinical nurse specialist.

» [Nurse Practitioner vs. Clinical Nurse Specialist](#)

Learn More and Apply

- View [admission requirements and prerequisites](#) for the Nursing program
- View [application deadlines](#) for the Nursing program
- Potential applicants are encouraged to attend a [Graduate Information Session](#), which are scheduled throughout the year

Request
information

To receive additional, detailed information about the Nursing Program, [submit an online inquiry](#). You'll have the option to register for an upcoming information session at the same time.

After you've reviewed the requested materials, if you still have program-specific questions related to applicability of certain prerequisite courses or the program's curriculum, please email the [Graduate Program in Nursing](#).



Nursing Graduate Program

[Nursing Program Home](#)
[MS in Nursing \(Non-nurses\)](#)
[Curriculum](#)
[Career Outlook](#)
[Post-Professional Options for
RNs](#)
[Program Features](#)
[Specialties - NP, CNS](#)
[Faculty](#)
[FAQ](#)
[Program News & Events](#)
[Meet Alumni](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

MS in Nursing Curriculum (Entry-Level)

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Coursework

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

Pre-RN Coursework

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

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

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

Advanced Practice Coursework

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

Students complete a minimum of 500 hours of supervised clinical practicum throughout this portion program, more if they have chosen specialties catering to various age groups or requiring performance in multiple health care settings. These experiences allow students to meet highly individualized learning objectives in a variety of settings and to continually practice what they learn in class with real patients. Our students enjoy priority clinical practicum placements at prestigious health care facilities, including Massachusetts General Hospital, Spaulding Rehabilitation Hospital, Children's Hospital Boston, Brigham and Women's Hospital, Newton-Wellesley Hospital, and Beth Israel Deaconess Medical Center. These placements have often resulted in

job offers after graduation.

Combining theory and intensive hands-on clinical coursework, this phase of the graduate nursing program gives you the 41 (minimum) additional credits required for your master's degree and for eligibility as a certified Nurse Practitioner and/or Clinical Specialist. In earning your credits, you will receive a clinical education across the continuum of socio-economic, ethnic, and clinical sites, and have the opportunity to study with a faculty that is actively engaged in research. You will also be prepared in the utilization of research as it impacts clinical care and outcomes and have the opportunity to be supported in studies and research related to your own interests.

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

» [View the MS in Nursing Curriculum Plans by Specialty](#)



Nursing Graduate Program

[Nursing Program Home](#)
[MS in Nursing \(Non-nurses\)](#)
[Post-Professional Options for RNs](#)
[Program Features](#)
[Specialties - NP, CNS](#)
[Dual Adult/Psych Mental-Health Nurse Practitioner](#)
[ANP/PMHNP Specialty](#)
[Faculty](#)
[FAQ](#)
[Program News & Events](#)
[Meet Alumni](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Specialty Descriptions and Curriculum Plans

Graduate Nursing Program: Curriculum Plans by Specialty

Nurse Practitioner Specialties

- [Acute Care](#)
- [Family](#)
- [General Adult](#)
- [Pediatrics](#)
- [Women's Health](#)
- [Psychiatric/Mental Health \(Adult\)](#)
- [Psychiatric/Mental Health \(Child/Adolescent\)](#)

Dual Nurse Practitioner Specialties*

- [Adult-Gerontology](#)
- [Adult-Psychiatric/Mental Health \(NP/CNS\)](#)
- [Adult-Women's Health](#)

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

Clinical Nurse Specialist

- [Psychiatric/Mental Health \(adult/elder\)](#)
- [Psychiatric/Mental Health \(child/adolescent\)](#)

Course Descriptions and Advanced Practice Elective Options

- [Nursing \(NH, NP and NS prefixes\)](#)
- [Interdisciplinary \(HP prefixes\)](#)
- [Clinical Investigation \(CI and CIM prefixes\)](#)
- [Communication Sciences and Disorders \(CH and CD prefixes\)](#)
- [Medical Imaging \(MH and MI prefixes\)](#)
- [Physical Therapy \(PH and PT prefixes\)](#)
- [Advanced Practice Electives](#)



Nursing Graduate Program

[Nursing Program Home](#)[MS in Nursing \(Non-nurses\)](#)[Post-Professional Options for
RNs](#)[Program Features](#)[Specialties - NP, CNS](#)[Dual Adult/Psych Mental-
Health Nurse Practitioner
ANP/PMHNP Specialty](#)[Faculty](#)[FAQ](#)[Program News & Events](#)[Meet Alumni](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)

Acute Care Nurse Practitioner (ACNP) Specialty

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

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

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

Curriculum Plans

[Acute Care: Entry Level Course of Study - \(91-credits\)](#)

[Acute Care: RN Post-Professional Course of Study - \(52 - 62 credits\)](#)

[Acute Care: Post MSN Certificate of Advanced Study - \(37 credits\)](#)

[Acute Care: Post NP Certificate of Advanced Study - \(24 credits\)](#)

Upon completion of this course of study, graduates are eligible to take the [Acute Care Nurse Practitioner certification exam \(#28\)](#) given by the American Nurses Credentialing Center (ANCC).

Acute Care Specialty Coordinator: Deborah D'Avolio, PhD, RN, ACNP

If you have program-specific questions that can't be answered by the admissions office, please email nursing@mghihp.edu.



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[About Us](#) | [Admissions](#) | [Students](#) | [Alumni & Friends](#) | [Directions](#)



Nursing Graduate Program

- [Nursing Program Home](#)
- [MS in Nursing \(Non-nurses\)](#)
- [Curriculum](#)
- [Career Outlook](#)
- [Post-Professional Options for RNs](#)
- [Program Features](#)
- [Specialties - NP, CNS](#)
- [Faculty](#)
- [FAQ](#)
- [Program News & Events](#)
- [Meet Alumni](#)

-
- [Request Info](#)
 - [Information Sessions](#)
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Acute Care - Entry Level - 91 credits

Course of Study

Plans of study must be approved by assigned academic advisors for each registration period.

The first three semesters of courses for entry-level students are the generalist level, and are taken by all students to meet eligibility for the MCLEX-RN examination and licensure (course sequencing is subject to change). Students sit for the RN licensure exam at the completion of the third semester.

Following completion of the generalist level, three semesters of advanced level courses (a minimum of 43 credits) are required for the master's degree and eligibility for certification as a Nurse Practitioner and/or Clinical Specialist.

Year I, Term I, Fall

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

Year I, Term II, Spring

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

Year II, Term I, Fall

NH 602	Health Care Policy and Politics	3
NS 680	Maternal Child Nursing	3
NS 683	Clinical Application of Family Centered Care - Adult	3
NS 760	Advanced Assessment and Diagnostic Reasoning	5
		14

Year II, Term II, Spring

NP 734	Acute Care Management I Theory	3
NP 774	Acute Care Management I Clinical	3
NS 739	Advanced Pharmacology	3
	Elective	3
		12

Year III, Term I, Fall

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

Year III, Term III, Spring

HP 820	Ethical Issues	2
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NP 854	Acute Care Management III	3
NP 884	Acute Care Practicum III	6
NP 839	Professional Issues	2
NS 891	Scholarly Project	3
		16
	TOTAL	91



**Nursing
Graduate Program**

- [Nursing Program Home](#)
- [MS in Nursing \(Non-nurses\)](#)
- [Post-Professional Options for RNs](#)
- [Master of Science](#)
- [Post-MSN or NP CAS](#)
- [HIV/AIDS Certificate](#)
- [Interdisciplinary Focus](#)
- [Program Features](#)
- [Specialties - NP, CNS](#)
- [Faculty](#)
- [FAQ](#)
- [Program News & Events](#)
- [Meet Alumni](#)

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Acute Care - Post Professional - 52-62 credits

Plans of study must be approved by assigned academic advisors for each registration period.

Courses Required For RN's Without a BSN:

NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
NS 601	History of Nursing Ideas	3	Fall
TOTAL		10	

Core Courses Required For All RN's:

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 602	Health Care Policy and Politics	3	Fall
NP 839	Professional Issues	2	Spring, Summer
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess & Diag Reas	5	Fall, Spring
NS 891	Scholarly Project	3	All
	Elective	3	
TOTAL		25	

Advanced Practice Courses Required For All RN's

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits *must* be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty course listings below). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience".

NP 734	Acute Care Nursing Mgmt I Theory	3	Spring
NP 774	Acute Care Nursing Practicum I	3	Spring
NP 834	Acute Care Nursing Mgmt II Theory	3	Fall
NP 874	Acute Care Nursing Mgmt Practicum II	6	Fall
NP 854	Acute Care Nursing Management III Theory	3	Spring
NP 884	Acute Care Nursing Practicum III	6	Spring
	Advanced Practice Electives	3	
TOTAL		27	



- [About Us](#)
- [Admissions](#)
- [Students](#)
- [Alumni & Friends](#)
- [Directions](#)



- Nursing Graduate Program**
 - [Nursing Program Home](#)
 - [MS in Nursing \(Non-nurses\)](#)
 - [Post-Professional Options for RNs](#)
 - [Master of Science](#)
 - [Post-MSN or NP CAS](#)
 - [HIV/AIDS Certificate](#)
 - [Interdisciplinary Focus](#)
 - [Program Features](#)
 - [Specialties - NP, CNS](#)
 - [Faculty](#)
 - [FAQ](#)
 - [Program News & Events](#)
 - [Meet Alumni](#)
-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Acute Care - Post MSN Certificate of Advanced Study - 37 credits

Plans of study must be approved by assigned academic advisors for each registration period.

HP 621	Pathophysiology	3	All
NS 760	Adv Assess and Diagnostic Reasoning Adlt	5	Spring
NS 739	Advanced Pharmacology	3	All
NP 734	Acute Care Nursing Management I Theory	3	Spring
NP 774	Acute Care Nursing Management I Clinical	3	Spring
NP 834	Acute Care Nursing Management II Theory	3	Fall
NP 874	Acute Care Nursing Management Clinical II	6	Fall
NP 854	Acute Care Nursing Management III Theory	3	Spring
NP 884	Acute Care Nursing Practicum III	6	Spring
NP 839	Professional Issues	2	Spring, Summer
	TOTAL	37	



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[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Nursing Graduate Program

- [Nursing Program Home](#)
- [MS in Nursing \(Non-nurses\)](#)
- [Post-Professional Options for RNs](#)
- [Master of Science](#)
- [Post-MSN or NP CAS](#)
- [HIV/AIDS Certificate](#)
- [Interdisciplinary Focus](#)
- [Program Features](#)
- [Specialties - NP, CNS](#)
- [Faculty](#)
- [FAQ](#)
- [Program News & Events](#)
- [Meet Alumni](#)

-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Acute - Post NP Certificate of Advanced Study - 21-24 credits

Plans of study must be approved by assigned academic advisors for each registration period.

NP 734	Acute Care Nursing Management I Theory	3	Spring
NP 774	Acute Care Nursing Practicum I	3	Spring
NP 834	Acute Care Nursing Management II Theory	3	Fall
NP 874	Acute Care Nursing Management Pract II	6	Fall
NP 854	Acute Care Nursing Management III Theory	3	Spring
NP 884	Acute Care Nursing Practicum III	6	Spring
	Total	24	



Nursing Graduate Program

[Nursing Program Home](#)[MS in Nursing \(Non-nurses\)](#)[Post-Professional Options for
RNs](#)[Program Features](#)[Specialties - NP, CNS](#)[Dual Adult/Psych Mental-
Health Nurse Practitioner
ANP/PMHNP Specialty](#)[Faculty](#)[FAQ](#)[Program News & Events](#)[Meet Alumni](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)

Family Nurse Practitioner (FNP) Specialty

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

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

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

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

Curriculum Plans

[Family: Entry-Level Course of Study \(93 credits\)](#)

[Family: Post Professional RN Course of Study \(54 - 64 credits\)](#)

Upon completion of this course of study, graduates are eligible to take the [Family Nurse Practitioner certification exam \(#22\)](#) given by the American Nurses Credentialing Center (ANCC).

Family Specialty Coordinator: Ellen Long-Middleton, PhD, RN
If you have program-specific questions that can't be answered by the admissions office, please email nursing@mghihp.edu.

**Nursing
Graduate Program**[Nursing Program Home](#)[MS in Nursing \(Non-nurses\)](#)[Curriculum](#)[Career Outlook](#)[Post-Professional Options for
RNs](#)[Program Features](#)[Specialties - NP, CNS](#)[Faculty](#)[FAQ](#)[Program News & Events](#)[Meet Alumni](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)**Family - Entry Level - 93 credits - as of Fall 2005****Plans of study must be approved by assigned academic advisors for each registration period.**

The first three semesters of courses for entry-level students are the generalist level, and are taken by all students to meet eligibility for the MCLEX-RN examination and licensure (course sequencing is subject to change). Students sit for the RN licensure exam at the completion of the third semester.

Following completion of the generalist level, three semesters of advanced level courses (a minimum of 43 credits) are required for the master's degree and eligibility for certification as a Nurse Practitioner and/or Clinical Specialist.

Curriculum for students beginning Fall 2005 or later:

Year I, Term I, Fall		
NS 660	Nursing Practice: Process and Skills	6
HP 621	Pathophysiology	3
NS 663	Biobehavioral Principles and Theories	5
NS 601	History of Nursing Ideas	3
		17
Year I, Term II, Spring		
NS 661	Nursing Practice Common Problems in Adult Health	6
NS 665	Health Assessment	3
NS 664	Community Principles and Theories	5
HP 622	Pharmacology	3
		17
Year II, Term I, Fall		
NH 602	Health Care Policy and Politics	3
NS 680	Maternal Child Nursing	3
NS 685	Clinical Application of Family Centered Care - Family	3
NS 760	Advanced Assessment and Diagnostic Reasoning	5
		14
Year II, Term II, Spring		
HP 720	Designing Clinical Research	3
NS 739	Advanced Pharmacology	3
NP 732	Primary Care Across the Lifespan - Family Health I	4
NP 730	Diagnostic Measures & Psychomotor Skills	3
NP 777	Family Practicum I	3
		16
Year III, Term I, Fall		
NP 832	Primary Care Across the Lifespan - Family Health II	4
HP 820	Ethical Issues in Health Care	2
NP 847	Family Theory: An Integrated Approach	2
NP 877	Family Health Practicum II	6
Elective (Optional)		
		14
Year III, Term II, Spring		
NP 882	Primary Care Across the Lifespan - Family Health III	4
NP 839	Professional Issues	2
NS 891	Scholarly Project	3
NP 878	Family Health Practicum III	6
		15
Total		93

Curriculum for students beginning prior to Fall 2005:

Year I, Term I, Fall		
NS 660	Nursing Practice: Process and Skills	6
HP 621	Pathophysiology	3
NS 663	Biobehavioral Principles and Theories	5
NS 601	History of Nursing Ideas	3

			17
		Year I, Term II, Spring	
NS	661	Nursing Practice Common Problems in Adult Health	6
NS	665	Health Assessment	3
NS	664	Community Principles and Theories	5
HP	622	Pharmacology	3
			17
		Year II, Term I, Fall	
NH	602	Health Care Policy and Politics	3
NS	680	Maternal Child Nursing	3
NS	685	Clinical Application of Family Centered Care - Family	3
NS	762	Advanced Assessment and Diag Reasoning, Family	5
			14
		Year II, Term II, Spring	
HP	720	Designing Clinical Research	3
NS	739	Advanced Pharmacology	3
NP	701	Nursing Mgmt. Adult: Primary Care I Theory	3
NP	721	Nursing Mgmt. Child: Primary Care I Theory	3
NP	777	Family Practicum I	3
			15
		Year III, Term I, Fall	
NP	801	Nursing Mgmt. Adult: Primary Care II	3
NP	821	Nursing Mgmt. Child: Primary Care II	3
NP	847	Family Theory: An Integrated Approach	2
NP	852	Women's Health Theory I	3
NP	877	Family Health Practicum II	6
		Elective (Optional)	
			17
		Year III, Term II, Spring	
HP	820	Ethical Issues in Health Care	2
NP	839	Professional Issues	2
NS	891	Scholarly Project	3
NP	878	Family Health Practicum III	6
			15
		Total	94



**Nursing
Graduate Program**

- [Nursing Program Home](#)
 - [MS in Nursing \(Non-nurses\)](#)
 - [Post-Professional Options for RNs](#)
 - [Master of Science](#)
 - [Post-MSN or NP CAS](#)
 - [HIV/AIDS Certificate](#)
 - [Interdisciplinary Focus](#)
 - [Program Features](#)
 - [Specialties - NP, CNS](#)
 - [Faculty](#)
 - [FAQ](#)
 - [Program News & Events](#)
 - [Meet Alumni](#)
-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Family - Post Professional - 60-67 credits

Courses Required For RN's Without a BSN:

NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
NS 601	History of Nursing Ideas	3	Fall
	TOTAL	10	

Core Courses Required For All RN's:

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 602	Health Care Policy and Politics	3	Fall
NP 839	Professional Issues	2	Spring, Summer
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess & Diag Reas	5	Fall, Spring
NS 891	Scholarly Project	3	All
	Elective	3	
	TOTAL	25	

Advanced Practice Courses Required For All RN's

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits *must* be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty course listings below). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience".

For Family Specialty:

NP 701	Nursing Mgmt of the Adult PC I Theory	3	Spring, Summer
NP 761	Nursing Mgmt of the Adult PC I Clinical	3	Spring, Summer
NP 801	Nursing Mgmt of the Adult PC II Theory	3	Summer, Fall
NP 861	Nursing Mgmt of the Adult PC II Clinical	3	Summer, Fall
NP 801	Nursing Mgmt of the Adult PC III Theory	3	Spring
NP 862	Nursing Mgmt of the Adult PC III Clinical	6	Spring
	Advanced Practice Electives	3	
	TOTAL	27	



Nursing Graduate Program

- [Nursing Program Home](#)
- [MS in Nursing \(Non-nurses\)](#)
- [Post-Professional Options for RNs](#)
- [Program Features](#)
- [Specialties - NP, CNS](#)
- [Dual Adult/Psych Mental-Health Nurse Practitioner ANP/PMHNP Specialty](#)
- [Faculty](#)
- [FAQ](#)
- [Program News & Events](#)
- [Meet Alumni](#)

-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Adult Nurse Practitioner (ANP) Specialty

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

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

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

Curriculum Plans

[General Adult: Entry-Level Course of Study \(91 credits\)](#)

[General Adult: Post-Professional RN Course of Study \(52 - 62 credits\)](#)

[General Adult: Post MSN Certificate of Advanced Study \(29 credits\)](#)

Upon completion of this course of study, graduates are eligible to take the [Adult Nurse Practitioner certification exam \(#21\)](#) given by the American Nurses Credentialing Center (ANCC), or the Adult Nurse Practitioner exam administered by the [American Academy of Nurse Practitioners](#) (AANP).

Adult Specialty Coordinator: Patrice Kenneally Nicholas, DNSc, MPH, APRN, BC

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**Nursing
Graduate Program**

- [Nursing Program Home](#)
- [MS in Nursing \(Non-nurses\)](#)
- [Curriculum](#)
- [Career Outlook](#)
- [Post-Professional Options for RNs](#)
- [Program Features](#)
- [Specialties - NP, CNS](#)
- [Faculty](#)
- [FAQ](#)
- [Program News & Events](#)
- [Meet Alumni](#)

-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

General Adult - Entry Level - 91 credits

Plans of study must be approved by assigned academic advisors for each registration period.

The first three semesters of courses for entry-level students are the generalist level, and are taken by all students to meet eligibility for the MCLEX-RN examination and licensure (course sequencing is subject to change). Students sit for the RN licensure exam at the completion of the third semester.

Following completion of the generalist level, three semesters of advanced level courses (a minimum of 43 credits) are required for the master's degree and eligibility for certification as a Nurse Practitioner and/or Clinical Specialist.

Year I, Term I, Fall			
NS 660	Nursing Practice: Process and Skills		6
HP 621	Pathophysiology		3
NS 663	Biobehavioral Principles and Theories		5
NS 601	History of Nursing Ideas		3
			17
Year I, Term II, Spring			
NS 661	Nursing Practice Common Problems in Adult Health		6
NS 665	Health Assessment		3
NS 664	Community Principles and Theories		5
HP 622	Pharmacology		3
			17
Year II, Term I, Fall			
NH 602	Health Care Policy and Politics		3
NS 680	Maternal Child Nursing		3
NS 683	Clinical Application of Family Centered Care		3
NS 760	Advanced Assessment and Diagnostic Reasoning		5
			14
Year II, Term II, Spring			
HP 720	Designing Clinical Research		3
NS 739	Advanced Pharmacology		3
NP 701	Nursing Mgmt. Adult: Primary Care I Theory		3
NP 761	Nursing Mgmt Adult: Primary Care I Clinical		3
			12
Year III, Term I, Fall			
NP 801	Nursing Mgmt Adult: Primary Care II Theory		3
NP 861	Nursing Mgmt Adult: Primary Care II Clinical		3
	Advanced Practice Electives		6
	Elective		3
			15
Year III, Term II, Spring			
HP 820	Ethical Issues in Health Care		2
NP 802	Primary Care III Theory		3
NP 862	Primary Care III Clinical		6
NP 839	Professional Issues		2
NS 891	Scholarly Project		3
			16
	TOTAL		91



- Nursing Graduate Program**
 - Nursing Program Home
 - MS in Nursing (Non-nurses)
 - Post-Professional Options for RNs
 - Master of Science
 - Post-MSN or NP CAS
 - HIV/AIDS Certificate
 - Interdisciplinary Focus
 - Program Features
 - Specialties - NP, CNS
 - Faculty
 - FAQ
 - Program News & Events
 - Meet Alumni
-
- Request Info
 - Information Sessions
 - Apply Now

General Adult - Post Professional - 52-62 credits

Courses Required For RN's Without a BSN:

NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
NS 601	History of Nursing Ideas	3	Fall
	TOTAL	10	

Core Courses Required For All RN's:

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 602	Health Care Policy and Politics	3	Fall
NP 839	Professional Issues	2	Spring, Summer
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess & Diag Reas	5	Fall, Spring
NS 891	Scholarly Project	3	All
	Elective	3	
	TOTAL	25	

Advanced Practice Courses Required For All RN's

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits *must* be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty course listings below). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience".

For General Adult Specialty:

NP 701	Nursing Mgmt of the Adult PC I Theory	3	Spring, Summer
NP 761	Nursing Mgmt of the Adult PC I Clinical	3	Spring, Summer
NP 801	Nursing Mgmt of the Adult PC II Theory	3	Summer, Fall
NP 861	Nursing Mgmt of the Adult PC II Clinical	3	Summer, Fall
NP 801	Nursing Mgmt of the Adult PC III Theory	3	Spring
NP 862	Nursing Mgmt of the Adult PC III Clinical	6	Spring
	Advanced Practice Electives	3	
	TOTAL	27	



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[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Nursing Graduate Program

- [Nursing Program Home](#)
- [MS in Nursing \(Non-nurses\)](#)
- [Post-Professional Options for RNs](#)
- [Master of Science](#)
- [Post-MSN or NP CAS](#)
- [HIV/AIDS Certificate](#)
- [Interdisciplinary Focus](#)
- [Program Features](#)
- [Specialties - NP, CNS](#)
- [Faculty](#)
- [FAQ](#)
- [Program News & Events](#)
- [Meet Alumni](#)

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Adult - Post MSN Certificate of Advanced Study - 29 credits

Plans of study must be approved by assigned academic advisors for each registration period.

NP 621	Pathophysiology	3	All
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess and Diagnostic Reasoning	5	Fall, Spring
NP 701	Nursing Mgmt of the Adult: PC I Theory	3	Spring
NP 721	Nursing Mgmt of the Adult: PC I Clinical	5	Spring
NP 801	Nursing Mgmt of the Adult: PC II Theory	3	Summer, Fall
NP 861	Nursing Mgmt of the Adult: PC II Clinical	5	Summer, Fall
NP 839	Professional Issues	2	Spring, Summer
	Total	29	



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OF HEALTH PROFESSIONS

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Nursing Graduate Program

[Nursing Program Home](#)

[MS in Nursing \(Non-nurses\)](#)

[Post-Professional Options for RNs](#)

[Program Features](#)

[Specialties - NP, CNS](#)

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

[ANP/PMHNP Specialty](#)

[Faculty](#)

[FAQ](#)

[Program News & Events](#)

[Meet Alumni](#)

[Request Info](#)

[Information Sessions](#)

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Pediatric Nurse Practitioner (PNP) Specialty

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

Emphasis is placed on diagnosing and managing common primary care problems through comprehensive physical and psychosocial assessment, decision-making / diagnostic reasoning processes, and developmental health maintenance, including health promotion and disease prevention. Focusing on a collaborative model for providing holistic care, this track prepares pediatric nurse practitioners for practice in a variety of hospital and community-based practice settings, including community health clinics, private medical practices, and, specialty clinics. Knowledge and skills preparation includes:

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

Curriculum Plans

[Pediatrics: Entry-Level Course of Study \(91 credits\)](#)

[Pediatrics: Post-Professional RN Course of Study \(52 - 62 credits\)](#)

[Pediatrics: Post MSN Certificate of Advanced Study \(40 credits\)](#)

Upon completion of this course of study, graduates are eligible to take the [Pediatric Nurse Practitioner certification exam \(#06\)](#) given by the American Nurses Credentialing Center (ANCC).

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

If you have program-specific questions that can't be answered by the admissions office, please email nursing@mghihp.edu.



Additional Resources on Becoming an Advanced Practice Pediatric Nurse

- [National Association of Pediatric Nurse Practitioners](#)
- [Society of Pediatric Nurses](#)



**Nursing
Graduate Program**

- [Nursing Program Home](#)
- [MS in Nursing \(Non-nurses\)](#)
- [Curriculum](#)
- [Career Outlook](#)
- [Post-Professional Options for RNs](#)
- [Program Features](#)
- [Specialties - NP, CNS](#)
- [Faculty](#)
- [FAQ](#)
- [Program News & Events](#)
- [Meet Alumni](#)

-
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 - [Information Sessions](#)
 - [Apply Now](#)

Pediatrics - Entry Level - 91 credits

Plans of study must be approved by assigned academic advisors for each registration period.

The first three semesters of courses for entry-level students are the generalist level, and are taken by all students to meet eligibility for the MCLEX-RN examination and licensure (course sequencing is subject to change). Students sit for the RN licensure exam at the completion of the third semester.

Following completion of the generalist level, three semesters of advanced level courses (a minimum of 43 credits) are required for the master's degree and eligibility for certification as a Nurse Practitioner and/or Clinical Specialist.

Year I, Term I, Fall		
NS 660	Nursing Practice: Process and Skills	6
HP 621	Pathophysiology	3
NS 663	Biobehavioral Principles and Theories	5
NS 601	History of Nursing Ideas	3
		17
Year I, Term II, Spring		
NS 661	Nursing Practice Common Problems in Adult Health	6
NS 665	Health Assessment	3
NS 664	Community Principles and Theories	5
HP 622	Pharmacology	3
		17
Year II, Term I, Fall		
NH 602	Health Care Policy and Politics	3
NS 680	Maternal Child Nursing	3
NS 685	Clinical Application of Family Centered Care - Family	3
NS 761	Advanced Assessment and Diag Reasoning, Child	5
		14
Year II, Term II, Spring		
HP 720	Designing Clinical Research	3
NP 738	Advanced Pediatric Pharmacology	3
NP 721	Nursing Management of Child: Primary Care I Theory	3
NP 771	Nursing Management of Child: Primary Care I Clinical	3
		12
Year III, Term I, Fall		
NP 821	Nursing Management of Child: Primary Care II Theory	3
NP 871	Nursing Management of Child: Primary Care II Clinical	3
NP 822	Adolescent Health Theory	3
NP 872	Adolescent Health Clinical	3
	Elective	3
		15
Year III, Term II, Spring		
HP 820	Ethical Issues in Health Care	2
NP 839	Professional Issues	2
NS 891	Scholarly Project	3
NP 823	Behavioral Issues in Pediatrics	3
NP 868	Clinical Practicum: Adv Topics in Ped Clin Pract.	6
		16
TOTAL		91



**Nursing
Graduate Program**

[Nursing Program Home](#)

[MS in Nursing \(Non-nurses\)](#)

[Post-Professional Options for
RNs](#)

[Master of Science
Post-MSN or NP CAS
HIV/AIDS Certificate
Interdisciplinary Focus](#)

[Program Features](#)

[Specialties - NP, CNS](#)

[Faculty](#)

[FAQ](#)

[Program News & Events](#)

[Meet Alumni](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

Pediatrics - Post Professional - 52-62 credits

Courses Required For RN's Without a BSN:

NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
NS 601	History of Nursing Ideas	3	Fall
	TOTAL	10	

Core Courses Required For All RN's:

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 602	Health Care Policy and Politics	3	Fall
NP 839	Professional Issues	2	Spring, Summer
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess & Diag Reas	5	Fall, Spring
NS 891	Scholarly Project	3	All
	Elective	3	
	TOTAL	25	

Advanced Practice Courses Required For All RN's

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits *must* be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty course listings below). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience".

For Pediatric Specialty:

NP 721	NU Mgmt of the Child: Prim Care I Theory	3	Spring
NP 771	NU Mgmt of the Child: Prim Care I Clinical	3	Spring
NP 821	NU Mgmt of the Child: Prim Care II Theory	3	Fall
NP 871	NU Mgmt of the Child: Prim Care II Clinical	3	Fall
NP 822	Adolescent Health Theory	3	Fall
NP 872	Adolescent Health Clinical	3	Fall
NP 823	Behavioral Issues in Pediatrics	3	Spring
NP 873	Behavioral Issues in Clinical Pediatrics	6	Spring
	TOTAL	27	



- [About Us](#)
- [Admissions](#)
- [Students](#)
- [Alumni & Friends](#)
- [Directions](#)



- Nursing Graduate Program**
 - [Nursing Program Home](#)
 - [MS in Nursing \(Non-nurses\)](#)
 - [Post-Professional Options for RNs](#)
 - [Master of Science](#)
 - [Post-MSN or NP CAS](#)
 - [HIV/AIDS Certificate](#)
 - [Interdisciplinary Focus](#)
 - [Program Features](#)
 - [Specialties - NP, CNS](#)
 - [Faculty](#)
 - [FAQ](#)
 - [Program News & Events](#)
 - [Meet Alumni](#)
-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Pediatrics - Post MSN Certificate of Advanced Study - 40 credits

Plans of study must be approved by assigned academic advisors for each registration period.

HP 621	Pathophysiology	3	All
NS 761	Adv Assess & Diagnostic Reasoning, Child	5	Fall
NP 728	Advanced Pediatric Pharmacology	3	Spring
NP 721	Nursing Mgmt of the Child: PC I Theory	3	Spring
NP 771	Nursing Mgmt of the Child: PC I Clinical	3	Spring
NP 822	Adolescent Health Theory	3	Fall
NP 872	Adolescent Health Clinical	3	Fall
NP 821	Nursing Mgmt of the Child: PC II Theory	3	Fall
NP 871	Nursing Mgmt of the Child: PC II Clinical	3	Fall
NP 823	Behavioral Issues in Pediatrics	3	Spring
NP 873	Behavioral Issues in Clinical Pediatrics	6	Spring
NP 839	Professional Issues	2	Spring, Summer
	Total	40	



Nursing Graduate Program

[Nursing Program Home](#)
[MS in Nursing \(Non-nurses\)](#)
[Post-Professional Options for RNs](#)
[Program Features](#)
[Specialties - NP, CNS](#)
[Dual Adult/Psych Mental-Health Nurse Practitioner](#)
[ANP/PMHNP Specialty](#)
[Faculty](#)
[FAQ](#)
[Program News & Events](#)
[Meet Alumni](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Women's Health (WHNP) Specialty

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

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

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

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

Curriculum Plans

[Women's Health: Entry-Level Course of Study \(89 credits\)](#)

[Women's Health: Post-Professional RN Course of Study \(50 - 60 credits\)](#)

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

Women's Health Specialty Coordinator: Linda C. Andrist, PhD, RNC, WHNP
 If you have program-specific questions that can't be answered by the admissions office, please email nursing@mghihp.edu.



**Nursing
Graduate Program**

- [Nursing Program Home](#)
- [MS in Nursing \(Non-nurses\)](#)
- [Curriculum](#)
- [Career Outlook](#)
- [Post-Professional Options for RNs](#)
- [Program Features](#)
- [Specialties - NP, CNS](#)
- [Faculty](#)
- [FAQ](#)
- [Program News & Events](#)
- [Meet Alumni](#)

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Women's Health - Entry Level - 89 credits

Plans of study must be approved by assigned academic advisors for each registration period.

The first three semesters of courses for entry-level students are the generalist level, and are taken by all students to meet eligibility for the MCLEX-RN examination and licensure (course sequencing is subject to change). Students sit for the RN licensure exam at the completion of the third semester.

Following completion of the generalist level, three semesters of advanced level courses (a minimum of 43 credits) are required for the master's degree and eligibility for certification as a Nurse Practitioner and/or Clinical Specialist.

Year I, Term I, Fall		
NS 660	Nursing Practice: Process and Skills	6
HP 621	Pathophysiology	3
NS 663	Biobehavioral Principles and Theories	5
NS 601	History of Nursing Ideas	3
		17
Year I, Term II, Spring		
NS 661	Nursing Practice Common Problems in Adult Health	6
NS 665	Health Assessment	3
NS 664	Community Principles and Theories	5
HP 622	Pharmacology	3
		17
Year II, Term I, Fall		
NH 602	Health Care Policy and Politics	3
NS 680	Maternal Child Nursing	3
NS 683	Clinical Application of Family Centered Care - Adult	3
NS 760	Advanced Assessment and Diag Reasoning, Adult	5
		14
Year II, Term II, Spring		
HP 720	Designing Clinical Research	3
NS 739	Advanced Pharmacology	3
NP 701	Nursing Management of Adult: Primary Care I Theory	3
NP 761	Nursing Management of Adult: Primary Care I Clinical	3
NP 762	Women's Health Clinical Seminar	1
		13
Year III, Term I, Fall		
NP 752	Women's Health Theory I	3
NP 781	Women's Health Practicum I	6
NS 891	Scholarly Project	3
	Elective	3
		15
Year III, Term II, Spring		
HP 820	Ethical Issues in Health Care	2
NP 839	Professional Issues	2
NP 853	Women's Health Theory II	3
NP 881	Women's Health Practicum II	6
		13
	TOTAL	89



**Nursing
Graduate Program**

- [Nursing Program Home](#)
- [MS in Nursing \(Non-nurses\)](#)
- [Post-Professional Options for RNs](#)
- [Master of Science](#)
- [Post-MSN or NP CAS](#)
- [HIV/AIDS Certificate](#)
- [Interdisciplinary Focus](#)
- [Program Features](#)
- [Specialties - NP, CNS](#)
- [Faculty](#)
- [FAQ](#)
- [Program News & Events](#)
- [Meet Alumni](#)

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Women's Health - Post Professional - 50-60 credits

Courses Required For RN's Without a BSN:

NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
NS 601	History of Nursing Ideas	3	Fall
	TOTAL	10	

Core Courses Required For All RN's:

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 602	Health Care Policy and Politics	3	Fall
NP 839	Professional Issues	2	Spring, Summer
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess & Diag Reas	5	Fall, Spring
NS 891	Scholarly Project	3	All
	Elective	3	
	TOTAL	25	

Advanced Practice Courses Required For All RN's:

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits *must* be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty course listings below). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience".

For Women's Health Specialty:

NP 762	Women's Health Clinical Seminar	1	Spring
NP 701	Nursing Mgmt of the Adult: PC I Theory	3	Spring
NP 761	Nursing Mgmt of the Adult: PC I Clinical	3	Spring
NP 752	Women's Health Theory I	3	Fall
NP 781	Women's Health Practicum I	6	Fall
NP 853	Women's Health Theory II	3	Spring
NP 881	Women's Health Practicum II	6	Spring
	Total credits	25	



Nursing Graduate Program

[Nursing Program Home](#)

[MS in Nursing \(Non-nurses\)](#)

[Post-Professional Options for RNs](#)

[Program Features](#)

[Specialties - NP, CNS](#)

[Dual Adult/Psych Mental-Health Nurse Practitioner ANP/PMHNP Specialty](#)

[Faculty](#)

[FAQ](#)

[Program News & Events](#)

[Meet Alumni](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

Adult Psychiatric-Mental Health Nurse Practitioner (PMHNP) or Clinical Nurse Specialist (PMH-CNS)

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

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

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

Curriculum Plans

[Psych/Mental-Health: Entry-Level Course of Study \(91 credits\)](#)

[Psych/Mental-Health: Post-Professional RN Course of Study \(52 - 62 credits\)](#)

[Psych/Mental-Health: Post MSN Certificate of Advanced Study \(34 credits\)](#)

[Psych/Mental-Health: Post NP Certificate of Advanced Study \(21 credits\)](#)

Upon completion of this course of study, graduates are eligible to take the [Adult Psychiatric-Mental Health Nurse Practitioner certification exam \(#34\)](#) given by the American Nurses Credentialing Center (ANCC), and/or the [Clinical Nurse Specialist in Adult Psychiatric and Mental Health Nursing \(exam #01\)](#) through the American Nurses Credentialing Center.

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

If you have program-specific questions that can't be answered by the admissions office, please email nursing@mghihp.edu.

Additional Resources on Becoming an Advanced Practice Psychiatric-Mental Health Nurse

- [American Psychiatric Nurses Association](#)



Nursing Graduate Program

[Nursing Program Home](#)[MS in Nursing \(Non-nurses\)](#)[Curriculum](#)[Career Outlook](#)[Post-Professional Options for
RNs](#)[Program Features](#)[Specialties - NP, CNS](#)[Faculty](#)[FAQ](#)[Program News & Events](#)[Meet Alumni](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)

Psych Mental Health (Adult) NP/CNS - Entry Level - 91 credits

Plans of study must be approved by assigned academic advisors for each registration period.

The first three semesters of courses for entry-level students are the generalist level, and are taken by all students to meet eligibility for the MCLEX-RN examination and licensure (course sequencing is subject to change). Students sit for the RN licensure exam at the completion of the third semester.

Following completion of the generalist level, three semesters of advanced level courses (a minimum of 43 credits) are required for the master's degree and eligibility for certification as a Nurse Practitioner and/or Clinical Specialist.

Year I, Term I, Fall

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

Year I, Term II, Spring

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

Year II, Term I, Fall

NH 602	Health Care Policy and Politics	3
NS 680	Maternal Child Nursing	3
NS 683	Clinical Application of Family Centered Care - Adult	3
NS 760	Advanced Assessment and Diag Reasoning, Adult	5
		14

Year II, Term II, Spring

NP 733	Psychobiology and Psychopharmacology	3
NS 739	Advanced Pharmacology	3
NP 845	Adv Assess and Mgmt of Complex Psych Problems	3
NP 763	Psychiatric-Mental Health Nursing Practicum I	2
	Elective	3
		14

Year III, Term I, Fall

NP 855	Adv Assess and Mgmt of Complex Psych Problems	3
NP 875	Psychiatric/Mental Health Nursing Practicum II	5
HP 720	Designing Clinical Research	3
	Elective	3
		14

Year III, Term II, Spring

HP 820	Ethical Issues in Health Care	2
NP 885	Psychiatric-Mental Health Nursing Practicum III	5
NP 839	Professional Issues	2
NS 891	Scholarly Project	3
	Elective	3
		15

TOTAL

91



Nursing Graduate Program

[Nursing Program Home](#)[MS in Nursing \(Non-nurses\)](#)[Post-Professional Options for
RNs](#)[Master of Science
Post-MSN or NP CAS
HIV/AIDS Certificate
Interdisciplinary Focus](#)[Program Features](#)[Specialties - NP, CNS](#)[Faculty](#)[FAQ](#)[Program News & Events](#)[Meet Alumni](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)

Psych Mental Health (Adult) NP/CNS - Post Professional - 52-62 credits

Courses Required For RN's Without a BSN:

NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
NS 601	History of Nursing Ideas	3	Fall
	TOTAL	10	

Core Courses:

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 602	Health Care Policy and Politics	3	Fall
NP 839	Professional Issues	2	Spring, Summer
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess & Diag Reas	5	Fall, Spring
NS 891	Scholarly Project	3	All
	Elective	3	
	TOTAL	25	

Advanced Practice Courses Required For All RN's

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits *must* be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty course listings below). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience".

For Psychiatric (Adult) Specialty:

NP 733	Psychobiology and Psychopharmacology	3	Spring
NP 845	Advanced Assessment & Mgmt. Of Common Psychiatric Symptoms Theory	3	Spring
NP 763	Psychiatric-Mental Health Nursing Pract I	4	Spring
NP 855	Adv Assess and Mngmt of Complex Psych Problems	3	Fall
NP 875	Psychiatric-Mental Health Nursing Pract II	4	Fall
NP 885	Psychiatric-Mental Health Nursing Pract III	4	Spring
	Electives	6	
	TOTAL	27	



- Nursing Graduate Program**
 - Nursing Program Home
 - MS in Nursing (Non-nurses)
 - Post-Professional Options for RNs
 - Master of Science
 - Post-MSN or NP CAS
 - HIV/AIDS Certificate
 - Interdisciplinary Focus
 - Program Features
 - Specialties - NP, CNS
 - Faculty
 - FAQ
 - Program News & Events
 - Meet Alumni
-
- Request Info
 - Information Sessions
 - Apply Now

Psych/Mental Health - Post MSN Certificate of Advanced Study - 34 credits

Plans of study must be approved by assigned academic advisors for each registration period.

HP 621	Pathophysiology	3	All
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess and Diagnostic Reasoning Adlt	5	Fall, Spring
NP 733	Psychobiology and Psychopharmacology	3	Spring
NP 845	Adv Assess and Mgmt of Common Psych Symptoms	3	Spring
NP 763	Psychiatric-Mental Health Nursing Pract I	2	Spring
NP 855	Adv Assess and Mgmt of Complex Psych Problems	3	Fall
NP 875	Psychiatric-Mental Health Nursing Pract II	5	Fall
NP 885	Psychiatric-Mental Health Nursing Pract III	5	Spring
NP 839	Professional Issues	2	Spring, Summer
	Total	34	



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[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



- Nursing Graduate Program**
 - [Nursing Program Home](#)
 - [MS in Nursing \(Non-nurses\)](#)
 - [Post-Professional Options for RNs](#)
 - [Master of Science](#)
 - [Post-MSN or NP CAS](#)
 - [HIV/AIDS Certificate](#)
 - [Interdisciplinary Focus](#)
 - [Program Features](#)
 - [Specialties - NP, CNS](#)
 - [Faculty](#)
 - [FAQ](#)
 - [Program News & Events](#)
 - [Meet Alumni](#)
-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Psych Mental Health - Post NP Certificate of Advanced Study - 21 credits

Plans of study must be approved by assigned academic advisors for each registration period.

NP 733	Psychobiology and Psychopharmacology	3	Spring
NP 845	Adv Assess and Mgmt of Common Psych Symptoms	3	Spring
NP 763	Psychiatric-Mental Health Nursing Pract I	2	Spring
NP 855	Adv Assess and Mgmt of Complex Psych Problems	3	Fall
NP 875	Psychiatric-Mental Health Nursing Pract II	5	Fall
NP 885	Psychiatric-Mental Health Nursing Pract III	5	Spring
	Total	21	



MGH INSTITUTE
OF HEALTH PROFESSIONS

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Alumni & Friends

[Nursing Program Home](#)
[MS in Nursing \(Non-nurses\)](#)
[Post-Professional Options for RNs](#)
[Program Features](#)
[Specialties - NP, CNS](#)
[Dual Adult/Psych Mental-Health Nurse Practitioner](#)
[ANP/PMHNP Specialty](#)
[Faculty](#)
[FAQ](#)
[Program News & Events](#)
[Meet Alumni](#)

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Child Psychiatric-Mental Health Nurse Practitioner (PMHNP) or Clinical Nurse Specialist (PMH-CNS)

Curriculum Plans

[Psych/Mental-Health Child: Entry-Level Course of Study \(91 credits\)](#)

[Psych/Mental-Health Child: Post-Professional RN Course of Study \(52 - 62 credits\)](#)

**Nursing
Graduate Program**[Nursing Program Home](#)[MS in Nursing \(Non-nurses\)](#)[Curriculum](#)[Career Outlook](#)[Post-Professional Options for
RNs](#)[Program Features](#)[Specialties - NP, CNS](#)[Faculty](#)[FAQ](#)[Program News & Events](#)[Meet Alumni](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)**Psych Mental Health (Child/Adolescent CNS) Entry Level - 91 credits****Plans of study must be approved by assigned academic advisors for each registration period.**

The first three semesters of courses for entry-level students are the generalist level, and are taken by all students to meet eligibility for the MCLEX-RN examination and licensure (course sequencing is subject to change). Students sit for the RN licensure exam at the completion of the third semester.

Following completion of the generalist level, three semesters of advanced level courses (a minimum of 43 credits) are required for the master's degree and eligibility for certification as a Nurse Practitioner and/or Clinical Specialist.

Year I, Term I, Fall

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

Year I, Term II, Spring

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

Year II, Term I, Fall

NH 602	Health Care Policy and Politics	3
NS 680	Maternal Child Nursing	3
NS 685	Clinical Application of Family Centered Care - Family	3
NS 761	Advanced Assessment and Diag Reasoning, Child	5
		14

Year II, Term II, Spring

NP 738	Advanced Pediatric Pharmacology	3
NP 733	Psychobiology and Psychopharmacology	3
NP 845	Adv Assess and Mgmt of Common Psych Symptoms	3
NP 763	Psychiatric-Mental Health Nursing Practicum I	2
	Elective	3
		14

Year II, Summer

NP 778	Family Therapeutic Interventions	3
or		
NP 740	Child/Adolescent Psych Theory	3
		3

Year III, Term I, Fall

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

Year III, Term II, Spring

HP 820	Ethical Issues in Health Care	2
NP 885	Psychiatric-Mental Health Nursing Practicum III	5
NP 839	Professional Issues	2
NS 891	Scholarly Project	3
		12

Year III, Summer

NP 778	Family Therapeutic Interventions	3
or		
NP 740	Child/Adolescent Psych Theory	3
		3
		91

TOTAL





- Nursing Graduate Program**
- [Nursing Program Home](#)
- [MS in Nursing \(Non-nurses\)](#)
- [Post-Professional Options for RNs](#)
- [Master of Science](#)
- [Post-MSN or NP CAS](#)
- [HIV/AIDS Certificate](#)
- [Interdisciplinary Focus](#)
- [Program Features](#)
- [Specialties - NP, CNS](#)
- [Faculty](#)
- [FAQ](#)
- [Program News & Events](#)
- [Meet Alumni](#)

- [Request Info](#)
- [Information Sessions](#)
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Psych Mental Health (Adult) NP/CNS - Post Professional - 52-62 credits

Courses Required For RN's Without a BSN:

NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
NS 601	History of Nursing Ideas	3	Fall
	TOTAL	10	

Core Courses:

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 602	Health Care Policy and Politics	3	Fall
NP 839	Professional Issues	2	Spring, Summer
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess & Diag Reas	5	Fall, Spring
NS 891	Scholarly Project	3	All
	Elective	3	
	TOTAL	25	

Advanced Practice Courses Required For All RN's

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits *must* be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty course listings below). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience".

For Psychiatric (Adult) Specialty:

NP 733	Psychobiology and Psychopharmacology	3	Spring
NP 845	Advanced Assessment & Mgmt. Of Common Psychiatric Symptoms Theory	3	Spring
NP 763	Psychiatric-Mental Health Nursing Pract I	4	Spring
NP 855	Adv Assess and Mngmt of Complex Psych Problems	3	Fall
NP 875	Psychiatric-Mental Health Nursing Pract II	4	Fall
NP 885	Psychiatric-Mental Health Nursing Pract III	4	Spring
	Electives	6	
	TOTAL	27	

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Nursing Graduate Program

[Nursing Program Home](#)
[MS in Nursing \(Non-nurses\)](#)
[Post-Professional Options for RNs](#)
[Program Features](#)
[Specialties - NP, CNS](#)
[Dual Adult/Psych Mental-Health Nurse Practitioner ANP/PMHNP Specialty](#)
[Faculty](#)
[FAQ](#)
[Program News & Events](#)
[Meet Alumni](#)

[Request Info](#)
[Information Sessions](#)
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Dual Adult/Gerontology Nurse Practitioner (ANP/GNP) Specialty

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

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

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

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

Curriculum Plans

[Dual Adult/Gerontology: Entry-Level Course of Study \(94 credits\)](#)

[Dual Adult/Gerontology: Post-Professional RN Course of Study \(55 - 65 credits\)](#)

Upon completion of this course of study, graduates are eligible to take both the [Adult Nurse Practitioner certification exam \(#21\)](#) and the [Gerontological Nurse Practitioner exam \(#23\)](#) given by the American Nurses Credentialing Center (ANCC).

Adult/Gero Specialty Coordinator: Ruth Palan Lopez, PhD, APRN, BC
If you have program-specific questions that can't be answered by the admissions office, please email nursing@mghihp.edu.

Additional Resources on Becoming an Advanced Practice Geriatric Nurse

- [National Gerontological Nursing Association](#)
- [GeroNurseOnline.org](#)



Nursing Graduate Program

[Nursing Program Home](#)
[MS in Nursing \(Non-nurses\)](#)
[Curriculum](#)
[Career Outlook](#)
[Post-Professional Options for RNs](#)
[RNs](#)
[Program Features](#)
[Specialties - NP, CNS](#)
[Faculty](#)
[FAQ](#)
[Program News & Events](#)
[Meet Alumni](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Dual Adult-Gerontology - Entry Level - 94 credits

Plans of study must be approved by assigned academic advisors for each registration period.

The first three semesters of courses for entry-level students are the generalist level, and are taken by all students to meet eligibility for the MCLEX-RN examination and licensure (course sequencing is subject to change). Students sit for the RN licensure exam at the completion of the third semester.

Following completion of the generalist level, three semesters of advanced level courses (a minimum of 43 credits) are required for the master's degree and eligibility for certification as a Nurse Practitioner and/or Clinical Specialist.

Year I, Term I, Fall		
NS 660	Nursing Practice: Process and Skills	6
HP 621	Pathophysiology	3
NS 663	Biobehavioral Principles and Theories	5
NS 601	History of Nursing Ideas	3
		17
Year I, Term II, Spring		
NS 661	Nursing Practice Common Problems in Adult Health	6
NS 665	Health Assessment	3
NS 664	Community Principles and Theories	5
HP 622	Pharmacology	3
		17
Year II, Term I, Fall		
NH 602	Health Care Policy and Politics	3
NS 680	Maternal Child Nursing	3
NS 683	Clinical Application of Family Centered Care - Adult	3
NS 760	Advanced Assessment and Diag Reasoning, Adult	5
		14
Year II, Term II, Spring		
HP 720	Designing Clinical Research	3
NS 739	Advanced Pharmacology	3
NP 701	Nursing Mgmt. Adult: Primary Care I Theory	3
NP 721	Nursing Mgmt Adult: Primary Care I Clinical Elective	3
		15
Year III, Term I, Fall		
NP 801	Nursing Mgmt Adult: Primary Care II Theory	3
NP 861	Nursing Mgmt Adult: Primary Care II Clinical	3
NP 746	Primary Care Older Adult	3
NP 766	Gerontol Nsg Practicum	3
HP 822	Living with Death, Living with Grief	3
		15
Year III, Term II, Spring		
HP 820	Ethical Issues in Health Care	2
NP 839	Professional Issues	2
NS 891	Scholarly Project	3
NP 846	Clinical Issues in Care of Frail Elders	3
NP 866	Gerontol Practicum	6
		16
	TOTAL	94



Nursing Graduate Program

[Nursing Program Home](#)[MS in Nursing \(Non-nurses\)](#)[Post-Professional Options for
RNs](#)[Master of Science
Post-MSN or NP CAS
HIV/AIDS Certificate
Interdisciplinary Focus](#)[Program Features](#)[Specialties - NP, CNS](#)[Faculty](#)[FAQ](#)[Program News & Events](#)[Meet Alumni](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)

Dual Adult-Gerontology - Post Professional - 55-65 credits

Courses Required For RN's Without a BSN:

NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
NS 601	History of Nursing Ideas	3	Fall
	TOTAL	10	

Core Courses Required For All RN's:

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 602	Health Care Policy and Politics	3	Fall
NP 839	Professional Issues	2	Spring, Summer
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess & Diag Reas	5	Fall, Spring
NS 891	Scholarly Project	3	All
	Elective	3	
	TOTAL	25	

Advanced Practice Courses Required For All RN's:

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits *must* be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty course listings below). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience".

For Dual Adult/Gerontology Specialty:

NP 701	NU Mgmt of the Adult: Prim Care I Theory	3	Spring
NP 761	NU Mgmt of the Adult: Prim Care I Clinical	3	Spring
HP 822	Living With Death, Living With Grief	3	Spring
NP 801	NU Mgmt of the Adult: Prim Care II Theory	3	Summer, Fall
NP 861	NU Mgmt of the Adult: Prim Care II Clinical	3	Summer, Fall
NP 746	Primary Care of the Elderly Client	3	Fall
NP 766	Gerontological NU Practicum I	3	Fall
NP 846	Issues in Care of Frail Elders	3	Spring
NP 866	Gerontological NU Practicum II	6	Spring
	TOTAL	30	



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[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Alumni & Friends

[Nursing Program Home](#)
[MS in Nursing \(Non-nurses\)](#)
[Post-Professional Options for RNs](#)
[Program Features](#)
[Specialties - NP, CNS](#)
[Dual Adult/Psych Mental-Health Nurse Practitioner ANP/PMHNP Specialty](#)
[Faculty](#)
[FAQ](#)
[Program News & Events](#)
[Meet Alumni](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Dual Adult/Psych Mental-Health Nurse Practitioner ANP/PMHNP Specialty

The Adult Nurse Practitioner (ANP) / Adult Psychiatric-Mental Health Nurse Practitioner (PMHNP) specialty option prepares graduates to provide comprehensive wellness care, as well as acute, episodic, and chronic care to older adolescent, adult, and older adult patients and to deliver advanced primary mental health care across the adult lifespan, in accordance with ANAs scope and standards of psychiatric and mental health nursing. Students are prepared to provide thorough physical and psychosocial assessment of common primary care and mental health problems, diagnostic reasoning / differential diagnosis, case management, psychotherapeutic interventions, and medication management of psychiatric disorders, in addition to health maintenance, including health promotion, risk analysis, and disease prevention.

Focusing on a collaborative model for providing holistic care, this track prepares adult nurse practitioners for practice in a variety of hospital and community-based practice settings that include, community health clinics, private medical practices, health maintenance organizations, specialty clinics, inpatient and emergency psychiatric services, outpatient mental health clinics, community mental health centers, psychiatric home care and programs with a substance abuse focus.

A 9 credit [HIV/AIDS care certificate](#) is available as an elective credit in conjunction with this specialty track that allows graduates to provide specialty care to HIV+ adults. All courses for the HIV/AIDS certificate are available online. Knowledge and skills preparation:

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

Curriculum Plans

[Dual Psych Mental-Health: Entry-Level Course of Study \(99 credits\)](#)

[Dual Psych Mental-Health: Post-Professional RN Course of Study \(60 - 70 credits\)](#)

[Dual Psych Mental-Health: Post MSN Certificate of Advanced Study \(48 credits\)](#)

Upon completion of this course of study, graduates are eligible to take the

[Adult Nurse Practitioner certification exam \(#21\)](#) and the [Adult Psychiatric-Mental Health Nurse Practitioner certification exam \(#34\)](#) given by the American Nurses Credentialing Center (ANCC) – and/or the [Clinical Nurse Specialist in Adult Psychiatric and Mental Health Nursing \(exam #01\)](#) through the American Nurses Credentialing Center.

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

If you have program-specific questions that can't be answered by the admissions office, please email nursing@mghihp.edu.

Additional Resources on Becoming an Advanced Practice Psychiatric-Mental Health Nurse

- [American Psychiatric Nurses Association](#)



Nursing Graduate Program

[Nursing Program Home](#)[MS in Nursing \(Non-nurses\)](#)[Curriculum](#)[Career Outlook](#)[Post-Professional Options for RNs](#)[Program Features](#)[Specialties - NP, CNS](#)[Faculty](#)[FAQ](#)[Program News & Events](#)[Meet Alumni](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)

Dual Adult-Psychiatric/Mental Health (NP/CNS) - Entry Level - 99 credits

Plans of study must be approved by assigned academic advisors for each registration period.

The first three semesters of courses for entry-level students are the generalist level, and are taken by all students to meet eligibility for the MCLEX-RN examination and licensure (course sequencing is subject to change). Students sit for the RN licensure exam at the completion of the third semester.

Following completion of the generalist level, three semesters of advanced level courses (a minimum of 43 credits) are required for the master's degree and eligibility for certification as a Nurse Practitioner and/or Clinical Specialist.

Year I, Term I, Fall

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

Year I, Term II, Spring

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

Year II, Term I, Fall

NH 602	Health Care Policy and Politics	3
NS 680	Maternal Child Nursing	3
NS 683	Clinical Application of Family Centered Care - Adult	3
NS 760	Advanced Assessment and Diag Reasoning, Adult	5
		14

Year II, Term II, Spring

NS 739	Advanced Pharmacology	3
NP 733	Psychobiology and Psychopharmacology	3
NP 845	Adv. Assess. & Mgmt of Common Psych Symptoms	3
NP 887	Primary Care/Mental Health Integrated Practicum	4
NP 701	Nursing Mgmt Adult: Primary Care I Theory	3
		16

Year III, Term I, Fall

NP 855	Adv. Assess. & Mgmt of Complex Psychiatric Problems	3
NP 801	Nursing Mgmt Adult: Primary Care II Theory	3
NP 861	Nursing Mgmt Adult: Primary Care II Clinical	3
NP 875	Psychiatric-Mental Health Nursing Practicum II	5
HP 720	Designing Clinical Research	3
		17

Year III, Term II, Spring

HP 820	Ethical Issues in Health Care	2
NP 885	Psychiatric-Mental Health Nursing Practicum III	4
NP 839	Professional Issues	2
NS 891	Scholarly Project	3
NP 802	Nursing Mgmt Adult: Primary Care III Theory	3
	Elective	3
		18

TOTAL**99**



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- [Admissions](#)
- [Students](#)
- [Alumni & Friends](#)
- [Directions](#)



- Nursing Graduate Program**
- [Nursing Program Home](#)
- [MS in Nursing \(Non-nurses\)](#)
- [Post-Professional Options for RNs](#)
- [Master of Science](#)
- [Post-MSN or NP CAS](#)
- [HIV/AIDS Certificate](#)
- [Interdisciplinary Focus](#)
- [Program Features](#)
- [Specialties - NP, CNS](#)
- [Faculty](#)
- [FAQ](#)
- [Program News & Events](#)
- [Meet Alumni](#)

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Dual Adult-Psych/Mental Health (NP/CNS) - Post Prof. - 60-70 credits

Courses Required For RN's Without a BSN:

NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
NS 601	History of Nursing Ideas	3	Fall
TOTAL		10	

Core Courses Required For All RN's:

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 602	Health Care Policy and Politics	3	Fall
NP 839	Professional Issues	2	Spring, Summer
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess & Diag Reas	5	Fall, Spring
NS 891	Scholarly Project	3	All
	Elective	3	
TOTAL		25	

Advanced Practice Courses Required For All RN's

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits *must* be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty course listings below). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience".

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

For Dual Adult/Psychiatric Specialty:

NP 733	Psychobiology and Psychopharmacology	3	Spring
NP 701	NU Mgmt of the Adult: Prim Care I Theory	3	Spring
NP 887	Prim Care/Mental Health Integrated Pract.	4	Spring
NP 801	NU Mgmt of the Adult: Prim Care II Theory	3	Summer, Fall
NP 861	NU Mgmt of the Adult: Prim Care II Clinical	3	Summer, Fall
NP 845	Advanced Assessment & Mgmt. Of Common Psychiatric Symptoms Theory	3	Spring
NP 855	Advanced Assessment and Mgmt of Complex Psychiatric Problems	3	Fall
NP 875	Psychiatric-Mental Health NU Practicum II	5	Fall
NP 862	NU Mgmt of the Adult: PC III Clinical	3	Spring
NP 885	Psychiatric-Mental Health NU Practicum III	5	Spring
TOTAL		35	



- [About Us](#)
- [Admissions](#)
- [Students](#)
- [Alumni & Friends](#)
- [Directions](#)



Nursing Graduate Program

[Nursing Program Home](#)
[MS in Nursing \(Non-nurses\)](#)
[Post-Professional Options for RNs](#)
[Master of Science](#)
[Post-MSN or NP CAS](#)
[HIV/AIDS Certificate](#)
[Interdisciplinary Focus](#)

[Program Features](#)
[Specialties - NP, CNS](#)
[Faculty](#)
[FAQ](#)
[Program News & Events](#)
[Meet Alumni](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Dual - Adult/Psych Mental Health - Post MSN Certificate of Advanced Study - 48 credits

Plans of study must be approved by assigned academic advisors for each registration period.

HP 621	Pathophysiology	3	All
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess and Diagnostic Reasoning Adlt	5	Fall, Spring
NP 733	Psychobiology and Psychopharmacology	3	Spring
NP 701	Nursing Mgmt of the Adult: PC I Theory	3	Spring, Summer
NP 845	Adv Assess and Mgmt of Common Psych Symptoms	3	Spring
NP 887	Prim Care / Mental Health Integrated Pract	4	Spring
NS 821	Nursing Mgmt of the Adult: PC II Theory	3	Summer, Fall
NS 871	Nursing Mgmt of the Adult: PC II Clinical	3	Summer, Fall
NP 855	Adv Assess and Mgmt of Complex Psych Problems	3	Fall
NP 802	Primary Care III Clinical	3	Spring
NP 875	Psychiatric-Mental Health NU Practicum II	5	Fall
NP 885	Psychiatric-Mental Health NU Practicum III	5	Spring
NP 839	Professional Issues	2	Spring, Summer
	Total	48	



Nursing Graduate Program

[Nursing Program Home](#)
[MS in Nursing \(Non-nurses\)](#)
[Post-Professional Options for
RNs](#)
[Program Features](#)
[Specialties - NP, CNS](#)
[Dual Adult/Psych Mental-
Health Nurse Practitioner
ANP/PMHNP Specialty](#)
[Faculty](#)
[FAQ](#)
[Program News & Events](#)
[Meet Alumni](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Dual Adult/Women's Health Nurse Practitioner ANP/WHNP Specialty

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

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

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

Adult Nurse Practitioner Focus

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

Women's Health Nurse Practitioner Focus

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

Curriculum Plans

[Dual Adult-Women's Health: Entry-Level Course of Study \(92 credits\)](#)

[Dual Adult-Women's Health: Post-Professional RN Course of Study \(53 - 63 credits\)](#)

Graduates of the dual Adult Nurse Practitioner (ANP) / Women's Health Nurse Practitioner (WHNP) specialty track are eligible to take the [Adult Nurse Practitioner certification exam \(#21\)](#) through the American Nurses' Credentialing Center and the [Women's Health Care Nurse Practitioner exam](#) through the National Certification Corporation (NCC).

Adult-Women's Health Specialty Coordinator: Linda C. Andrist, PhD, RNC, WHNP

If you have program-specific questions that can't be answered by the admissions office, please email nursing@mghihp.edu.



Nursing Graduate Program

[Nursing Program Home](#)[MS in Nursing \(Non-nurses\)](#)[Curriculum](#)[Career Outlook](#)[Post-Professional Options for
RNs](#)[Program Features](#)[Specialties - NP, CNS](#)[Faculty](#)[FAQ](#)[Program News & Events](#)[Meet Alumni](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)

Dual Adult-Women's Health - Entry Level - 94 credits

Plans of study must be approved by assigned academic advisors for each registration period.

The first three semesters of courses for entry-level students are the generalist level, and are taken by all students to meet eligibility for the MCLEX-RN examination and licensure (course sequencing is subject to change). Students sit for the RN licensure exam at the completion of the third semester.

Following completion of the generalist level, three semesters of advanced level courses (a minimum of 43 credits) are required for the master's degree and eligibility for certification as a Nurse Practitioner and/or Clinical Specialist.

Year I, Term I, Fall

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

Year I, Term II, Spring

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

Year II, Term I, Fall

NH 602	Health Care Policy and Politics	3
NS 680	Maternal Child Nursing	3
NS 683	Clinical Application of Family Centered Care - Adult	3
NS 760	Advanced Assessment and Diag Reasoning, Adult	5
		14

Year II, Term II, Spring

HP 720	Designing Clinical Research	3
NS 739	Advanced Pharmacology	3
NP 701	Nursing Management of Adult: Primary Care I Theory	3
NP 721	Nursing Management of Adult: Primary Care I Clinical	3
NP 762	Women's Health Clinical Seminar	1
		13

Year III, Term I, Fall

NP 781	Women's Health Practicum I	3
NP 801	Nursing Management of Adult Primary Care II Theory	3
NP 861	Nursing Management of Adult Primary Care II Clinical	3
NP 752	Women's Health Theory I	3
	Elective	3
		15

Year III, Term II, Spring

HP 820	Ethical Issues in Health Care	2
NP 839	Professional Issues	2
NS 891	Scholarly Project	3
NP 853	Women's Health Theory II	3
		6

NP 881	Women's Health Practicum II	
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TOTAL		16
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		92
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Nursing Graduate Program

[Nursing Program Home](#)[MS in Nursing \(Non-nurses\)](#)[Post-Professional Options for
RNs](#)[Master of Science
Post-MSN or NP CAS
HIV/AIDS Certificate
Interdisciplinary Focus](#)[Program Features](#)[Specialties - NP, CNS](#)[Faculty](#)[FAQ](#)[Program News & Events](#)[Meet Alumni](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)

Dual Adult-Women's Health - Post Professional - 53-63 credits

Courses Required For RN's Without a BSN:

NS 664	Community Principles and Theories	5	Spring
HP 820	Ethical Issues in Health Care	2	Spring
NS 601	History of Nursing Ideas	3	Fall
	TOTAL	10	

Core Courses Required For All RN's:

HP 621	Pathophysiology	3	All
HP 720	Designing Clinical Research	3	All
NH 602	Health Care Policy and Politics	3	Fall
NP 839	Professional Issues	2	Spring, Summer
NS 739	Advanced Pharmacology	3	All
NS 760	Adv Assess & Diag Reas	5	Fall, Spring
NS 891	Scholarly Project	3	All
	Elective	3	
	TOTAL	25	

Advanced Practice Courses Required For All RN's:

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits *must* be clinical. Two credits of advanced assessment may be counted toward these clinical credits. Certain specialties require additional coursework (See specialty course listings below). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience. Students may not be exempted from clinical courses through "life experience".

For Dual Adult/Women's Health Specialty:

NP 762	Women's Health Clinical Seminar	1	Spring
NP 701	NU Mgmt of the Adult: Prim Care I Theory	3	Spring
NS 761	NU Mgmt of the Adult: Prim Care I Clinical	3	Spring
NP 752	Women's Health Theory I	3	Fall
NP 781	Women's Health Practicum I	3	Fall
NP 801	NU Mgmt of the Adult: Prim Care II Theory	3	Summer, Fall
NP 861	NU Mgmt of the Adult: Prim Care II Clinical	3	Summer, Fall
NP 853	Women's Health Theory II	3	Spring
NP 881	Women's Health Practicum II	6	Spring
	TOTAL	28	



Nursing Graduate Program

- [Nursing Program Home](#)
- [MS in Nursing \(Non-nurses\)](#)
- [Post-Professional Options for RNs](#)
- [Program Features](#)
- [Specialties - NP, CNS](#)
- [Dual Adult/Psych Mental-Health Nurse Practitioner ANP/PMHNP Specialty](#)
- [Faculty](#)
- [FAQ](#)
- [Program News & Events](#)
- [Meet Alumni](#)

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 - [Information Sessions](#)
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Clinical Nurse Specialist in Child and Adolescent Psychiatric and Mental Health Nursing (PMH-CNS)

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

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

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

- practice (health assessment/examination including psychiatric history and mental status examination; diagnosis; treatment planning and outcome-oriented interventions, including patient-centered treatment modalities and psychopharmacology; individual, group, and family psychotherapy; outcome evaluation; case management; communication; application of theory to practice)
- patient and professional education (application of teaching/learning concepts and strategies, including health promotion, disease prevention, and cultural and intellectual effects on learning; growth and development; professional role development)
- consultation (role negotiation; the consultative process, including application of theory to practice and outcomes)
- research utilization (research design and analysis; research critique and dissemination)
- administration/management (resource utilization, including human and financial; quality management; policy and program development; leadership, mentorship, and collaboration)

Curriculum Plan

» [Psych - Mental Health CNS \(Child\) Course of Study - 91 credits](#)

Graduates of the Clinical Nurse Specialist in Psychiatric-Mental Health Nursing (child/adolescent focus) specialty track are eligible to take the [Clinical Nurse Specialist in Child and Adolescent Psychiatric and Mental Health Nursing \(exam #02\)](#), as well as the [Family Psychiatric and Mental Health Nurse Practitioner exam](#) through the American Nurses Credentialing Center.

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

If you have program-specific questions that can't be answered by the admissions office, please email nursing@mghihp.edu.

**Nursing
Graduate Program**[Nursing Program Home](#)[MS in Nursing \(Non-nurses\)](#)[Curriculum](#)[Career Outlook](#)[Post-Professional Options for
RNs](#)[Program Features](#)[Specialties - NP, CNS](#)[Faculty](#)[FAQ](#)[Program News & Events](#)[Meet Alumni](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)**Psych Mental Health (Child/Adolescent CNS) Entry Level - 91 credits****Plans of study must be approved by assigned academic advisors for each registration period.**

The first three semesters of courses for entry-level students are the generalist level, and are taken by all students to meet eligibility for the MCLEX-RN examination and licensure (course sequencing is subject to change). Students sit for the RN licensure exam at the completion of the third semester.

Following completion of the generalist level, three semesters of advanced level courses (a minimum of 43 credits) are required for the master's degree and eligibility for certification as a Nurse Practitioner and/or Clinical Specialist.

Year I, Term I, Fall

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

Year I, Term II, Spring

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

Year II, Term I, Fall

NH 602	Health Care Policy and Politics	3
NS 680	Maternal Child Nursing	3
NS 685	Clinical Application of Family Centered Care - Family	3
NS 761	Advanced Assessment and Diag Reasoning, Child	5
		14

Year II, Term II, Spring

NP 738	Advanced Pediatric Pharmacology	3
NP 733	Psychobiology and Psychopharmacology	3
NP 845	Adv Assess and Mgmt of Common Psych Symptoms	3
NP 763	Psychiatric-Mental Health Nursing Practicum I	2
	Elective	3
		14

Year II, Summer

NP 778	Family Therapeutic Interventions	3
or		
NP 740	Child/Adolescent Psych Theory	3
		3

Year III, Term I, Fall

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

Year III, Term II, Spring

HP 820	Ethical Issues in Health Care	2
NP 885	Psychiatric-Mental Health Nursing Practicum III	5
NP 839	Professional Issues	2
NS 891	Scholarly Project	3
		12

Year III, Summer

NP 778	Family Therapeutic Interventions	3
or		
NP 740	Child/Adolescent Psych Theory	3
		3
		91

TOTAL





Students

[Registrar](#)
[Registration Information](#)
[Course Descriptions](#)
[Important Forms](#)
[Online](#)
[Health Insurance](#)
[Veterans Benefits](#)
[Thesis Filing](#)
[Commencement](#)
[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)

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Nursing Course Descriptions

Courses with the "NH" prefix

NH 602 HEALTH CARE POLICY AND POLITICS

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

NH 817 INTRODUCTION TO HIV/AIDS: EPIDEMIOLOGY OF HIV/AIDS

Prerequisite: RN or written consent of instructor. Pass/Fail and audit available. Introduction to HIV/ AIDS: Epidemiology focusing on the emergence, progression, and status of HIV and AIDS from an international perspective. 2 credits

NH 831 PREVENTION AND CASE MGMT OF HIV/AIDS

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

NH 833 PATHOPHYS AND SYMPT MGMT IN HIV DISEASE

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

NH 834 SUBSTANCE ABUSE AND ADDICTIONS

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

NH 842 INTERNATIONAL HEALTH

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

NH 843 INTERNATIONAL HEALTH EXPERIENCE

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

Courses with the "NP" Prefix**NP 701 NURSING MANAGEMENT OF THE ADULT: PRIMARY CARE I THEORY**

Prerequisite: NS 760. Pre- or co-requisite: NS 739. Pass/Fail not available; audit available. Emphasis is on critical thinking and diagnostic reasoning skills using holistic, culturally, and developmentally sensitive assessment and management of common and episodic health problems of adults. 3 credits

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

Prerequisite: NS 760. Pre- or co-requisite: NS 739. Pass/Fail not available; audit available. Theoretical content emphasizes critical thinking and diagnostic reasoning skills. Emphasis is placed on holistic, culturally, and developmentally sensitive health assessment maintenance, and education of children and families. 3 credits

NP 733 PSYCHOBIOLOGY AND PSYCHOPHARMACOLOGY

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

NP 734 ACUTE CARE NURSING MANAGEMENT I THEORY

Prerequisites: NS 760, NS 739 This is the first of three theory courses in acute care nursing management. Concepts of health, disease and chronicity in acute care nursing management are explored. Using diagnostic reasoning as a foundation for practice, management of acute conditions is studied with focus on the diagnosis and treatment of non-acute health problems that accompany adults in the inpatient setting. 3 credits

NP 740 CHILD/ADOLESCENT PSYCH MENTAL HEALTH

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

NP 746 PRIMARY CARE OF THE ELDERLY CLIENT

Prerequisites: RN status, NS 760. Pass/Fail not available; audit available. Focus on advanced practice in gerontological nursing. Emphasis on health care for older adults within the context of the family and community. 3 credits

NP 752 WOMEN'S HEALTH THEORY I

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

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

Prerequisite: NS 760. Pre- or co-requisite: NP 701. Pass/Fail not available; audit available. Emphasis on the development of critical thinking and diagnostic reasoning skills, and assessment and management of common and episodic health problems in adults. Focus on health promotion, including prevention and early detection of health problems, and health maintenance. 3-6 credits

NP 762 WOMEN'S HEALTH CLINICAL SEMINAR

Pre- or co-requisite: NP 701. Pass/Fail not available; audit available. Critical thinking and diagnostic reasoning skills in the assessment and management of women and episodic health problems of women. 1 credit

NP 763 PSYCHIATRIC-MENTAL HEALTH NURSING PRACTICUM I

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

NP 766 GERONTOLOGICAL NURSING PRACTICUM I

Prerequisite: RN status. Pass/Fail and audit available for non-Gero track students only. Skill development in assessment, differential diagnosis, treatment, and health promotional strategies with elderly persons presenting complex health problems. Clinical experience with preceptors in advanced gerontological nursing practice. 3 credits

NP 771 NURSING MANAGEMENT OF THE CHILD: PRIMARY CARE I CLINICAL

Prerequisite: NS 760. Pre- or co-requisite: NP 721. Pass/Fail not available; audit available. Emphasizes development of critical thinking and diagnostic reasoning skills and health maintenance and education of children and families along the wellness continuum. 3 credits

NP 774 ACUTE CARE NURSING PRACTICUM I

Prerequisites: NS760, co-requisite NP 853. Consistent with the theory course, students will apply the theories of diagnosis and treatment of select acute care conditions. In collaboration with physicians, students will provide case management to a select group of acutely ill patients. 3 credits

NP 777 FAMILY HEALTH PRACTICUM I

Prerequisite: FNP students only. Pass/Fail available; audit not available. Clinical practicum in a variety of settings. Theoretical application and skills in health promotion, early detection, and assessment and management of common episodic health problems of individual family members and the family as a unit. 3 credits

NP 778 FAMILY THERAPEUTIC INTERVENTIONS

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

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

Prerequisite: NP 701. Pass/Fail available; audit not available. Continues refinement of critical thinking and diagnostic reasoning skills. Emphasis on holistic, culturally, and developmentally sensitive assessment and management of complex and chronic health problems of adults. 3 credits

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

Prerequisites: NP 701, NP 761. Co-requisite NP 801, 861. Theoretical content emphasizes the application of critical thinking and diagnostic reasoning skills in the management of complex health problems. The nursing goals of health promotion and maximization of wellness and functional ability are highlighted along with the holistic, culturally and developmentally sensitive assessment and management of the adult patient. The specific focus is on the complexity of health care for special populations of adults in a variety of practice settings. 3 credits

NP 821 NURSING MANAGEMENT OF THE CHILD: PRIMARY CARE II THEORY

Prerequisites: NS 760, NP 721. Co-requisites: NP 871 or NP 877. Theoretical content continues to refine critical thinking and diagnostic reasoning skills in the management of common episodic and chronic health problems of children. 3 credits

NP 822 ADVANCED PRACTICE MODULE: ADOLESCENT HEALTH
Prerequisites: NS 760; NP 701 or NP 761. Pass/Fail available; audit not available. Biophysical and psychosocial factors that affect adolescent growth and development. Includes health and legal, political, and ethical issues encountered when caring for adolescents. 3 credits

NP 823 BEHAVIORAL ISSUES IN PEDIATRICS
Prerequisite: NP 761 or RN status with written consent of instructor. Pass/Fail and audit available. Theoretical foundation for assessment of the etiologies and manifestations of various child behaviors. 3 credits

NP 834 ACUTE CARE NURSING MANAGEMENT II THEORY
Prerequisites: NP 734. This is the second of three theory courses in acute care nursing management. Case management for specific health problems of the acutely ill patient is explored, with focus on cultural sensitivity, ethical domains of acute care practice and related research. 3 credits

NP 839 PROFESSIONAL ISSUES
Prerequisite: NP 701 or RN status. Pass/Fail and audit available. Contemporary issues which affect professional development of advanced practice nurses, including regulation of practice, political activism, and professional responsibilities. 2 credits

NP 845 ADVANCED ASSESSMENT AND MANAGEMENT OF COMMON PSYCHIATRIC SYMPTOMS.
Prerequisites: none. Designed to prepare students to conduct psychiatric evaluations using the DSM-IV multi-axial classification system. The etiology, course, assessment and intervention strategies for common psychiatric symptoms frequently encountered in primary care settings will be addressed. 3 credits

NP 846 ISSUES IN CARE OF FRAIL ELDERLY
Prerequisites: NP 701, NP 801, or RN status. Pass/Fail and audit available. Focus on the aging process, disease and treatment modalities, current societal and nursing policies, and approach in providing health care to frail elderly people. 3 credits

NP 847 FAMILY THEORY: A COMPREHENSIVE APPROACH
Prerequisite: FNP student or RN status. Pass/Fail and audit available. Overview of health theories related to advanced practice nursing care of the family. Strategies and interventions in education, family support, and facilitated family communication. 2 credits

NP 853 WOMEN'S HEALTH THEORY II
Prerequisite: NP 762. This is an advanced course in nursing assessment and management of women with selected health problems and for women with at-risk pregnancies. Emphasis is placed on evaluating scholarship, research, and policy that impact women's health and health care and the consequent implications for families and communities. 3 Credits.

NP 854 ACUTE CARE NURSING MANAGEMENT III THEORY
Prerequisites: NP 834. This is the third of three theory courses in acute care nursing management. Case management of patients with selected topics, with special emphasis on co-morbid conditions is explored. Emphasis on health promotion, disease prevention and patient/family education as appropriate to the acute care setting. 3 credits

NP 855 ADV ASSESS AND MGMT OF COMPLEX PSYCHIATRIC PROBLEMS
Prerequisites: none. The history of psychiatric-mental health nursing will provide the context from which to examine treatment modalities, ranging from the purely physical to strictly interpersonal, to more recent developments in holistic approaches to care. Management of acute and chronic problems for selected patient populations will be explored, with emphasis on the integration of social and cultural factors in treatment plans. 3 credits

NP 859 PSYCHIATRIC ISSUES IN ADVANCED PRACTICE NURSING
Prerequisites: Advanced practice placement in the curriculum. This course is

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

NP 860 ROLES OF ADVANCED PRACTICE NURSING: PRACTICUM

Prerequisites: NS 760, RN Program student, ANP student, written consent of instructor. Pass/Fail and audit available. Experience with client and clinicians and guided discussion of clinical experiences promotes development of skills essential for advanced practice nursing. 3-6 credits

NP 861 NURSING MANAGEMENT OF THE ADULT: PRIMARY CARE II CLINICAL

Prerequisite: NP 701. Pass/Fail and audit not available. This second of two primary care clinical courses provides clinical practice experiences in primary care settings with application of theory to clinical practice. 3-6 credits

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

Prerequisites: NP 701, and co-requisite NP 802 (Primary Care 111 theory). This is the third Primary Care practicum, preparing students for advanced practice as adult nurse practitioners. Students have opportunities to maintain their primary care clinical practice as well as selecting a specialty within adult care practice. Clinical practice focuses on the application of theory and skill in the delivery of care to special populations having a complex health situation. 3 credits

NP 866 GERONTOLOGICAL NURSING PRACTICUM II

Prerequisites: NP 701, NP 801, or RN status. Pass/Fail and audit available for non-Gero track students only. Development of appropriate treatment plan for frail elders with a complexity of physical, mental, and emotional health problems. Clinical experience is in a variety of settings which stress rehabilitation and prevention of further loss and exacerbation. 3-6 credits

NP 871 NURSING MANAGEMENT OF THE CHILD: PRIMARY CARE II CLINICAL

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

NP 872 CLINICAL PRACTICUM IN ADOLESCENT HEALTH

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

NP 873 CLINICAL PRACTICUM: MANAGEMENT OF BEHAVIORAL PROBLEMS IN CHILDREN

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

NP 874 ACUTE CARE NURSING MANAGEMENT PRACTICUM II

Co-requisites: NP 834. Consistent with the theory course, students will apply the theories of diagnosis and treatment of select acute care conditions. Particular emphasis will be placed on development of culturally sensitive strategies in the care of the acutely ill patient. 3 credits

NP 875 PSYCHIATRIC-MENTAL HEALTH NURSING PRACTICUM II

Prerequisites/Co-requisites: NP 763, NP 855, NP 733. This clinical course is designed to complement the knowledge base of NP 855 Advanced Assessment and Management of Complex Psychiatric Problems. Students will utilize skills in advanced assessment and management of patients who have psychiatric and/or physical problems. Selection of placement will be

determined by the student's clinical focus: age specific, problem specific, or setting specific. Both individual and group supervision will provide a forum for exploring the student's understanding of, and developing expertise in, advance nursing practice.

NP 877 FAMILY HEALTH PRACTICUM II

Prerequisites: NS 738, NP 841, FNP students only. Co-requisite: NP 845. Clinical practicum with application of family theories to practice in the assessment, diagnosis, and management of individuals and families with common and complex, acute and chronic illnesses. 6 credits

NP 878 FAMILY HEALTH PRACTICUM III

Prerequisite: FNP students only. Pass/Fail and audit available. Continuation of clinical practicum with theory application and skill development in the primary care of individuals and families. Students are placed in a variety of family health settings. 6 credits

NP 881 WOMEN'S HEALTH PRACTICUM II

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

NP 884 ACUTE CARE NURSING PRACTICUM III

Co-requisites: NP 854. This practicum course is the last clinical rotation for the acute care nurse practitioner student. Students will select an acute specialty in which to concentrate the month long, full-time practice. 3 credits

NP 885 PSYCHIATRIC-MENTAL HEALTH NURSING PRACTICUM III

Prerequisites/Co-requisites: NP 855, NP 875. This culminating five credit clinical practicum will provide an opportunity for students to synthesize and integrate concepts from adult primary health care with their psychiatric-mental health knowledge base into comprehensive holistic management of adult health problems with selected vulnerable populations. Management of psychotropic drug regimens, self care, symptom management, and relapse prevention will prepare the student for practice in a variety of settings. Individual supervision and group seminars will provide an opportunity for specialized learning specific to particular patient problems. 4 credits

NP 887 PRIMARY CARE/MENTAL HEALTH INTEGRATED PRACTICUM

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

NP 899 INDEPENDENT STUDY IN ADVANCED PRACTICE

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

Courses with the "NS" Prefix

NS 601 THE HISTORY OF NURSING IDEAS

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

NS 660 NURSING PRACTICE: PROCESS AND SKILLS

Prerequisites: Anatomy, Physiology, Microbiology, Chemistry, and Nutrition or equivalent. Pass/Fail and audit not available. Introduction to the Advanced Practice role with emphasis on scientific inquiry and critical judgment.

Assessments of individuals in beginning problem identification, outcome evaluation, intervention, and evaluation. 6 credits

NS 661 NURSING PRACTICE: COMMON PROBLEMS IN ADULT HEALTH
Prerequisites: NS 660, NS 663. Co-requisite: HP 622. Pass/Fail and audit available. Integration of theory, practice, and research in the care of adults with acute and chronic health problems. Emphasis on advanced practice in health maintenance, restoration, and management of patient and family responses to acute and chronic illness. 6 credits

NS 663 BIOBEHAVIORAL PRINCIPLES AND THEORIES
Prerequisites: Anatomy, Physiology, Microbiology, Chemistry, and Nutrition or equivalent. Co-requisite: NS 660. Pass/Fail and audit not available. The interrelationship of body-mind-spirit in achievement of mental health is examined from historical, philosophical, psychosocial, and scientific perspectives. 5 credits

NS 664 COMMUNITY PRINCIPLES AND THEORIES
Prerequisites: NS 661, NS 665, or RN status. Pass/Fail and audit available.. Concepts, theories, and models of community health are discussed in relation to nursing process application to a community, including principles of program planning and evaluation. 5 credits

NS 665 HEALTH ASSESSMENT
Prerequisites: Science Summer offerings or equivalent. Pass/Fail and audit not available. Role, execution, and importance of health assessment in well adults, with emphasis on approaching the patient/client, relevant history taking, and execution and communication of findings related to the physical examination. 3 credits

NS 666 MATERNAL CHILD NURSING
Prerequisites: NS 661, NS 663, NS 665, HP 622. Pass/Fail and audit not available. Family- centered framework necessary for the nursing care of childbearing women and children from infancy through adolescence in wellness and illness. Clinical practice is required. 6 credits

NS 739 ADVANCED PHARMACOLOGY
Prerequisite: HP 622 or RN status. Pass/Fail and audit available. Building on basic knowledge of pharmacology, commonly used drugs, drug interactions, and pharmacotherapeutics will be explored. The course is designed to meet requirements for prescription writing by advanced practice nurses. 3 credits

NS 760 ADVANCED ASSESSMENT AND DIAGNOSTIC REASONING
Prerequisites: NS 663, NS 664, NS 665, or RN status. Pass/Fail and audit not available. Performance of comprehensive wellness-oriented screening and symptom-driven exams with appreciation of normal adult life cycle variations. Emphasis is placed on mastery of interviewing and psychomotor assessment skills, diagnosis of common problems, and exploration of treatment options. 5 credits

NS 761 ADVANCED HEALTH ASSESSMENT OF THE PEDIATRIC CLIENT
Prerequisites: NS 663, NS 664, NS 665. Comprehensive health assessment and interpretive diagnostic process is explored. Students are provided opportunity for further development of clinical reasoning in holistic evaluation of well clients and those with deviations from normal from birth through adolescence within a social context. 5 credits

NS 891 SCHOLARLY PROJECT
Prerequisite: HP 720. Pass/Fail grading only; audit not available. Designed as a rigorous culminating scholarly activity which provides an opportunity to integrate research, clinical, and theoretical knowledge in a faculty guided project. 3 credits

NS 894 THESIS/SCHOLARLY PROJECT CONTINUATION
Prerequisite: NS 896. Pass/Fail grading only; audit not available. This designation is used for students who are continuing thesis research or scholarly projects. Students must register for thesis/ scholarly projects continuation for each term that either is incomplete. 1 credit

NS 895 THESIS RESEARCH I

Prerequisite: none. Pass/Fail grading only; audit not available. Registration for the student's work with assigned thesis readers on planning and implementing the thesis study and preparing the written thesis. 3 credits

NS 896 THESIS RESEARCH II

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

NS 899 INDEPENDENT STUDY IN NURSING

Prerequisite: written consent of instructor.



**Nursing
Graduate Program**

- [Nursing Program Home](#)
- [MS in Nursing \(Non-nurses\)](#)
- [Post-Professional Options for RNs](#)
- [Program Features](#)
- [Specialties - NP, CNS](#)
- [Faculty](#)
- [FAQ](#)
- [Program News & Events](#)
- [Meet Alumni](#)

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Advanced Practice Electives

Minimum enrollment standards must be met for courses to be offered.
See class schedule for which of the below is offered in any given semester.

HP 822	Living with Death, Living with Grief	3
NH 817	Intro to HIV/AIDS: Epidemiology of HIV/AIDS	3
NH 832	Prevention and Care Management of HIV/AIDS	3
NH 833	Pathophys and Symptom Mgmt in HIV Disease	3
NH 834	Substance Abuse and Addictions	3
NH 842	International Health	3
NH 843	International Health Practicum	3
NP 730	Diagnostic Measure and Psychomotor Skills (Spring)	3
NP 733	Psychobiology and Psychopharmacology (Spring)	3
NP 740	Child/Adolescent Psych Mental Health	3
NP 746	Primary Care Older Adults (Fall)	3
NP 752	Women's Health Theory I (Fall)	3
NP 766	Gerontological Nursing Practicum	3
NP 778	Family Therapeutic Interventions *	3
NP 802	NU Mgmt of the Adult: Primary Care III Theory (Spring)	3
NP 822	Adolescent Health (Fall)	3
NP 823	Behavioral Issues in Pediatrics (Spring)	3
NP 845	Adv Assess & Mgmt of Common Psych Sympt (Spring)	3
NP 846	Clinical Issues in Care of Frail Elders (Spring)	3
NP 847	Family Theory: A Comprehensive Approach (Fall)	2
NP 853	Women's Health Theory II (Spring)	3
NP 855	Adv Assess & Mgmt of Complex Psych Problems (Fall)	3
NP 859	Psychiatric Issues in Advanced Practice Nursing	3
NP 866	Gerontology Practicum	3-6

* Taught in alternating summers



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[About Us](#)

[Admissions](#)

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[Alumni & Friends](#)

[Directions](#)

Advancing People.

Graduate Programs in Physical Therapy :

Advancing Care.

Our entry-level Doctor of Physical Therapy program ranks among the top five in the country. It consists of two years and one-half of academic study as well as clinical integrated experiences, followed by a full-time, paid clinical internship in the third and final year.

Our post-professional program for current licensed physical therapists prepares students for specialty practice through clinically relevant courses, projects or thesis research.

Both entry-level and post-professional students gain invaluable experience at world-class health care facilities, while being mentored by master clinicians on the cutting edge of their field.

Become a Physical Therapist

- Earn a Doctor of Physical Therapy degree
- Small classes with extensive clinical focus
- One-year paid clinical internship
- Apply with a bachelor's degree in any field

[Find out more...](#)

Options for Current Physical Therapists

- Transitional Doctor of Physical Therapy
- Advanced Master of Science
- Certificate of Advanced Study
- Clinical Residency in Orthopaedics
- International Students
- Teaching and Learning Certificate for Health Care Educators

CAS for Occupational Therapists

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your caring can help ease the pain of recovery.
you caring plus a graduate education can restore full independence.

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Physical Therapy Graduate Program

[Physical Therapy Program Home](#)

[Doctor of Physical Therapy](#)

[Special Features](#)

[Clinical Experience](#)

[Curriculum](#)

[Career Outlook](#)

[Post-Professional Programs](#)

[Faculty](#)

[Program News & Events](#)

[Meet Alumni](#)

[Request Info](#)

[Information Sessions](#)

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Doctor of Physical Therapy (Entry-Level)



Ranked #5 in the nation by US News and World Report, our Physical Therapy program empowers its students with the kind of access, information, and contemporary clinical experience that can only be obtained through affiliation with a world-class academic health center.

Endorsing the American Physical Therapy Association's (APTA) vision that by the year 2020, "all physical therapy will be provided by physical therapists who are doctors of physical therapy," ours was one of the first programs in the country to offer an accredited Doctor of Physical Therapy (DPT) degree. We offer the only entry-level DPT program in the country which culminates in a year-long, full-time, paid clinical internship for all students.

The entry-level DPT Program is designed for individuals just entering the field. This three and one-half year graduate-level program prepares students holding a bachelor's degree in a field other than physical therapy to become a licensed physical therapist.

Physical therapy is dedicated to rehabilitation and prevention of disability, injury and disease, specifically related to movement and function of the neuromuscular, musculoskeletal, cardiopulmonary and integumentary systems of the human body. Physical therapists work with people of all ages, with acute and chronic conditions, to detect, assess, prevent, correct, alleviate and limit pain, physical impairments, functional limitations and disabilities. They strive to promote functional independence, with the overall goal of helping individuals to achieve maximum potential. Physical therapists function in multidimensional roles that respond to the changing needs of the individual and society, including clinician, educator, consultant, administrator, researcher and advocate.

To become a physical therapist, graduates must take a licensing examination in one of the 50 states, following completion of an accredited physical therapy program. Physical therapists have a wide variety of opportunities for employment in clinical practice settings, including hospitals, rehabilitation centers, private practices, sports and fitness clinics, schools and pediatric centers, as well as in research and education.

Professional Credentials

As physical therapists play an increasingly vital role in the delivery of quality health care in this nation, the baseline of what is considered minimum credentialing for professional practice has advanced as well.

In June, 2000, the American Physical Therapy Association House of Delegates endorsed a new vision for the physical therapy profession:

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

The Doctor of Physical Therapy (DPT) degree serves as a credential, similar to the MD for medicine, the OD for optometry, and DPM for podiatry. It signifies completion of the current requirements needed to enter the profession and represents the completion of a comprehensive program and

the fulfillment of high standards of clinical performance in professional preparation. It does not, however, signify advanced preparation or specialization.

Advanced credentials for the profession include post-professional master's degrees, certificates of advanced study, certificates of residency, and a PhD.

Program Overview

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

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

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

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

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

Accreditation

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

Learn More and Apply

- View [admission requirements and prerequisites](#) for the entry-level DPT program
- View [application deadlines](#) for the entry-level DPT program
- Potential applicants are encouraged to attend a [Graduate Information Session](#), which are scheduled throughout the year

Request
information

To receive additional, detailed information about the Physical Therapy program, [submit an online inquiry](#). You'll have the option to register for an upcoming information session at the same time.

After you've reviewed the requested materials, if you still have program-specific questions related to applicability of certain prerequisite courses or the program's curriculum, please email the [Graduate Programs in Physical](#)

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Physical Therapy Graduate Program

[Physical Therapy Program Home](#)
[Doctor of Physical Therapy](#)
[Special Features](#)
[Clinical Experience](#)
[Curriculum](#)
[Career Outlook](#)
[Post-Professional Programs](#)
[Faculty](#)
[Program News & Events](#)
[Meet Alumni](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

DPT Program Special Features

Clinical Internship / Professional Development

Perhaps the most distinctive and exciting feature of our DPT program is the year-long clinical internship. The internship follows completion of our academic program and is a paid position in one facility. Our program is the only one in the country that offers this form of internship as the culminating clinical experience for all students, providing unique opportunities for long-term professional development.

Clinical Focus / Clinical Expertise

Our program focuses on developing your clinical expertise as well as your theoretical knowledge. We take full advantage of our unique affiliation with world-class medical centers and expose our students to the progressive thinking and contemporary teachings of master clinicians.

Renowned Faculty / Contemporary Education

Our internationally recognized faculty are actively engaged in physical therapy and its associated professional activities and use their own real-world experience as teaching examples. As a result, our students are not only instructed in the field's most current and relevant practices, they are privy to the innovative thinking and professional and ethical standards that will define tomorrow's practices as well.

Clinical Affiliations / World Class Experience

Thanks to our extensive clinical affiliations with world-renowned teaching and research hospitals in the Boston area and throughout the country, our students enjoy priority placements and access to expert clinicians at the health centers that are setting the standards for physical therapy today. Our Partners HealthCare System affiliates include Massachusetts General Hospital, Brigham and Women's Hospital, Spaulding Rehabilitation Hospital, and Newton-Wellesley Hospital. Beth Israel Deaconess Medical Center and Children's Hospital Boston are also key clinical affiliates. [Link here](#) to a complete list of our national affiliates.

Post-Baccalaureate Education / Individualized Attention

Since MGH Institute is solely dedicated to graduate education, our students don't compete with undergraduates for faculty attention as they might at other institutions. This, in addition to our small class sizes, allows for a uniquely personalized environment in which students are the center of faculty attention and, as a result, maximize their professional skills within a nurturing environment.

Post-Professional Mentoring / Professional Relationships

Practicing therapists, who are students in our post-professional programs, often serve as clinical mentors, teaching assistants, and research consultants to students in our entry-level program. As a result, many of our entry-level students develop close mentoring relationships that last beyond their studies together at MGH Institute.

High Licensure Pass Rate / Excellent Employment Outlook

[Insert pass rate/employment]

Access / Contemporary Education

Our Physical Therapy program empowers its students with the kind of access, information, and contemporary clinical experience that can only be obtained through affiliation with a world-class academic health center.

Teaching Methodology / Solid Preparation

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



Physical Therapy Graduate Program

[Physical Therapy Program Home](#)
[Doctor of Physical Therapy](#)
[Special Features](#)
[Clinical Experience](#)
[Top Clinical Sites](#)
[Curriculum](#)
[Career Outlook](#)
[Post-Professional Programs](#)
[Faculty](#)
[Program News & Events](#)
[Meet Alumni](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

DPT Clinical Experience



Integrated Clinical Experiences

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

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

Practicum placements are individually determined through consultation with clinical coordinators to best ensure the acquisition of knowledge and skills.

In the summer following year 1, and in the winter of year 2, students also participate in two, 10 week-long, full-time clinical experiences.

Our students enjoy priority placements at prestigious health care facilities, including Massachusetts General Hospital, Brigham and Women's Hospital, Beth Israel Deaconess Medical Center, Spaulding Rehabilitation Hospital, Children's Hospital Boston, and Newton-Wellesley Hospital.

Our Unique Clinical Internship

Perhaps the most distinctive and exciting feature of our DPT program is the year-long clinical internship. The internship follows completion of our academic program and is a paid position in one facility. Our program is the only one in the country that offers this form of internship as the culminating clinical experience for all students, providing unique opportunities for long-term professional development.

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

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

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



Physical Therapy Graduate Program

[Physical Therapy Program Home](#)

[Doctor of Physical Therapy](#)

[Special Features](#)

[Clinical Experience](#)

[Top Clinical Sites](#)

[Curriculum](#)

[Career Outlook](#)

[Post-Professional Programs](#)

[Faculty](#)

[Program News & Events](#)

[Meet Alumni](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

Top Clinical Sites: Physical Therapy

Below is a partial list of our clinical affiliation partners:

New England Clinical Sites

- Beth Israel Deaconess Medical Center
- Boston Medical Center
- Boston Sports Medicine and Muscular Therapy
- Brigham and Women's Hospital
- Children's Hospital Boston
- EPOCH Senior Health Care of Weston
- Faulkner Hospital
- Harvard Vanguard Medical Associates
- HealthSouth Beverly
- HealthSouth Braintree
- HealthSouth New England Rehabilitation Hospital
- Hebrew Rehabilitation Center for the Aged
- Lahey Clinic Medical Center
- Massachusetts General Hospital
- Mount Auburn Hospital
- New England Baptist Hospital
- New England Sinai Hospital
- Newton Public Schools
- Newton-Wellesley Hospital
- Orthopedic and Sports Physical Therapy Associates
- Partners Home Care
- Perkins School for the Blind
- Portsmouth Regional Hospital
- Rehabilitation Specialists, Quincy
- Shaughnessy-Kaplan Rehabilitation Hospital
- Shriners Burn Hospital
- Spaulding Rehabilitation Hospital Newtork
- St. Patrick's Manor Rehabilitation Services
- Veterans Administration Boston Healthcare System
- Youville Hospital and Rehabilitation Center

Clinical Sites Outside New England

- Children's Hospital of Philadelphia, PA
- Martha Jefferson Hospital, VA
- Medical Center of Louisiana, LA
- Regional Medical Center of San Jose, CA
- Rusk Institute of Rehabilitation Medicine, NY
- Rehabilitation Institute of Chicago, IL
- University of Michigan Hospitals, MI



Physical Therapy Graduate Program

[Physical Therapy Program Home](#)
[Doctor of Physical Therapy](#)
[Special Features](#)
[Clinical Experience](#)
[Curriculum](#)
[Career Outlook](#)
[Post-Professional Programs](#)
[Faculty](#)
[Program News & Events](#)
[Meet Alumni](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

DPT Curriculum

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

Our program focuses on developing your clinical expertise. We take full advantage of our unique affiliation with world-class medical centers and expose our students to the progressive thinking and contemporary teachings of master clinicians.

Environment

Students of this intensive graduate program enjoy a uniquely personalized environment in which they are the center of faculty attention. Since the MGH Institute is solely dedicated to graduate education, our students don't compete with undergraduates for faculty attention, as they might at other institutions.

Our students also benefit from our close affiliations with area teaching hospitals. As a student of our program, you can attend rounds at Massachusetts General Hospital, sit in on bi-weekly case conferences, and on occasion, view surgery. You'll enjoy collegial working relationships with fellow classmates in which they learn and study together in a noncompetitive educational environment.

Our physical therapy laboratories utilize ceiling mounted cameras and large projection technology to ensure unobstructed viewing of demonstration procedures.

Classes for the entry-level DPT program are taught on our Boston campus in the Charlestown Navy Yard. Some may include online options or utilize the Internet for threaded discussions between classmates. A few courses may be offered completely online.

» [Curriculum Outline for the Doctor of Physical Therapy Degree \(100 credits\)](#)

» [View admission requirements and prerequisites for the entry-level DPT](#)


**Physical Therapy
Graduate Program**
[Physical Therapy Program Home](#)
[Doctor of Physical Therapy](#)
[Special Features](#)
[Clinical Experience](#)
[Curriculum](#)
[Career Outlook](#)
[Post-Professional Programs](#)
[Faculty](#)
[Program News & Events](#)
[Meet Alumni](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)
DPT Curriculum Outline
[Physical Therapy Course Descriptions \(PH and PT prefixes\)](#)
[Interdisciplinary Course Descriptions \(HP Prefix\)](#)

Year 1 - Summer Semester		
PT 606	Professional Socialization	2
PT 620	Gross Anatomy	5
		7
Year 1 - Fall Semester		
PT 622	Functional Anatomy	3
PT 623	Clinical Neuroscience I	2
PT 661	Clinical Seminar and Practicum I	2
PT 640	Clinical Pathophysiology	3
PT 670	Fundamentals of Physical Therapy Practice	6
PT 651	Critical Inquiry I	2
PH 621	Essentials of Pharmacology	1
		19
Year 1 - Spring Semester		
PT 624	Clinical Neuroscience II	2
PT 625	Clinical Perspectives in Health Policy	2
PT 662	Clinical Seminar and Practicum II	2
PT 641	Musculoskeletal Pathophysiology	2
PT 672	Clinical Mgmt of Cardiovascular and Pulmonary Systems	3
PT 671	Clinical Mgmt of Musculoskeletal Disorders- Extremities	6
PT 652	Critical Inquiry II	2
		19
Year 2 - Summer Semester		
PT 626	Principles of Teaching and Motor Learning	2
PT 676	Clinical Experience I	3
PT 673	Orthotics	1
		6
Year 2 - Fall Semester		
PT 723	Clinical Neuroscience III	2
PT 761	Clinical Seminar and Practicum III	2
PT 725	Clinical Medical Mgmt of Neuromuscular Disorders	1
PT 765	Clinical Mgmt of Musculoskeletal Disorders: Spine	4
PT 766	Clinical Mgmt of Neuromuscular Disorders I	6
PT 791	Critical Inquiry III	1
PH 750	Diagnostic Imaging	2
		18
Year 2 - Spring Semester		
PT 727	Psychology of Disability and Illness	1
PT 768	Prosthetics	1
PT 724	Clinical Neuroscience IV	2
PT 770	Clinical Experience II	3
PT 762	Clinical Seminar and Practicum IV	1
PT 767	Clinical Mgmt of Neuromuscular Disorders II	3
PT 769	Clinical Mgmt of the Patient with Multi-system Involvement	2
PT 792	Research Project	1
		14
Year 3 - Summer Semester		
PT 793	Research Presentation	1
PT 730	Practice Management	3
PT 777	Foundations of Diagnostic Screening	2
PT 778	Comprehensive Case Study	1
HP 820	Ethics in Health Care	2
	Electives	2
		11
Year 3 - Fall Semester		
PT 780	Clinical Internship	6
		6
Year 3 - Spring/Summer Semesters		

PT 781 Clinical Internship Continuation

0

0

Total

100



Physical Therapy Graduate Program

[Physical Therapy Program Home](#)
[Doctor of Physical Therapy](#)
[Special Features](#)
[Clinical Experience](#)
[Curriculum](#)
[Career Outlook](#)
[Post-Professional Programs](#)
[Faculty](#)
[Program News & Events](#)
[Meet Alumni](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Physical Therapy: Career Outlook

Physical therapists (PTs) provide services that help restore function, improve mobility, relieve pain, and prevent or limit permanent physical disabilities of patients suffering from injuries or disease. Some physical therapists treat a wide range of ailments; others specialize in areas such as pediatrics, geriatrics, orthopedics, sports medicine, neurology, and cardiopulmonary physical therapy.

Demand for physical therapists is expected to outpace average demand for all occupations through 2012. That is in part a result of the expanding elderly population. Furthermore, young people will need physical therapy as technological advances save the lives of a larger proportion of newborns with severe birth defects, and as technological advances permit a higher percentage of trauma victims to survive, creating additional demand for rehabilitative care. In addition, growth may result from advances in medical technology that could permit the treatment of more disabling conditions. Lastly, growing interest in health promotion also should increase demand, and a more employers are using physical therapists to evaluate worksites, develop exercise programs, and teach safe work habits to employees in the hope of reducing injuries.

Physical therapists held about 137,000 jobs in 2002. The number of jobs is greater than the number of practicing physical therapists because some physical therapists hold two or more jobs. For example, some may work in a private practice, but also work part time in another healthcare facility. By 2004, an APTA survey of its membership reported that 14% of respondents had a DPT or other doctoral degree. The survey also report that men make up a slightly larger percentage of physical therapists than five years ago.

[Read about career changers at the MGH Institute.](#)

Practice Settings

Physical therapists practice in hospitals, clinics, nursing homes, private outpatient offices, schools and homes. Some physical therapists teach in academic institutions and conduct research. They work full- or part-time, and the work can be physically demanding.

Earnings

According to the APTA 2005 Median Income of Physical Therapists Summary Report, the median income of physical therapists increased 24% between 1999 and 2004, to \$68,000 annually. The job market has improved steadily since 2001, with physical therapists experiencing virtually no unemployment.

Licensure

All states require physical therapists to pass a licensure exam before they can practice after graduating from an accredited physical therapist educational program. Aspiring physical therapists can opt for a master's degree or a doctoral degree, and a variety of post-professional options.

Licensed physical therapists are expected to continue their professional development by participating in continuing education courses and workshops and a number of states require continuing education as a condition of maintaining one's licensure.

Further Information

[American Physical Therapy Association](#)

[U.S. Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook 2004-2005](#)



Physical Therapy Graduate Program

[Physical Therapy Program Home](#)
[Doctor of Physical Therapy](#)
[Post-Professional Programs](#)
[Special Features](#)
[Transitional DPT](#)
[Advanced Master's](#)
[Certificate of Advanced Study](#)
[Orthopaedic Clinical Residency](#)
[International Students](#)
[For Occupational Therapists](#)
[Faculty](#)
[Program News & Events](#)
[Meet Alumni](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Post-Professional Study Options for Physical Therapists

[Transitional Doctor of Physical Therapy \(tDPT\)](#) – Designed for practicing clinicians, this program allows physical therapists who are licensed to work in the US to update or broaden their knowledge and skills to the level required to practice as a Doctor of Physical Therapy.

[Advanced Master of Science in Physical Therapy \(MS\)](#) – Designed for experienced physical therapists who wish to become advanced clinicians equipped with broad theoretical knowledge and sophisticated, contemporary skills, this program offers options for specialization in neurologic, orthopedic, or cardiopulmonary physical therapy. Students also have the option to develop individualized programs of study that cross specializations in order to meet specific interests, such as geriatrics, pediatrics, or acute care.

[Certificate of Advanced Study \(CAS\)](#) – Designed for experienced physical therapists interested in advanced clinical specialty education, but not in a formal academic degree, this customizable program offers many of the same specialization and cross-specialization options as the master's program. It prepares students for the clinical specialist examination administered by the American Board of Physical Therapy Specialties.

[Clinical Residency in Orthopaedic Physical Therapy](#) – One of about a dozen such programs credentialed by the APTA, it is designed for experienced physical therapists interested in significantly advancing their diagnostic, clinical decision-making, and hands-on clinical skills, this program combines contemporary, evidence-based coursework with highly individualized, advanced clinical preceptorship under the supervision of master clinicians (paid residency options exist). It prepares students for the clinical specialist examination administered by the American Board of Physical Therapy Specialties.

Combined MS/CAS with tDPT – Designed for experienced physical therapists, this program combines either a master's or certificate program of study with the Transitional Doctor of Physical Therapy program. These combined program options allow for a 3 credit reduction in the total credit requirements.

[International Students](#) are eligible to apply to the MS and CAS, but must have obtained US licensure to apply to the tDPT. In addition to meeting the credit requirements of the selected program, foreign-trained physical therapists attend a series of seminars that assist them in adapting to study and practice in the United States.

CAS in Clinical Investigation

There is a wide recognition that a well-trained, multi-disciplinary work force will be required to tackle health care demands of the future. Physical therapists play an increasing role in various levels of clinical research. With one of the first Clinical Investigation programs in the country, the MGH Institute offers rigorous courses taught by faculty actively engaged in clinical research.

Physical therapists matriculated into the Post-Professional Program in Physical Therapy (tDPT, advanced MS, or CAS) may petition to earn a [Certificate of Advanced Study in Clinical Investigation](#) at reduced credit requirement than if they were completed separately. MS, CAS and tDPT candidates must be in good academic standing to seek this dual option; consult your academic advisor to learn more.

- CAS combined with tDPT, MS, or CAS in Physical Therapy - only 12 credits

Learn More and Apply

- View [admission requirements and prerequisites](#) for the post-professional Physical Therapy program
- View [application deadlines](#) for the post-professional Physical Therapy program
- Potential applicants are encouraged to attend a [Graduate Information Session](#), which are scheduled throughout the year

Request information

To receive additional, detailed information about the post-professional Physical Therapy program, [submit an online inquiry](#). You'll have the option to register for an upcoming information session at the same time.

After you've reviewed the requested materials, if you still have program-specific questions related to applicability of certain prerequisite courses or the program's curriculum, please email the [Graduate Programs in Physical Therapy](#).



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OF HEALTH PROFESSIONS**

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Physical Therapy Graduate Program

[Physical Therapy Program Home](#)

[Doctor of Physical Therapy](#)

[Post-Professional Programs](#)

[Special Features](#)

[Transitional DPT](#)

[Advanced Master's](#)

[Certificate of Advanced Study](#)

[Orthopaedic Clinical Residency](#)

[International Students](#)

[For Occupational Therapists](#)

[Faculty](#)

[Program News & Events](#)

[Meet Alumni](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

Post-Professional PT Program Special Features

Access / Contemporary Education

Our Physical Therapy program empowers its students with the kind of access, information, and contemporary clinical experience that can only be obtained through affiliation with a world-class academic health center.

Specialization Options / Board Certification

The Post-Professional curriculums include options for specialization in neurologic, orthopedic, or cardiopulmonary physical therapy as well as for the cross-specialization needed for practice areas such as pediatrics, geriatrics, or acute care. These specializations allow students to prepare for board certification as clinical specialists.

Interdisciplinary Education / Solid Preparation

We offer an interdisciplinary mix of contemporary, evidence-based academics, clinical research, and advanced clinical experience. Special focus is paid to critical inquiry, clinical scientific, and case analysis.

Clinical Focus / Clinical Expertise

We take full advantage of our unique affiliation with world-class medical centers and expose our students to the progressive thinking and contemporary teachings of master clinicians through advanced clinical preceptorships that include options for Orthopaedic Residency and for practica in teaching and research. Many MGH Institute graduates have become certified clinical specialists.

Teaching Opportunities / Professional Development

Practicing therapists, who are students in our post-professional program, often serve as clinical mentors, teaching assistants, and research consultants to students in our entry-level Doctor of Physical Therapy program where they can develop their professional skills as educators. Teaching preceptorships are also available for students enrolled in the MS.

Renowned Faculty / Relevant Education

Our internationally recognized faculty are actively engaged in physical therapy and its associated professional activities and use their own real-world experience as teaching examples. As a result, our students are not only instructed in the field's most current and relevant practices, they are privy to the innovative thinking and professional and ethical standards that will define tomorrow's practices as well.

Clinical Affiliations / World Class Experience

Thanks to our extensive clinical affiliations with world-renowned teaching and research hospitals in the Boston area and throughout the country, our students enjoy priority placements and access to expert clinicians at the health centers that are setting the standards for physical therapy today. Our Partners HealthCare System affiliates include Massachusetts General Hospital, Brigham and Women's Hospital, Spaulding Rehabilitation Hospital, and Newton-Wellesley Hospital. Other key clinical affiliates include Beth Israel Deaconess Medical Center Children's Hospital Boston. [Link here for a](#)

complete list of our national affiliates.

Flexible Scheduling / Individualized Options

Students have opportunities for full or part-time study, with classes scheduled in the evening onsite or through online learning. All courses for the tDPT degree, as well as many other post-professional courses, are available in a distance learning format. Some courses are offered in a hybrid online format, which reduces the time students need to be onsite.



Physical Therapy Graduate Program

[Physical Therapy Program Home](#)[Doctor of Physical Therapy](#)[Post-Professional Programs](#)[Special Features](#)[Transitional DPT](#)[Curriculum](#)[Portfolio](#)[FAQ](#)[Advanced Master's](#)[Certificate of Advanced Study](#)[Orthopaedic Clinical Residency](#)[International Students](#)[For Occupational Therapists](#)[Faculty](#)[Program News & Events](#)[Meet Alumni](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)

Transitional Doctor of Physical Therapy

Doctor of Physical Therapy (DPT) Degree

This professional degree serves as a credential, similar to the MD for medicine, the OD for optometry, and DPM for podiatry. The transitional DPT signifies completion of the current requirements needed to enter the profession and represents the completion of a comprehensive program and the fulfillment of high standards of clinical performance in professional preparation. It does not, however, signify advanced preparation or specialization.

Transitional DPT

As physical therapists play an increasing vital role in the delivery of quality health care in this nation, the baseline of what is considered minimum credentialing for professional practice advances as well.

Endorsing the American Physical Therapy Association's (APTA) vision that by the year 2020, "all physical therapy will be provided by physical therapists who are doctors of physical therapy," ours was one of the first programs in the country to offer a Doctor of Physical Therapy (DPT) degree for licensed physical therapists.

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

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

Fundamentals such as pharmacology, diagnostic imaging, diagnostic screening, clinical research design and statistics, principles of measurement and evidence-based practice, and comprehensive case analysis are all covered. All required courses are available online, which means students do not have to reside in Boston to take advantage of this program. Dynamic courseware ensures a comprehensive learning experience from wherever you may live.

Applicants who submit a portfolio with their application containing evidence of previous experience and/or education may receive up to 13 credits of the 15 credits of required courses. Students are, however, required to take a minimum of 8 credits (including elective courses, if need be) in order to be awarded the transitional DPT.

Applications are accepted three times during the year, and students may begin the online transitional DPT program in any semester.



Physical Therapy Graduate Program

[Physical Therapy Program Home](#)
[Doctor of Physical Therapy](#)
[Post-Professional Programs](#)
[Special Features](#)
[Transitional DPT](#)
[Curriculum](#)
[Portfolio](#)
[FAQ](#)
[Advanced Master's](#)
[Certificate of Advanced Study](#)
[Orthopaedic Clinical Residency](#)
[International Students](#)
[For Occupational Therapists](#)
[Faculty](#)
[Program News & Events](#)
[Meet Alumni](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Transitional DPT Curriculum

» [View the curriculum outline for the Transitional DPT \(15 credits\)](#)

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

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

All required courses are available online through dynamic distance learning courseware developed at the MGH Institute. This courseware provides scheduling and time-management flexibility for students as it promotes a dynamic interchange between classmates. As part of their weekly assignments, students engage in threaded discussions with fellow classmates and instructors through the use of our custom-built, user-friendly courseware discussion boards.

» [View the technology requirements needed for online learning](#)



- [About Us](#)
- [Admissions](#)
- [Students](#)
- [Alumni & Friends](#)
- [Directions](#)



- Physical Therapy Graduate Program**
- Physical Therapy Program Home
- Doctor of Physical Therapy
- Post-Professional Programs
- Special Features
- Transitional DPT
 - Curriculum
 - Portfolio
 - FAQ
- Advanced Master's
- Certificate of Advanced Study
- Orthopaedic Clinical Residency
- International Students
- For Occupational Therapists
- Faculty
- Program News & Events
- Meet Alumni

Transitional DPT Course Outline

[Physical Therapy Course Descriptions \(PH and PT prefixes\)](#)

[Interdisciplinary Course Descriptions \(HP prefix\)](#)

CRITICAL INQUIRY SEQUENCE		
HP 720	Designing Clinical Research	2 cr
HP 721	Statistics for Clinical Research	2 cr
PT 740	Measurement Princ. for Physical Therapy Practice	2 cr
PT 741	Principles of Evidence-Based Practice	1 cr
CLINICAL SCIENCE SEQUENCE		
PH 621	Essentials of Pharmacology	1 cr
PH 750	Diagnostic Imaging:	2 cr
PT 785	Diagnostic Screening For Physical Therapists: When to treat, and when to refer?	2 cr
INTEGRATION OF PROFESSIONAL PRACTICE CONCEPTS		
PT786	Comprehensive Case Analysis	3 cr
TOTAL		15 cr



Physical Therapy Graduate Program

[Physical Therapy Program Home](#)
[Doctor of Physical Therapy](#)
[Post-Professional Programs](#)
[Special Features](#)
[Transitional DPT](#)
[Curriculum](#)
[Portfolio](#)
[FAQ](#)
[Advanced Master's](#)
[Certificate of Advanced Study](#)
[Orthopaedic Clinical Residency](#)
[International Students](#)
[For Occupational Therapists](#)
[Faculty](#)
[Program News & Events](#)
[Meet Alumni](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Portfolio

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

Q: Should I take the time to prepare a portfolio?

A: That depends on your current level of knowledge, competence and experience with the tDPT course materials and objectives. If you have recently taken courses in a graduate or post-graduate program that included this content, or, you are currently involved with research projects or clinical teaching that demonstrates your competence with the knowledge and skills in the course content and objectives for the program, the completion of a portfolio would most likely credit you for that and exempt you from some course work. Alternatively, if your experience in the course content areas is limited, or it occurred greater than seven years ago and you have not maintained the knowledge and skill, or, you are simply interested in refreshing your skill by taking the courses, you would most likely choose against submitting a portfolio.

Q: How do I prepare a portfolio for submission?

A: Begin by reading through the Portfolio Application, focusing on the specific objectives for each of the courses in the Critical Inquiry and Clinical Science sequences. Next, review your resume or curriculum vitae to determine if any of your educational or professional experiences demonstrate your current competency with any or all of the listed course objectives. For each course where you believe you have current competency evidence, write a summary paragraph on the portfolio form that describes your experiences and clarifies why a course credit and exemption is appropriate. Attach that summary to the evidence you've gathered to support your description (e.g., copy of a course syllabus, a letter from a co-investigator on a research project that describes your involvement, the citations for your own publications or copy of a published article, etc.), and include the portfolio with your application.

Q: What happens after I submit my portfolio?

A: Your portfolio is independently reviewed and scored by two faculty members on the Admissions Committee. They make the decisions to award credit for your experience by matching your evidence to the required course's objectives. For any area where there is disagreement about awarding credit, that area will be subjected to review by a third faculty member and final decisions are based on the majority opinion. Transitional DPT applicants are informed about portfolio decisions with the offer of admission.

» [Download a sample tDPT Portfolio Review form](#) – PDF-Files



Physical Therapy Graduate Program

[Physical Therapy Program Home](#)[Doctor of Physical Therapy](#)[Post-Professional Programs](#)[Special Features](#)[Transitional DPT](#)[Curriculum](#)[Portfolio](#)[FAQ](#)[Advanced Master's](#)[Certificate of Advanced Study](#)[Orthopaedic Clinical Residency](#)[International Students](#)[For Occupational Therapists](#)[Faculty](#)[Program News & Events](#)[Meet Alumni](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)

FAQ

Transitional Doctor of Physical Therapy

- [About the DPT](#)
- [About Admission to Our Program](#)
- [About the tDPT Program](#)
- [About Distance Learning](#)

MGH Institute Alumni

Alumni who previously earned either an entry-level or post-professional Master of Science in Physical Therapy from the MGH Institute, are required to complete 8 credits of coursework, including the three courses in the Clinical Science Sequence and Comprehensive Case Analysis. (If Clinical Science courses have been taken previously at the Institute, students may substitute electives to fulfill the 8 credit requirement.)

Q: As an Institute alumnus, do I have to submit GRE scores or transcripts with my tDPT application?

A: No, we already have those on file from when you originally enrolled at the Institute.

If the transitional DPT [program description](#), [curriculum](#), and [portfolio](#) sections, as well as the above FAQs have not answered all your questions about the Transitional DPT program, you may contact: [Cynthia Coffin-Zadaj](#), DPT, MS, CCS, FAPTA Coordinator, Transitional DPT Program.

Have you received the Post-Professional Physical Therapy program brochure? [Request one now.](#)



MGH INSTITUTE OF HEALTH PROFESSIONS

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Physical Therapy Graduate Program

[Physical Therapy Program Home](#)

[Doctor of Physical Therapy](#)

[Post-Professional Programs](#)

[Special Features](#)

[Transitional DPT](#)

[Advanced Master's](#)

[Curriculum](#)

[Preceptorships](#)

[Certificate of Advanced Study](#)

[Orthopaedic Clinical Residency](#)

[International Students](#)

[For Occupational Therapists](#)

[Faculty](#)

[Program News & Events](#)

[Meet Alumni](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

Physical Therapy: Advanced Master of Science

For experienced physical therapists interested in becoming advanced clinicians equipped with broad theoretical knowledge and sophisticated, contemporary, clinical skills, our master's program offers a variety of advanced training options that will prepare you for the next step in your career.

Designed to help you significantly advance your depth of knowledge and skills in a particular area of practice, the master's curriculum includes options for specialization in **neurologic**, **orthopedic**, or **cardiopulmonary** physical therapy as well as for the cross-specialization needed for practice areas such as pediatrics, geriatrics, or acute care.

Offering an interdisciplinary mix of evidence-based academics, clinical research, and advanced clinical experience physical therapists need to prepare for specialization, the program enables therapists to hone core skills in critical inquiry, and basic, behavioral, and clinical sciences as they build upon their critical thinking and clinical decision-making capabilities.

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

This program also allows for customization in how you approach your studies:

- Students have the option of full- or part-time study and can choose between taking some classes onsite or online.
- Full-time students can complete the program in four semesters of study, while part-time students usually require 3 - 4 years.
- Many courses are offered primarily online, with minimal onsite requirements, giving students greater flexibility in balancing work and study.
- Class sizes in the master's program are small, usually 10 - 20 students ensuring individualized attention while providing opportunities for individualized study and professional growth.

» [Learn more about Specialist Certification from the APTA](#)



Physical Therapy Graduate Program

- [Physical Therapy Program Home](#)
- [Doctor of Physical Therapy](#)
- [Post-Professional Programs](#)
- [Special Features](#)
- [Transitional DPT](#)
- [Advanced Master's Curriculum](#)
- [Preceptorships](#)
- [Certificate of Advanced Study](#)
- [Orthopaedic Clinical Residency](#)
- [International Students](#)
- [For Occupational Therapists](#)
- [Faculty](#)
- [Program News & Events](#)
- [Meet Alumni](#)

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Advanced MS Curriculum

The curriculum for the 36-credit Advanced Master of Science in Physical Therapy Program is built upon a 13-credit core, emphasizing critical inquiry/analytical skills. Subjects covered in the core include clinical research design and statistics, principles of measurement and evidence-based practice, clinical decision-making, and advanced evaluation and intervention techniques.

Students are required to complete 10 credits of clinical concentration within his or her chosen specialty area and another 3 credits in an advanced preceptorship. The preceptorship requires 140 hours of advanced clinical work with a master clinician at one site and includes teaching and research options wherein a student may choose to work with faculty in areas of special interest. A student may also take a second preceptorship as an elective.

The remaining coursework focuses on clinical science, with individual students concentrating on specific areas of interest. Students work closely with faculty advisors throughout the master's process to develop and adhere to his or her individual plan of study.

As part of the Master of Science coursework, students will also complete a clinically-relevant thesis as his or her culminating project. Students work with two faculty advisors to develop a proposal and carry out a research project of their choosing, and a seminar is offered each semester to assist students throughout the thesis process. Research projects may involve clinical data collection, case studies, systematic reviews, or secondary analysis of data that has been collected previously.

» [Curriculum outline for the Advanced MS in Physical Therapy \(36 credits\)](#)



Physical Therapy Graduate Program

[Physical Therapy Program Home](#)
[Doctor of Physical Therapy](#)
[Post-Professional Programs](#)
[Special Features](#)
[Transitional DPT](#)
[Advanced Master's](#)
[Curriculum](#)
[Preceptorships](#)
[Certificate of Advanced Study](#)
[Orthopaedic Clinical Residency](#)
[International Students](#)
[For Occupational Therapists](#)
[Faculty](#)
[Program News & Events](#)
[Meet Alumni](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Advanced MS Curriculum Outline

[Physical Therapy Course Descriptions \(PH and PT prefixes\)](#)
[Interdisciplinary Course Descriptions \(HP prefix\)](#)

Core/Analytical Skills: 13 credits

HP 720	Designing Clinical Research	3
HP 721	Statistics for Clinical Research	3
PT 755	Foundations of Clinical Assessment in Physical Therapy	3
PT 855	Clinical Decision-Making	3
PT 885	Advanced Seminar in Physical Therapy	1

Advanced Clinical Skills: 3 to 9 credits

PT 875	Clinical Preceptorship in Physical Therapy	3
PT 876	Clinical Residency in Advanced Orthopaedic Physical Therapy	3

Clinical Thesis: 6 credits

PT 895	Thesis Research I	2
PT 896	Thesis Research II	2
PT 897	Thesis Research III	2

Electives: Variable credits

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

Clinical Concentration: 10 credits

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

Neurology Specialization

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

Orthopaedic Specialization

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

Individualized Program of Study

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



Physical Therapy Graduate Program

[Physical Therapy Program Home](#)
[Doctor of Physical Therapy](#)
[Post-Professional Programs](#)
[Special Features](#)
[Transitional DPT](#)
[Advanced Master's](#)
[Curriculum](#)
[Preceptorships](#)
[Certificate of Advanced Study](#)
[Orthopaedic Clinical Residency](#)
[International Students](#)
[For Occupational Therapists](#)
[Faculty](#)
[Program News & Events](#)
[Meet Alumni](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Preceptorships

All matriculated students in the advanced master's program are required to successfully complete 3 credits of preceptorship. The purposes of the preceptorships are:

1. To help students increase their ability to apply clinical skills (both hands on and critical thinking skills) in a specific specialty area/setting
2. To improve their ability to plan an effective, personal learning experience based on individual professional learning goals

Students come to the program with various levels of clinical experience and exposure. Therefore, the preceptorship can be constructed to provide either broad patient care exposure in an area of practice where the student has little or no prior experience, or as an opportunity to develop advanced clinical skills in an area of practice with which the student already has some familiarity. For some students, a preceptorship can focus upon teaching or research skills in an individualized way.

Preceptorship planning begins with students reviewing their long-term professional goals and self-assessing their current skills in clinical practice, teaching and/or research. After determining the skills and focus needed to help reach professional goals, each student is matched with the appropriate specialty coordinator and with a preceptor (a professional with advanced clinical, teaching, or research skills in the appropriate area of practice). Each student writes specific learning objectives for the preceptorship. When the objectives have the approval of the specialty coordinator, the student and preceptor together refine the specific learning objectives. Criteria for judging student performance, and specific teaching/learning activities that will be performed as part of the preceptorship are identified by the student in collaboration with the specialty coordinator. Preceptor and student together use the formative evaluation process during the preceptorship to monitor progress and modify learning activities as needed.

Teaching vs. Research

Teaching Preceptorships

Students wishing to improve on teaching skills may elect to complete their 3 credit preceptorship by focusing on either clinical teaching (student affiliates, other health professionals) or academic teaching (lab or classroom instruction). Working with an assigned preceptor (an experienced clinical or academic teacher), you will work on improving your ability to:

- Plan and execute effective teaching (clinic or classroom)
- Critically evaluate teaching/learning performances (your own and others)

Research Preceptorships

Students wishing to improve their research skills may elect to complete their 3 credit preceptorship working on improving their ability to perform various aspects of research such as critiquing literature, identifying a problem, developing methods and protocols, collecting data, and analyzing data.



Physical Therapy Graduate Program

[Physical Therapy Program Home](#)[Doctor of Physical Therapy](#)[Post-Professional Programs](#)[Special Features](#)[Transitional DPT](#)[Advanced Master's](#)[Certificate of Advanced
Study](#)[Curriculum](#)[Preceptorships](#)[Orthopaedic Clinical Residency](#)[International Students](#)[For Occupational Therapists](#)[Faculty](#)[Program News & Events](#)[Meet Alumni](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)

Physical Therapy: Certificate of Advanced Study

The Certificate of Advanced Study (CAS) provides an enriching opportunity for experienced physical therapists to get a highly individualized, advanced specialty education without pursuing a formal academic degree.

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

The Certificate of Advanced Study is awarded upon completion of a minimum of six courses totaling 15-18 credits from the Master of Science curriculum course offerings. The courses you select may be in a chosen specialty area such as neurologic, orthopaedic or cardiopulmonary physical therapy, or any combination of PT elective offerings. Preceptorships and independent study options with faculty are also available.

Since many CAS students discover they want to continue their advanced education after they've completed 6 course, CAS credits may be applied toward the Advanced Master of Science in Physical Therapy degree.

Students also often combine programs, enrolling in the CAS and our orthopaedic residency or the tDPT program to take advantage of the 3 credit reduction in overall credit requirements for combined coursework. CAS students who have completed two courses with a grade of B or better may use those courses to request a waiver of GRE score requirements for the tDPT program.

Conversion from CAS to MS Candidate

Physical Therapists working toward the CAS may apply for entry into the [Advanced Master's](#) program at any time through the standard application process. Matriculated students who have completed at least 12 credits toward the CAS, with a cumulative grade point average of 3.0 or better, may convert to the Master of Science in Physical Therapy program by written petition to the post-professional Physical Therapy Program committee, through their academic advisor.

Participation in the CAS program does not grant automatic entry into the MS program. Any courses in which the student has received a grade of B or better while working toward the CAS may be counted toward the degree requirements. Students interested in converting to degree status should consult with their academic advisor.



Physical Therapy Graduate Program

[Physical Therapy Program Home](#)[Doctor of Physical Therapy](#)[Post-Professional Programs](#)[Special Features](#)[Transitional DPT](#)[Advanced Master's](#)[Certificate of Advanced Study Curriculum](#)[Preceptorships](#)[Orthopaedic Clinical Residency](#)[International Students](#)[For Occupational Therapists](#)[Faculty](#)[Program News & Events](#)[Meet Alumni](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)

Certificate of Advanced Study Curriculum

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

For Physical Therapists Only

Specialties - Ortho, Neuro, or Individualized Program
(Minimum of 6 courses - 15 credits)

The CAS for Physical Therapists requires completion of a minimum of six courses (15 credits) within an area of specialization. Students may choose an individualized program of study as well. Each student works with an academic advisor to select courses and to develop an educational plan to fit his or her own needs. This program of study helps students to prepare for the clinical specialist examination administered by the American Board of Physical Therapy Specialties.

For Occupational Therapists Only

Specialties - Ortho or Neuro
(Minimum of 6 courses - 15 credits)

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

[View specialty course listings for the Orthopaedic Specialization](#)

[View specialty course listings for the Neurology Specialization](#)

[Physical Therapy Course Descriptions \(PH and PT prefixes\)](#)

[Interdisciplinary Course Descriptions \(HP prefix\)](#)



- [About Us](#)
- [Admissions](#)
- [Students](#)
- [Alumni & Friends](#)
- [Directions](#)



- [Alumni Association](#)
- [Meet Alumni](#)
- [Staying Connected](#)
- [Awards and Honors](#)
- [MGH Nurses' Alumnae Association](#)
- [Make a Gift](#)



- Physical Therapy Graduate Program**
- [Physical Therapy Program Home](#)
 - [Doctor of Physical Therapy](#)
 - [Post-Professional Programs](#)
 - [Special Features](#)
 - [Transitional DPT](#)
 - [Advanced Master's](#)
 - [Certificate of Advanced Study Curriculum](#)
 - [Preceptorships](#)
 - [Orthopaedic Clinical Residency](#)
 - [International Students For Occupational Therapists](#)
 - [Faculty](#)
 - [Program News & Events](#)
 - [Meet Alumni](#)
-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Specialty Courses - Orthopaedic

[Course descriptions for courses with the PH, PT prefixes](#)

[Course descriptions for courses with the HP prefix](#)

PH842	Clinical Applications in Exercise Physiology	3
PH750	Diagnostic Imaging	2
PH855	Clinical Anatomy: Upper Quarter	1
PH856	Clinical Anatomy: Trunk and Spine	1
PH857	Clinical Anatomy: Lower Quarter	1
PH865	Concepts of Orthopaedic Physical Therapy	3
HP 712	Foundation of Teaching and Learning	3
HP 721	Statistics for Clinical Research	2
HP 720	Designing Clinical Research	2
HP 820	Ethical Issues in Health Care	2



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OF HEALTH PROFESSIONS**

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



**Physical Therapy
Graduate Program**

[Physical Therapy Program Home](#)

[Doctor of Physical Therapy](#)

[Post-Professional Programs](#)

[Special Features](#)

[Transitional DPT](#)

[Advanced Master's](#)

[Certificate of Advanced Study
Curriculum](#)

[Preceptorships](#)

[Orthopaedic Clinical Residency](#)

[International Students](#)

[For Occupational Therapists](#)

[Faculty](#)

[Program News & Events](#)

[Meet Alumni](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

Specialty Courses - Neurology

[Course descriptions for courses with the PH, PT prefixes](#)

[Course descriptions for courses with the CH, CD prefixes](#)

CD 722	Neuroanatomy and Neurophysiology of Communication and Swallowing	3
CD 843	Acquired Cognitively Based Communication Disorders (elective)	2
CH 721	Foundation of Cognition	2
CH 837	Tracheotomy & Ventilation Issues	2
PH 842	Clinical Applications in Exercise Physiology	3
PH 851	Clinical Neurology	3
PH 855	Clinical Anatomy: Upper Quarter	1
PH 856	Clinical Anatomy: Trunk and Spine	1
PH 857	Clinical Anatomy: Lower Quarter	1
PT 785	Diagnostic Screening for Physical Therapists: When to Treat? When to Refer?	3
PT 861	Seminar on Treatment Approaches to the Neurologically Impaired	3
PT 862	Concepts of Assessment in Neurologic Physical Therapy Practice	3
PT 863	Therapeutic Exercise: Advanced Principles and Practice	3
PT 880	Special Topics in Physical Therapy	var



Physical Therapy Graduate Program

[Physical Therapy Program Home](#)
[Doctor of Physical Therapy](#)
[Post-Professional Programs](#)
[Special Features](#)
[Transitional DPT](#)
[Advanced Master's](#)
[Certificate of Advanced Study](#)
[Curriculum](#)
[Preceptorships](#)
[Orthopaedic Clinical Residency](#)
[International Students](#)
[For Occupational Therapists](#)
[Faculty](#)
[Program News & Events](#)
[Meet Alumni](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Preceptorships

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Preceptor Options

Teaching Preceptorships

Students wishing to improve on teaching skills may elect to complete their 3 credit preceptorship by focusing on either clinical teaching (student affiliates, other health professionals) or academic teaching (lab or classroom instruction). Working with an assigned preceptor (an experienced clinical or academic teacher), you will work on improving your ability to:

- Plan and execute effective teaching (clinic or classroom)
- Critically evaluate teaching/learning performances (your own and others)

Research Preceptorships

Students wishing to improve their research skills may elect to complete their 3 credit preceptorship working on improving their ability to perform various aspects of research such as critiquing literature, identifying a problem, developing methods and protocols, collecting data, and analyzing data.



Physical Therapy Graduate Program

[Physical Therapy Program Home](#)[Doctor of Physical Therapy](#)[Post-Professional Programs](#)[Special Features](#)[Transitional DPT](#)[Advanced Master's](#)[Certificate of Advanced Study](#)[Orthopaedic Clinical](#)[Residency](#)[Curriculum](#)[International Students](#)[For Occupational Therapists](#)[Faculty](#)[Program News & Events](#)[Meet Alumni](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)

Physical Therapy: Clinical Residency in Orthopaedics

The primary focus of the clinical residency program for is to enable physical therapists to accelerate their expertise in evaluation, examination, diagnosis, prognosis, intervention, and management of orthopaedic patients. Developed for experienced physical therapists interested in significantly advancing their preparation as a provider of orthopaedic patient care, this program combines contemporary, evidence-based coursework with highly individualized, advanced clinical preceptorship under the supervision of master clinicians.

Providing experienced physical therapists with elite access to residency faculty from prestigious Boston area clinics – including **Orthopaedic Clinical Specialists (OCS)** and **Orthopaedic Manual Physical Therapists** – the program is designed to guide physical therapists in developing advanced diagnostic, clinical decision-making, and hands-on clinical skill through 1,500 hours of mentored clinical practicum.

The orthopaedic residency for physical therapists is part-time and open to students enrolled in either the [Advanced Master of Science](#) program or the [Certificate of Advanced Study](#) with a specialization in orthopaedics. The [residency curriculum](#) combines 15 credits (six courses) of clinical concentration coursework with 9 credits (three 3-credit rotations) of residency work, which allows for scheduling flexibility in the clinical portion.

Paid residency options are available through affiliating institutions.



**Pathway to Becoming an
Orthopaedic Clinical Specialist (OCS)**

Credentialed by the [American Physical Therapy Association](#) (APTA), the Clinical Residency in Orthopaedic Physical Therapy also prepares you for the orthopaedic clinical specialist certification examination administered by the American Board of Physical Therapy Specialties.

Residency Faculty

The faculty for the residency program are master clinicians from prestigious Boston area clinics whose credentials include Orthopaedic Clinical Specialists (OCS) and Orthopaedic Manual Physical Therapists. As a result, our students are not only instructed in the field's most current and relevant practices, they are privy to the innovative thinking and professional and ethical standards that will define tomorrow's practices as well. Some of our residency faculty include:

Institute of Orthopaedic Manual Therapy

William Antonelli, PT, OMT, FAAOMPT

Vincent Buscemi, PT, OMT, FAAOMPT

Martin Langas, PT, OMT, FAAOMPT

Alan Visnick, PT, EdM, OMT, FAAOMPT

Lahey Clinic

Mary Capistran, DPT, MS

Massachusetts General Hospital

Diane Plante, PT, MS

[Linda Steiner, DPT, MS, OCS '91](#)

Ellen Tighe, PT, MS, OCS

Portsmouth Regional Hospital

Joann Brooks, DPT, MPH, OCS

South Shore Physical Therapy
Michael Puniello, DPT, MS, OCS, FAAOMPT



Learn More and Apply

To receive additional information about the orthopaedic clinical residency and our post-professional programs of study, [submit an online inquiry](#). You'll have the option to register for an upcoming information session at the same time.



Physical Therapy Graduate Program

[Physical Therapy Program Home](#)

[Doctor of Physical Therapy](#)

[Post-Professional Programs](#)

[Special Features](#)

[Transitional DPT](#)

[Advanced Master's](#)

[Certificate of Advanced Study](#)

[Orthopaedic Clinical Residency Curriculum](#)

[International Students](#)

[For Occupational Therapists](#)

[Faculty](#)

[Program News & Events](#)

[Meet Alumni](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

Clinical Residency Curriculum

Students in the **Clinical Residency in Orthopaedic Physical Therapy** combine 15 credits (six courses) of clinical concentration coursework with 9 credits (three 3-credit rotations) of residency work. Students also participate in a Clinical Seminar and produce a written, publishable case study. Clinical residency students may elect to participate in courses on spinal manipulative therapy and thrust manipulation of the extremity joints as well.

In preparing licensed physical therapists for the orthopaedic clinical specialist certification exam, residency coursework covers content related to clinical science, movement science, evidence-based practice, interpretation of scientific literature and the research process, practice dimensions, communication, administration, and consultation.

All courses are offered in the evenings. Many clinical concentration courses are offered in an online hybrid format, reducing the amount of hours students are required to be onsite.

Clinical Residency in Orthopaedic Physical Therapy Curriculum:

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

Clinical Placements

Clinical placements are made based on a comprehensive assessment of each student's needs and interests, as well as his or her schedule.

Accommodations are made to try and work with student schedules. The 3-credit clinical rotations are typically completed over three semesters.

Paid residency options are available through affiliating institutions.



Physical Therapy Graduate Program

[Physical Therapy Program Home](#)
[Doctor of Physical Therapy](#)
[Post-Professional Programs](#)
[Special Features](#)
[Transitional DPT](#)
[Advanced Master's](#)
[Certificate of Advanced Study](#)
[Orthopaedic Clinical Residency](#)
[International Students](#)
[FAQ](#)
[International Alumni](#)
[For Occupational Therapists](#)
[Faculty](#)
[Program News & Events](#)
[Meet Alumni](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Physical Therapy: International Students



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

As part of the post-professional [Master of Science](#) or [Certificate of Advanced Study](#) programs, we offer International Student Seminars designed specifically for foreign-educated physical therapists.

These required seminars provide extra support in adjusting to the academic and health care culture of the United States, and communicating in English. The seminars assist students to successfully adapt to life in a new cultural setting as well as to the life of a graduate student, from writing papers, literature reviews, clinical documentation, delivering presentations in class to critically analyzing research articles.

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

Course of Study

International students in the Master of Science or Certificate of Advanced Study program take the specialty, elective and core courses with the other graduate students. International students continue on to the advanced preceptorship and thesis after successfully completing two semesters of coursework. These two semesters must include the International Student Seminars. International students must maintain a 3.0 GPA and successfully complete the clinical performance assessment.

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

Merit Awards

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

Graduate Assistantships

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

Requirements for Applicants

Applicants who received their undergraduate physical therapy education in another country must demonstrate equivalency of a bachelor's degree.

Transcripts and grades for prerequisite courses must be evaluated by an outside credentialing agency and forwarded to the Institute directly from that agency. For additional information, international applicants should contact the [Office of Student Affairs](#) at (617)726-3140.

The [TOEFL](#) (Test for English as a Foreign Language) is also required for applicants whose native language is not English and for those individuals who did not receive a degree from an English-speaking university.

Talk to the International Student Coordinator for Physical Therapy

We will forward your name to the Coordinator of the international student program to answer any questions about the program. To learn more about our programs and living /studying in Boston, [email us](#).

» [General information on study in the United States](#)



Physical Therapy Graduate Program

[Physical Therapy Program Home](#)

[Doctor of Physical Therapy](#)

[Post-Professional Programs](#)

[Special Features](#)

[Transitional DPT](#)

[Advanced Master's](#)

[Certificate of Advanced Study](#)

[Orthopaedic Clinical Residency](#)

[International Students](#)

[For Occupational Therapists](#)

[Faculty](#)

[Program News & Events](#)

[Meet Alumni](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

CAS for Occupational Therapists

The Certificate of Advanced Study is designed for licensed occupational therapists interested in advanced clinical specialization. The CAS allows students to focus on clinical courses in a specific area of interest. The program allows therapists to develop essential foundations in decision-making, scientific inquiry and clinical measurement in addition to basic and clinical sciences. The curriculum is based on a philosophy that values an interdisciplinary approach to advanced professional education within a framework of clinical specialization and evidence-based practice.

The CAS requires completion of a minimum of six courses (15 credits) within an area of specialization. Students may choose an individualized program of study as well. Each student works with an academic advisor to develop an educational plan to fit his or her own needs.

Specializations

Students can choose specialty courses in neurology or orthopaedics. 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.

[View specialty course listings for the Orthopaedic Specialization](#)

[View specialty course listings for the Neurology Specialization](#)

Special Features

- Students have opportunities for full- or part-time study, with classes scheduled in the evenings or through online learning
- Many courses are offered completely online, or with limited onsite experiences
- Small classes provide opportunities for individualized study and professional growth
- Occupational therapists seeking the CAS and employed within the Partners HealthCare system are eligible to apply for the Burr Scholarship

» [Do you work for a Partners' entity? Find out about the Burr Scholarship for OTs](#)



Students

[Registrar](#)
[Registration Information](#)
[Course Descriptions](#)
[Important Forms](#)
[Online](#)
[Health Insurance](#)
[Veterans Benefits](#)
[Thesis Filing](#)
[Commencement](#)

[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)

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Physical Therapy Course Descriptions

PH 621 ESSENTIALS OF Pharmacology

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

PH 750 DIAGNOSTIC IMAGING

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

PH 842 CLINICAL APPLICATIONS IN EXERCISE PHYSIOLOGY

Prerequisite: 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 850 CLINICAL NEUROANATOMY AND NEUROPHYSIOLOGY AND NEUROLOGY

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 851 CLINICAL NEUROLOGY

Prerequisites: Undergraduate of Graduate coursework in neuroanatomy/neuroscience. Audit available. This course will provide an overview of the anatomy and physiology of the central nervous system with application of neuroscience research to understanding of the pathology and treatment advances of selected disease states. Laboratory examination of human brain material will be included. The applications and limitations of new technologies in clinical neuroscience research will be discussed. 3 Credits.

PH 855 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 856 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 857 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 600 INTERNATIONAL SEMINAR I

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

PT 601 Clinical Performance Evaluation

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

PT 602 International Seminar II

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

PT 606 Professional Socialization

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

PT 620 Gross Anatomy I

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

PT 622 Functional Anatomy

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

PT 623 Clinical Neuroscience I

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

PT 624 CLINICAL NEUROSCIENCE II

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

PT 625 Clinical Perspectives in Health Policy

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

PT 626 Principles of Teaching and Motor Learning

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

PT 640 Clinical Pathophysiology

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

PT 641 Musculoskeletal Pathophysiology

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

PT 651 Critical Inquiry I

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

PT 652 Critical Inquiry II

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

PT 661- 662 Clinical Seminar and Practicum I, II

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

PT 670 Fundamentals of Physical Therapy Practice

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

PT 671 Clinical Management of Musculoskeletal Disorders- Extremities

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

PT 672 Clinical Management of Cardiovascular and Pulmonary Disorders

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

PT 673 Orthotics

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

PT 676 Clinical Experience I

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

PT 723 Clinical Neuroscience III

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

PT 724 CLINICAL NEUROSCIENCE IV

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

PT 725 MEDICAL MANAGEMENT OF NEUROMUSCULAR DISORDERS

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

PT 727 Psychology of Disability and Illness

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

PT 730 Practice Management

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

PT 740 MEASUREMENT PRINCIPLES FOR PT PRACTICE

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

PT 741 PRINCIPLES OF EVIDENCE BASED PRACTICE

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

PT 755 FOUNDATIONS OF CLINICAL ASSESSMENT IN PT

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 Clinical Seminar and Practicum III

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

PT 762 Clinical Seminar and Practicum IV

Prerequisite: PT 770. Co-requisites: Fall, Year 2 courses. Pass/Fail and audit not available. Continuation of PT 761.

PT 765 Clinical Management of Musculoskeletal Disorders: Spine

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

PT 766 Clinical Management of Neuromuscular Disorders I

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

PT 767 Clinical Management of Neuromuscular Disorders II

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

PT 768 Prosthetics

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

PT 769 Clinical Management of the Patient with Multi-system Involvement

Management of patients with complex involvement of multiple systems through the lifespan. 2 credits

PT 770 Clinical Experience II

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

PT 772 Special Topics

Special topics relating to various areas of physical therapy practice are offered as electives, providing an opportunity for students to explore a particular area of interest in greater depth. Topics may include Women's Health, Cardiac

Rehabilitation, Treatment of Foot/Ankle, Geriatrics, Vestibular Rehabilitation, and others. 1 credit

PT 777 Foundations of Diagnostic Screening

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

PT 778 Comprehensive Case Study

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

PT 780 Clinical Internship

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

PT 781 Clinical Internship Continuation

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

PT 785 Diagnostic Screening for Physical Therapists: When to Treat? When to Refer?

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

PT 786 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. Note: This course is a requirement for the Transitional Program for Institute Alumni (MS) to earn the Doctor of Physical Therapy degree.

PT 791 Critical Inquiry III

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

PT 792 - 793 Research Project, Research Presentation

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

PT 855 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 861 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 862 CONCEPTS OF ASSESSMENT IN NEUROLOGIC PT

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 863 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 865 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 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 870 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 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 875 CLINICAL PRECEPTORSHIP IN PHYSICAL THERAPY

Prerequisite: PT 755. 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 876 CLINICAL RESIDENCY IN ADV ORTHOPAEDIC PT

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

PT 880 Special Topics in Physical Therapy

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

PT 885 ADVANCED SEMINAR IN PHYSICAL THERAPY

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

PT 895 THESIS RESEARCH I

Prerequisite: 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 896 THESIS RESEARCH II

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

PT 897 THESIS RESEARCH III

Prerequisite: PT 896. Pass/Fail grading only, audit not available. Continuation of PT 896.

PT 898 Thesis Continuation

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

PT 899 Independent Study in Physical Therapy

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



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This certificate program provides the opportunity for practitioners to package their clinical expertise in a framework that can be shared effectively to enrich others.

**Interdisciplinary
Certificate Program**

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[Program Features](#)
[Curriculum](#)
[Faculty](#)
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Teaching and Learning Certificate for Health Care Educators

Program Features

Many disciplines within the health professions face current and future shortages of qualified practitioners. Exacerbating this shortage is a dwindling number of faculty available to prepare the next generation of health care practitioners. Lack of faculty results in limited numbers of students that can be admitted into programs. This program will educate health care professionals in the theory and skills needed to assume the role of educator. The program is presented in an online format to provide maximum flexibility for busy professionals. Online interaction with faculty and fellow students provides a supportive, dynamic environment to try new ideas and develop tangible outcomes.

The purpose of this program is to prepare health care clinicians to teach in the academic and clinical settings. This program provides learners with the educational principles needed to integrate their clinical acumen and knowledge with didactic and theoretical tools to teach others. The program takes advantages of the latest technologies in the teaching of health care professionals. For example, clinical simulation provides opportunities to learn, evaluate, and test new methods of care.

The MGH Institute recognizes that teaching and learning occurs across a wide variety of settings and levels. Clinical and classroom instruction for health care students occurs from the community college level and extends through undergraduate and graduate institutions and members are needed at all levels.

This program provides the opportunity for health care practitioners to package their clinical expertise in a framework that can be shared effectively to enrich new learners in a given profession. Students in this program build a knowledge base of educational principles and methodologies that they translate into teaching projects specific to their professional roles and interests.

The MGH Institute has developed a broad-based, interdisciplinary certificate program for current or prospective health care educators. There are two certificate pathway options available:

Graduate Certificate -- 9 credits

A three-course sequence, provides the essentials of developing a complete learning project, and culminates in a teaching practicum. It can be completed as a non-degree student, without formal matriculation. This option is ideal for staff personnel, preceptors and clinical supervisors who wish to expand their clinical teaching roles.

- As with any non-degree offering, employees working within the Partners HealthCare System may take one 3-credit course at half-price tuition (proof of eligibility required, see non-degree section for more details).

Certificate of Advanced Study (CAS) -- 15 credits

For those individuals interested in continued development as an academic educator, additional courses emphasize program and curriculum development and evaluation strategies. These courses assist the student in developing discipline specific programs of study and focus on broader issues impacting health professions education. This 15 credit Certificate of Advanced Study

adds two additional courses to those listed above.

- Classes for both the 9 credit and 15 credit certificates are taught online.
- Up to 6 credits of coursework completed as a non-degree student can be transferred in for the Certificate of Advanced Study.

Learn More and Apply

- View [admission requirements and prerequisites](#) for the Teaching and Learning certificate
- View [application deadlines](#) for the Teaching and Learning certificate
- Potential applicants are encouraged to attend a [Graduate Information Session](#), which are scheduled throughout the year



To receive additional, detailed information about the Teaching and Learning certificate, [submit an online inquiry](#). You'll have the option to register for an upcoming information session at the same time.



Teaching and Learning Certificate

[Teaching and Learning Home](#)
[Program Features](#)
[Curriculum](#)
[Faculty](#)
[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Curriculum

Classes for both the three-course graduate certificate (9 credits) and the five-course Certificate of Advanced Study (15 credits) are taught online, including an online seminar component for Teaching Practicum.

The graduate certificate can be completed through continuing education as a non-degree student. Up to 6 credits of coursework completed as a non-degree student can be transferred in for the Certificate of Advanced Study.

Through the Teaching Practicum students will be paired with faculty preceptors with whom they will co-teach within the settings of their interest: clinical/practice settings, continuing education, or structured classroom.

[Interdisciplinary Course Descriptions \(HP prefix\)](#)

Graduate Certificate - 9 credits

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

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

Certificate of Advanced Study - 15 credits

HP 712	Foundations of Teaching and Learning	3 cr
HP 713	Course Design and Measurement of Learning Outcomes	3 cr
HP 714	Teaching Practicum	3 cr
	<i>This course will necessitate six hours per week of collaboration with a teacher/mentor in the student's specific area of concentration.</i>	
HP 715	Designing, Implementing and Evaluating Program Learning Environments	3 cr
HP 716	Teaching and Learning Synthesis for Health Care Profes.	3 cr



MGH INSTITUTE
OF HEALTH PROFESSIONS

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



Teaching and Learning Certificate

[Teaching and Learning Home](#)
[Program Features](#)

[Curriculum](#)
[Faculty](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Teaching and Learning Faculty

The faculty for this interdisciplinary certificate program are drawn from several of the MGH Institute's academic programs:

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

Professor and Program Director
Graduate Program in Nursing

Veronica Kane, RN, MSN, CPNP

Clinical Assistant Professor
Graduate Program in Nursing

Mary S. Knab, DPT, MS

Clinical Assistant Professor
Graduate Programs in Physical Therapy

Jennifer Mackey, MA, CCC-SLP

Clinical Assistant Professor
Graduate Program in Communication Sciences and Disorders

Alexandra Paul-Simon, PhD, RN

Assistant Professor
Graduate Program in Nursing

Denis Stratford, MS

Associate Professor and Chief Information Officer



- [About Us](#)
- [Admissions](#)
- [Students](#)
- [Alumni & Friends](#)
- [Directions](#)



- Students**
 - Registrar
 - Transcript Requests
 - Academic Calendars
 - Catalog
 - Accreditation
 - Annual Notice to Students
 - Policies and Procedures
 - Safety and Security
 - Students Rights to Privacy
 - Student Rights & Responsibilities
 - Financial Aid
 - Tuition and Fees
 - Learning Resources
 - Student Services
 - School Store
-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Criminal Offender Record Information (CORI)

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

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



Students

[Registrar](#)
[Registration Information](#)
[Course Descriptions](#)
[Important Forms](#)
[Online](#)
[Health Insurance](#)
[2006 - 2007 Information](#)
[Veterans Benefits](#)
[Thesis Filing](#)
[Commencement](#)
[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Health Insurance

[CLICK HERE FOR SPECIFIC 2006-2007 INFORMATION](#)

Effective September 1, 1989, the Massachusetts Law C.15A, s. 18 requires that every full-time and part-time student enrolled in an institution of higher learning in Massachusetts participate in a qualifying student health insurance program or in a health benefit plan with comparable coverage. Since the passage of the law, the mandatory qualifying health insurance program covers clearly defined minimum benefits. Some of these benefits are:

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

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

As a result, institutions of higher learning automatically bill full-time and part-time students for individual membership in the health insurance plan sponsored by the colleges or universities. Students must purchase the school sponsored health plan or show proof of comparable coverage in an alternate health plan in order to enroll in the college/university of their choice.

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

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

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

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

Malpractice Insurance

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



Students

[Registrar](#)
[Registration Information](#)
[Course Descriptions](#)
[Important Forms](#)
[Online](#)
[Health Insurance](#)
[2006 - 2007 Information](#)
[Veterans Benefits](#)
[Thesis Filing](#)
[Commencement](#)
[Transcript Requests](#)
[Academic Calendars](#)
[Catalog](#)
[Financial Aid](#)
[Tuition and Fees](#)
[Learning Resources](#)
[Student Services](#)
[School Store](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Health Insurance Information for the 2006-2007 academic year

According to Massachusetts State Law and Institute policy, each matriculated student at the Institute is required to have comprehensive health insurance. In order to maintain enrollment with the Institute, students must submit verification of health insurance to the Registrar. There are two ways of doing that:

Option 1 - Enrollment in the Partners Plus Plan offered by the Institute

PARTNERS PLUS PLAN

This plan is administered by the Institute and is billed on your semester tuition statement twice yearly (Fall and Spring Semesters). If you enroll during the summer, you will be billed a pro-rated amount based on your enrollment start date. To enroll for this option, please download the [Partners Plus Enrollment Form](#), complete, and return to the Registrar's Office.

Please note: you must choose a Primary Care Physician (PCP) before completing this enrollment form. You can visit the Blue Cross Blue Shield web site: <http://www.bcbsma.com> to search for a primary care physician. Please include their PCP number on the enrollment form.

Partners Plus Plan Information and Enrollment Forms

Option 2 - Proof of other insurance coverage.

OTHER INSURANCE

If you already carry other health insurance that meets the minimum standards for the state of Massachusetts, you will need to complete the [Health Insurance Waiver Form](#) and return to the Registrar's Office.

If you do not currently have other insurance, you can opt for the Partners Plus plan listed above or you can research other student health insurance health plans that will meet your needs. A good link for finding other options is HEALTHINSURANCEFINDERS.COM.

Remember, a [Health Insurance Waiver Form](#) must be completed if you do not enroll in the Partners Plus Plan.

Distance Learning Students: Students who do not live in the state of Massachusetts who will complete all course work in the distance learning format are required to complete the insurance waiver form. Please check off the necessary disclaimer and return the form to the Registrar's Office.

If you do not submit a [Health Insurance Waiver Form](#) or the [Partners Plus Enrollment Form](#), you place yourself in jeopardy of being administratively withdrawn from the Institute and you will not be allowed to attend classes or register for any subsequent terms.

If you have any questions regarding insurance coverage, please feel free to contact The Office of Student Affairs at (617) 726-3140 or by e-mail at registrar@mghihp.edu.



- About Us
- Admissions
- Students
- Alumni & Friends
- Directions



- Students
 - Registrar
 - Transcript Requests
 - Academic Calendars
 - Catalog
 - Accreditation
 - Annual Notice to Students
 - Policies and Procedures
 - Safety and Security
 - Students Rights to Privacy
 - Student Rights & Responsibilities
 - Financial Aid
 - Tuition and Fees
 - Learning Resources
 - Student Services
 - School Store
-
- Request Info
 - Information Sessions
 - Apply Now

HIPAA Requirement

The Health Insurance Portability and Accountability Act (HIPAA) is legislation that mandates the standards and requirements for the electronic transmission of certain health information. This act seeks to insure all patients, clients and research subjects' health information is protected. Students must document that they have reviewed and understood this training by visiting the weblink below and returning the OSA form, sent by Student Services, that documents review of the HIPAA information. HIPAA documentation, along with OSHA and Academic Integrity, are all conditions of enrollment that must be completed by the first day of class.

HIPAA Resources

The following HIPAA resources have been developed by Partners Healthcare System and Massachusetts General Hospital. They are provided here for use by students, faculty and staff of the Institute.

The following link will take you to Pearl O'Rourke's HIPAA presentation. This presentation was developed by Partners Telemedicine as part of their Streaming Media Series. It was produced by Partners Video and Multimedia and is copyrighted by Partners HealthCare System. All students in the CI program as well as anyone who is doing research that involves human subjects needs to review if the research is part of their course work at the Institute.

[Pearl O'Rourke's HIPAA Presentation](#)

Below is the MGH Physicians Self-Directed HIPAA Training PowerPoint presentation. It is presented as both a PowerPoint presentation and in PDF format.

- » [Physician's Self Learning \(PowerPoint\)](#) – PPT-Files
- » [Physician's Self Learning \(Adode Acrobat\)](#) – PDF-Files



Students

- Registrar
- Transcript Requests
- Academic Calendars
- Catalog
 - Accreditation
 - Annual Notice to Students
 - Policies and Procedures
 - Safety and Security
 - Students Rights to Privacy
 - Student Rights & Responsibilities
- Financial Aid
- Tuition and Fees
- Learning Resources
- Student Services
- School Store

- [Request Info](#)
- [Information Sessions](#)
- [Apply Now](#)

Immunization Requirements

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

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

The following requirements apply to all matriculated Institute students:

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


Home | Request Info | Apply Now | Make a Gift

MGH INSTITUTE OF HEALTH PROFESSIONS

[About Us](#) | [Admissions](#) | [Students](#) | [Alumni & Friends](#) | [Directions](#)





Students

- Registrar
- Transcript Requests
- Academic Calendars
- Catalog
 - Accreditation
 - Annual Notice to Students
 - Policies and Procedures
 - Safety and Security
 - Students Rights to Privacy
 - Student Rights & Responsibilities
- Financial Aid
- Tuition and Fees
- Learning Resources
- Student Services
- School Store

- Request Info
- Information Sessions
- Apply Now

OSHA Requirement

Occupational Safety and Health Administration (OSHA) training is essential in health care and educational environments. This training instructs students about general infection control principles and their management. Students must document that they have reviewed and understood this training by visiting the weblink below and returning the OSA form, sent by Student Services, that documents review of the OSHA information. OSHA documentation, along with HIPAA and Academic Integrity, are all conditions of enrollment and must be completed by the first day of class.

» [OSHA training video \(Windows Media Player\)](#)

[HOME](#) | [SEARCH](#) | [CONTACT US](#) • Academic affiliate of Massachusetts General Hospital, Boston, MA



Admissions

[Information Sessions](#)[Deadlines](#)[Admissions Requirements](#)[Apply Now](#)[Tuition and Fees](#)[Financing Your Education](#)[Non-Degree Courses](#)[Meet Career Changers](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)

MGH Institute Admissions

Seeking a career in the health professions or to enhance your current career track in the health professions? The MGH Institute of Health Professions invites applications from those who will bring a wide range of education and experience to their graduate studies, and who seek to become leaders in health care.

Whether entering the health professions from another field through one of our entry-level programs, or advancing in your career through our post-professional opportunities, the MGH Institute can help you attain your career goal to serve others as a nurse, physical therapist, radiologic technologist, reading specialist, speech-language pathologist or clinical investigator.

Institute students have diverse backgrounds and 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. Maturity, integrity, curiosity, academic ability, and concern for others are but a few of the characteristics we look for during the admissions process.

Prospective students are encouraged to attend one of the [Graduate Information Sessions](#) that are held onsite during the fall and spring. The Office of Student Affairs can provide further information or arrange a campus visit.

- » [Request additional information about your program of interest](#)
- » [Attend an upcoming Graduate Information Session](#)
- » [Campus Safety and Security](#)
- » [Contact the Admissions office \(staff directory\)](#)



- Admissions**
- [Information Sessions](#)
 - [Deadlines](#)
 - [Admissions Requirements](#)
 - [Apply Now](#)
 - [Tuition and Fees](#)
 - [Financing Your Education](#)
 - [Non-Degree Courses](#)
 - [Meet Career Changers](#)
-
- [Request Info](#)
 - [Information Sessions](#)
 - [Apply Now](#)

Graduate Information Sessions

The MGH Institute offers Graduate Information Sessions where you can meet with faculty and students to learn more about the Institute's graduate entry-level and post-professional degree and certificate programs. Staff will be available to answer questions about the admissions process, application deadlines, prerequisites, financial aid, and student life.

Upcoming Information Sessions (All Academic Programs)

- **Saturday, November 11, 2006, 10am - Noon**
- **Thursday, December 14, 2006, 6 - 8pm**
- **Saturday, February 24, 2007, 10am - Noon**
- **Thursday, May 17, 2007, 6 - 8pm**

Sessions start promptly and last approximately 2 hours. A 30-minute financial aid Q & A is held at the end of each information session for those who wish to attend. To RSVP to attend an information session:

- [Register online](#)
- Or email admissions@mghihp.edu (include name, mailing address, phone number and program of interest)
- Or call (617)726-0422

- » [Get Directions to the Institute by car or via public transportation](#)
- » [Coming from out of town? View a list of nearby hotels](#)



Take a moment to tell us how you heard about the Institute and **[receive detailed information about your program of interest](#)** at the same time.

Admissions Staff On the Road

In addition to our own onsite graduate information sessions, MGH Institute admissions staff, as well as program faculty, attend various college graduate school fairs, career fairs, and professional conferences during the academic year.

[Check to see if we'll be at a venue near you.](#)



Admissions

[Information Sessions](#)
[Deadlines](#)
[Admissions Requirements](#)
[Apply Now](#)
[Tuition and Fees](#)
[Financing Your Education](#)
[Non-Degree Courses](#)
[Meet Career Changers](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Application Deadlines

Entry-Level Professional Programs

Doctor of Physical Therapy – December 31

Nursing – January 10

Communication Sciences and Disorders – January 28

Clinical Investigation – April 15

Medical Imaging – April 15

Failure to submit any of the required material by the deadline may have an adverse effect on the admission decision. All materials related to your application become the property of the MGH Institute of Health Professions upon receipt and will not be returned or released to you either in original or photocopied form.

Post-Professional Programs

For the programs listed below applications are reviewed as they are received. Applicants are encouraged to submit all required materials as early as possible. An admissions decision may be made prior to the admission deadline if an applicant's file is complete and the admissions committee decides such action is warranted.

- **Nursing** (*for licensed RNs*) or **Reading Certificate** (*for MA licensed teachers*)

For September Admission – July 1
 For January Admission – November 1
 For May Admission – March 1

- **Physical Therapy** (*for licensed PTs or OTs*)

For September Admission – July 1
 For January Admission (*not available for MS*) – November 1
 For May Admission (*not available for MS*) – March 1

- **Teaching and Learning Certificate**

For September Admission – July 1
 For January Admission – November 1

- **International Students Requesting an F-1 Visa**

Please note that students issued the F-1 visa may not enroll in more than 3 credits of distance learning (DL) course work per semester.

For September Admission – March 1
 For January Admission (*not available for MS in PT*) – July 1
 For May Admission (*not available for MS in PT*) – November 1



Admissions

[Information Sessions](#)[Deadlines](#)[Admissions Requirements](#)[Application Fee](#)[Essays](#)[Recommendations](#)[Transcripts and Resume](#)[Test Scores](#)[International Applicants](#)[Apply Now](#)[Tuition and Fees](#)[Financing Your Education](#)[Non-Degree Courses](#)[Meet Career Changers](#)[Request Info](#)[Information Sessions](#)[Apply Now](#)

Admissions Requirements: 2006-2007 Academic Year

Basic Admissions Requirements - All Programs

In addition to program-specific admissions criteria, individuals applying to one of our graduate programs must satisfy the following admissions requirements:

- **Bachelor's degree from an accredited college or university**

As part of the application process, applicants must submit the following (some exceptions, by program, are detailed below):

- [Completed application with application fee](#)
- [A personal essay](#)
- [A current resume](#)
- [Three letters of recommendation](#)
- [Official transcripts from all colleges or universities attended](#) (even if no degree was awarded)
- [Official GRE scores taken within the last five years](#) (not required for Certificate of Advanced Study programs)

International applicants: Eligible international applicants who did not receive their undergraduate degree in the United States must have their transcripts evaluated by a US credentialing agency. The [TOEFL](#) is required for applicants whose native language is not English.

Program-Specific Admissions Requirements

In addition to the [Basic Admissions Requirements](#) listed above, please select your program of interest to view program-specific requirements, including any prerequisites, which must be met:

[Clinical Investigation](#)[Communication Sciences and Disorders](#)[Medical Imaging](#)[Nursing](#)[Physical Therapy](#)[Teaching and Learning Certificate](#)

Special Notice Regarding the GRE

2007 applicants are *strongly urged* to take the GRE a minimum of 4 weeks before the application deadline, to ensure scores for all three test sections are received in time for review. Taking the GRE too close to the deadline risks having your writing score not reaching the Institute in time for application review, which could put you at a disadvantage.

2008 applicants must take the GRE a *minimum of 4 weeks before the application deadline*, to ensure all test scores reach the Institute for evaluation.



Take a moment to tell us how you heard about the Institute and [receive detailed information about your program of interest](#) at the same time.



About Us

- Mission and History
- Leadership
- Administration
- Board of Trustees
- Strategic Plan 2010
- Interdisciplinary Education
- Clinical Affiliations
- Hours of Operation
- Employment
- Press Room
- Faculty Directory
- Contact Us

- Request Info
- Information Sessions
- Apply Now

Leadership

Leading the MGH Institute is a [Board of Trustees](#) committed to advancing its mission, preserving its assets, and maintaining its quality and reputation. The Board sets strategic direction for the Institute that is carried out by a team of professionals who make up the [Officers of Administration](#). The [President](#), who leads the officers, also serves on the Board.

General (non-admission related) requests for information about the Institute may be directed to the [Office of External Relations](#). Requests for copies of the Institute's most recent audited financial statements can be made in writing to the [President's Office](#).

Ethics Initiative

The Ethics Initiative is dedicated to the study and implementation of ethical best practices in the health professions, with a focus on discovering and supporting those conditions that enhance the effectiveness of family and professional caregivers.

As designed, the Initiative is an integrated program of ethics activities designed to promote ethics research, curriculum development and community collaborations. It invites meaningful participation of all MGH Institute faculty and students to become anchored in ethics – a goal central to the mission of the Institute and its programs. It adds a strong link to the Institute's five-year strategic plan, one goal of which is to "develop and achieve a plan for research growth and funding". The ethics initiative also will attract other individuals and organizations to affiliate with the Institute. The Ethics Initiative is chaired by Ruth Purtilo, PhD, FAPTA.



- [About Us](#)
- [Admissions](#)
- [Students](#)
- [Alumni & Friends](#)
- [Directions](#)



- About Us**
 - Mission and History
 - Leadership
 - Administration**
 - President
 - Board of Trustees
 - Strategic Plan 2010
 - Interdisciplinary Education
 - Clinical Affiliations
 - Hours of Operation
 - Employment
 - Press Room
 - Faculty Directory
 - Contact Us
-
- Request Info**
 - Information Sessions
 - Apply Now

Officers of Administration

The Institute is led by a team of academic and administrative directors who are responsible for the daily oversight of student education, faculty support, and other administrative functions relating to the Institute's mission.

[Ann W. Caldwell](#)
President

Paul A. Boepple, MD
Director, Graduate Program in Clinical Investigation

Mary Carey, PhD
Academic Dean

Margery Chisholm, EdD, RN, CS, ABPP
Director, Graduate Program in Nursing

Atlas D. Evans, CPA
Chief Financial Officer

Christopher Hartley
Director, Office of External Relations

Kevin P. Kearns, PhD, CCC-SLP
Director, Graduate Program in Communication Sciences and Disorders

Carolyn Locke
Director, Office of Student Affairs

Leslie G. Portney, DPT, PhD
Director, Graduate Programs in Physical Therapy

Denis G. Stratford
Chief Information Officer

» [Contact a program or department within the Institute \(staff directory\)](#)



About Us

- Mission and History
- Leadership
 - Administration
 - President
- Board of Trustees
- Strategic Plan 2010
- Interdisciplinary Education
- Clinical Affiliations
- Hours of Operation
- Employment
- Press Room
- Faculty Directory
- Contact Us

-
- Request Info
 - Information Sessions
 - Apply Now

President



Ann W. Caldwell
President

Ann W. Caldwell has served as President of the MGH Institute since 1997. She draws on a wealth of institutional experience in her leadership of the Institute.

President Caldwell began her career at the Harvard University Graduate School of Education, where she was editor of the alumni magazine; from there she went to Phillips Academy in Andover where she worked on communications and fundraising during its \$50 million bicentennial campaign.

Returning to higher education as the Vice President for Planning and Resources at Wheaton College in Norton, MA, Caldwell led Wheaton's first-ever comprehensive fundraising campaign and contributed to the strategic planning for Wheaton's transition to coeducation, including a campus master plan.

As Vice President for Development at Brown University, she oversaw the most successful fundraising campaign in the university's history, which raised \$534 million in just five years. She was the first female chief development officer at an Ivy league institution.

During President Caldwell's tenure as president, the MGH Institute has implemented a comprehensive clinical affiliation agreement with Massachusetts General Hospital; purchased, renovated and moved into its new facilities in the Charlestown Navy Yard (a \$20 million project); and received the largest single gift in its history, \$2 million from the Catherine Filene Shouse Foundation. The Institute has introduced distance learning, with numerous courses and programs of study available online, as well as other new academic initiatives.

In addition to her primary professional responsibilities, President Caldwell also volunteers time as a trustee of the John Hope Settlement House, and is a member of the Commission on Women of the American Council on Education. She is a former trustee of the Council for the Advancement and Support of Education (CASE) and The Women's Union. She is a member of The Boston Club and was a founding member and past president of Boston's largest network of fundraising professionals, [Women in Development](#), and is listed among Who's Who in America and Who's Who of American Women.

President Caldwell and her husband, Bert, live in East Greenwich, Rhode Island. They are the parents of two children, a son who is a law enforcement officer in Vermont and a daughter who is a teacher in Massachusetts.



**MGH INSTITUTE
OF HEALTH PROFESSIONS**

[Home](#) | [Request Info](#) | [Apply Now](#) | [Make a Gift](#)

[About Us](#)

[Admissions](#)

[Students](#)

[Alumni & Friends](#)

[Directions](#)



About Us

[Mission and History](#)

[Leadership](#)

[Administration](#)

[Board of Trustees](#)

[Strategic Plan 2010](#)

[Interdisciplinary Education](#)

[Clinical Affiliations](#)

[Hours of Operation](#)

[Employment](#)

[Press Room](#)

[Faculty Directory](#)

[Contact Us](#)

[Request Info](#)

[Information Sessions](#)

[Apply Now](#)

Board of Trustees

Holding fiduciary responsibility for the academic integrity and financial health of the MGH Institute, members of the Board of Trustees volunteer their time, resources, and expertise in setting the strategic direction of the Institute, stewarding its resources and furthering its reputation. Members serve staggered, three-year terms. Current membership includes:



George E. Thibault, MD, *Chair*

Vice President for Clinical Affairs, Partners HealthCare System
Professor, Harvard Medical School

E. Lorraine Baugh, MS, RN

President and Chief Executive Officer, Lena Park Community Development Corporation

[Ann W. Caldwell, BA](#)

President, MGH Institute of Health Professions

John M. Connors III, BA

Co-founder, Boathouse Group, Inc.

Alice F. Emerson, PhD

President Emerita, Wheaton College

Julia L. Greenstein, PhD

President, Life Science Advisers, LLC

John V. Guttag, PhD

Professor, Electrical Engineering and Computer Science, Massachusetts Institute of Technology

Rev. Dr. Earl K. Holt III

Minister
King's Chapel

Matina S. Horner, PhD

Honorary Trustee, Massachusetts General Hospital
President Emerita, Radcliffe College

Cathy E. Minehan, MBA

President, Federal Reserve Bank of Boston

Diana L. Scott, AB

Senior Vice President and General Manager, U.S. College Savings, John Hancock Financial Services

Sara Elizabeth Sievers, MBA

Senior Program Officer, Developing Country Advocacy, Bill & Melinda Gates Foundation

Carol F. Surkin, MS

Writer

Carol M. Taylor, PhD, SM
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[Mission and History](#)
[Leadership](#)
[Interdisciplinary Education](#)
[Clinical Affiliations](#)
[Hours of Operation](#)
[Employment](#)
[Press Room](#)
[Faculty Directory](#)
[Contact Us](#)

[Request Info](#)
[Information Sessions](#)
[Apply Now](#)

Interdisciplinary Education

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

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

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

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

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

Many clinical issues cross disciplinary lines. All students at the MGH Institute participate in an interdisciplinary clinical seminar where the focus is on clinical issues, patient care management, teamwork, collaboration, and the perspectives and roles of various health care providers. Students, faculty, and staff are invited to participate in quarterly Schwartz Center Educational Rounds where the focus is on strengthening the relationship between patients and caregivers.

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

» [View interdisciplinary course offerings at the Institute](#)



Profiles

Faculty Directory:

Welcome to the faculty directory. Where you can search the directory by first name, last name or by program.

First: Last:

or

Program: **Clinical Investigation**

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