



MGH INSTITUTE OF HEALTH PROFESSIONS

# *Catalog* *2003-2004*



MGH INSTITUTE  
OF HEALTH PROFESSIONS

A graduate school founded by Massachusetts General Hospital



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### Welcome to the Online Catalog for the 2003/2004 academic year

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





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### Accreditation

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

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

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

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

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

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

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

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

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



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## Annual Notice to Students

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

The Online Catalog and Student Handbook provide the policies and procedures in effect at the time of posting on the website for Academic Year 2003-2004. Although subject to change, the program requirements for students who enter the Institute during the terms covered by this online catalog must be satisfied by the student for successful completion of any program.

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

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


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### ACADEMIC CALENDARS

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#### Fall Semester 2004/September 8 - December 22, 2004

Payment Deadline for returning students	July 15
Open Registration	August 30 - September 3
Labor Day Holiday - Institute closed	September 6
Orientation	September 7 - 8
First day of classes; Classes begin at 1:00 p.m. for new students only; Full day for continuing students. Registration deadline for new students	September 8
Last day to add a class or elect audit or pass/fail option	September 23
Deadline for course exemption and credit-by-exam without financial penalty	September 23
Columbus Day Holiday - Institute Closed	October 11
Last day to drop a class without a withdrawal "W" grade - No refunds after this date.	October 12
Advisement period for Spring Semester 2005	October 25 - November 5
Last day to drop a class with a withdrawal "W" grade	October 26
Registration for Spring Semester 2005 for returning students	November 8 - 12
Thanksgiving break - Institute closed	November 25 - 26
Classes end at 4:00 p.m. on November 24 and resume on November 29	
Last day of classes for the Fall Semester	December 14
Reading Day	December 15
Final Examinations	December 16 - 22
Deadline for completion of thesis requirements for January 2005 diploma	December 22
Christmas Holiday - Institute closed	December 23 - 24
New Year's Holiday - Institute closed	December 31

#### Spring Semester 2005/January 10 - May 4, 2005

Payment deadline for returning students	December 10
Open registration	January 3 - 7
First day of classes; Registration deadline for new students	January 10
Martin Luther King Day Holiday - Institute closed	January 17
Last day to add a class or elect audit or pass/fail options	January 26
Deadline for course exemption and credit-by-exam without	January 26

financial penalty	
Last day to drop a class without a withdrawal "W" grade -No refunds after this date.	February 11
Presidents' Day Holiday - Institute closed	February 21
Last day to drop a class with a withdrawal ?W? grade	February 25
Spring break	March 7 - 11
Advisement period for Summer and Fall Semesters 2005	March 21 - April 1
Registration for Summer and Fall Semesters 2005	April 4 - 8
Last day of classes for Spring Semester	April 25
Reading Days	April 26 - 27
Final Examinations	April 28 - May 4
Deadline for completion of thesis for May 2005 diploma	May 4
Commencement	May 14

### **Summer Semester 2005/May 9 - August 23, 2005**

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

### **DPT Entering Students/Science Summer -Nursing and CSD**

#### **June 13 - August 19, 2005**

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

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

### **Refund Schedule - Fall 2004**

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

### **Refund Schedule - Spring 2005**

January 10 through January 16 - 100%  
January 17 through January 23 - 80%  
January 24 through January 30 - 60%  
January 31 through February 6 - 40%  
February 7 through February 11 - 20%  
After February 11 - No refunds

**Refund Schedule - Summer 2005**

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

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





## Graduate Program in

# CLINICAL INVESTIGATION

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

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

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

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

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

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

research careers also find a wide range of opportunities upon program completion.

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

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

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The Institute is a member of the Partners HealthCare System



## Graduate Program in

# CLINICAL INVESTIGATION

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## Hands-on Experience

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

## Program Features

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

## Coursework

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

## Faculty

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

## Admission Requirements

- Bachelors degree from an accredited college or university
- Completed application with application fee [Apply Now!](#)
- GRE scores within the last five years (GRE scores are not required of those holding a master's degree or higher from an English-speaking country or those pursuing the Certificate of Advanced Study.)
- Official transcripts from all previous academic institutions attended
- Three letters of reference
- A personal essay, addressing the following: Explain in detail why you want to be involved in Clinical Investigation. What is the therapeutic area that interests you? As a Clinical Investigator, what are your future goals?
- Resume

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



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**Clinical Investigation Faculty**

Click on a name for more information.

Name	Title
<a href="#">Onesky Aupont, MD, MPH, PhD</a>	Assistant Professor Graduate Program in Clinical Investigation
<a href="#">Carol Baer, PhD, RN</a>	Assistant Professor Graduate Program in Clinical Investigation
<a href="#">Paul Boepple, MD</a>	Professor and Program Director Graduate Program in Clinical Investigation
<a href="#">Cheryl Cahill, PhD, RN</a>	Amelia Peabody Professor in Nursing Research Graduate Programs in Nursing and Clinical Investigation
<a href="#">Mary Carey, PhD, RD</a>	Professor and Academic Dean Graduate Program in Clinical Investigation
<a href="#">Kari Hastings, BA, CRA</a>	Instructor Graduate Program in Clinical Investigation
<a href="#">David Krebs, DPT, PhD</a>	Professor and Director, MGH Biomotion Laboratory
<a href="#">Amy Rutstein-Riley, MPH</a>	Instructor and Associate Director Graduate Program in Clinical Investigation



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## Graduate Program in CLINICAL INVESTIGATION

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### Curriculum Outline

Courses	Credits
<a href="#">HP 720</a> Designing Clinical Research*	3
<a href="#">HP 721</a> Statistics for Clinical Research*	3
<a href="#">CIM 740</a> Introduction to Clinical Investigation*	3
<a href="#">CIM 831</a> Law and Health Policy Governing Clinical Research*	3
<a href="#">CIM 810</a> Ethics and Socially Responsible Clinical Investigation*	3
<a href="#">CIM 820</a> Applied Clinical Research**	3
<a href="#">CIM 821</a> Intermediate Statistics for Clinical Investigation**	3
<a href="#">CI 800</a> Mentored Field Experience I**	1-6
<a href="#">CI 801</a> Mentored Field Experience II**	1-5
<a href="#">CI 880</a> Clinical Investigation Project**	3
Electives**	3-6

\* Certificate of Advanced Study

\* & \*\* Master of Science



## Graduate Program in

# CLINICAL INVESTIGATION

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## Clinical Investigation Core Courses

### HP 720 DESIGNING CLINICAL RESEARCH

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

### HP 721 STATISTICS FOR CLINICAL RESEARCH

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

### CIM 740 INTRODUCTION TO CLINICAL INVESTIGATION

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

### CIM 810 ETHICS AND SOCIALLY RESPONSIBLE CLINICAL INVESTIGATION

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

### CIM 820 APPLIED CLINICAL RESEARCH

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

appropriate protocol. 3 credits

### **CIM 821 INTERMEDIATE STATISTICS FOR CLINICAL RESEARCH**

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

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

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

### **CI 800 MENTORED FIELD EXPERIENCE I**

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

### **CI 801 MENTORED FIELD EXPERIENCE II**

Prerequisite: CI 800. Audit not available. Building on research experiences completed during MFE I, this second of two semesters of fieldwork experience provides opportunity to continue to interface didactic content in research methods, statistics, ethics and regulatory policy with further development of the clinical research skills necessary for the appropriate conduct of clinical investigation. Regular participation in a MFE research seminar series facilitates the student's in-depth fieldwork. 1-5 credits.

### **CI 880 CLINICAL INVESTIGATION PROJECT**

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

### **Recommended Electives**



**HP 622 PHARMACOLOGY** A review of applied clinical pharmacology with current and developing human therapies. Provides an introduction to the measurement and modalities of Phase I clinical testing.

**HP 621 PATHOPHYSIOLOGY** This course focuses on the holistic interconnectedness of body, mind, and spirit in human illness states. Common pathophysiological processes will be explored and applied to a variety of acute and chronic diseases.

**HP 710 TEACHING SKILLS FOR HEALTH CARE PROFESSIONALS** Teaches principles of effective teaching/learning and application of those principles to patient education, staff training, clinical supervision of students, and classroom teaching.

**HP 820 ETHICAL ISSUES IN HEALTH CARE** Basic ethical theory combined with a problem-solving approach to ethical issues commonly confronting health professionals.

**HP 831 ORGANIZATIONAL PERSPECTIVES: THEORY AND ACTION** Describes specific steps and methods of organizing the elements, staffing requirements, and regulatory material necessary to manage clinical investigation.

**NH 730 HEALTH CARE POLICY AND POLITICS** Provides a forum for the discussion of policies related to health care, such as the role of health care professionals in this process and the delivery of health care. Students analyze health care policy from socioeconomic, legal, ethical, political, and historical perspectives.

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## Graduate Program in

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

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

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

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

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

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



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

[Click here for admissions information.](#)

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## Graduate Program in

# COMMUNICATION SCIENCES & DISORDERS

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### Faculty

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

### Hands-on Experience

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

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

## Coursework

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

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

## Program Features

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

- Accredited in speech-language pathology by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association ([ASHA](#)). (10801 Rockville Pike, Rockville, MD 20852; 301-897-5700).
- Dual emphasis with required courses in both medical and educational speech-language pathology.
- Integration of written and spoken language for Dept. of Education certification as teacher of reading and teacher of speech, language and hearing disorders.
- Early Intervention Certification from Massachusetts Department of Public Health.
- Cross-registration at Harvard Graduate School of Education where you can take graduate courses to fulfill elective requirements without paying additional tuition or fees.
- Partnership with the Harvard-MIT Division of Health Sciences Technology doctoral program in speech and hearing sciences.
- A world-renowned faculty of practicing clinicians and active clinical researchers. [Click here to read profiles of the communication sciences and disorders faculty.](#)
- Affiliation with world-class hospitals, such as Massachusetts General Hospital, Spaulding Rehabilitation Hospital, Childrens Hospital Boston and Boston VA Medical Center

and a network of over 600 other sites that provide access to expert clinicians in supervised experiences in both education and health care. [Click here for a sample of our clinical affiliations.](#)

- Opportunities for research and scholarship in partnership with faculty including a thesis option for those interested in developing basic research skills or who plan to pursue a doctoral degree.
- Individualized attention in small classes.

### Admission Requirements

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

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



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

**Communication Sciences and Disorders Faculty**

Click on a name for more information.

Name	Title
<a href="#">Denise Ambrosi, MS, CCC-SLP</a>	Clinical Instructor Graduate Program in CSD Manager of Professional Development Spaulding Rehabilitation Hospital
<a href="#">Julie Atwood, MEd, CCC-SLP</a>	Professor (on leave)
<a href="#">Lynne Davis, PhD, CCC-AUD</a>	Clinical Assistant Professor Graduate Program in CSD Clinical Associate in Audiology Massachusetts Eye and Ear Infirmary
<a href="#">Gail Gedachian, MS, CCC-SLP</a>	Clinical Instructor Graduate Program in CSD
<a href="#">Charles Haynes, EdD, CCC-SLP</a>	Associate Professor Graduate Program in CSD
<a href="#">Robert Hillman, PhD, CCC-SLP</a>	Professor Graduate Program in CSD Director of the Voice Laboratory at the Massachusetts Eye and Ear Infirmary
<a href="#">Pamela Hook, PhD</a>	Associate Professor Graduate Program in CSD
<a href="#">Kevin Kearns, PhD, BC-ANCD</a>	Professor and Director Graduate Program in CSD
<a href="#">Gregory Lof, PhD, CCC-SLP</a>	Assistant Professor and Associate Director Graduate Program in CSD
<a href="#">Jennifer Mackey, MA, CCC-SLP</a>	Clinical Instructor Graduate Program in CSD
<a href="#">Lesley Maxwell, MS, CCC-SLP</a>	Coordinator of Clinical Education Director of the Speech, Language and Literacy Clinic Graduate Program in CSD

<a href="#"><u>Sharon McLean, MS, CCC-SLP</u></a>	Clinical Instructor Graduate Program in CSD
<a href="#"><u>Marjorie Nicholas, PhD, CCC</u></a>	Assistant Professor Graduate Program in CSD
<a href="#"><u>Howard Shane, PhD, CCC-SLP</u></a>	Professor Graduate Program in CSD Director Communication Disorders, Children's Hospital, Boston
<a href="#"><u>Kenneth Stevens, ScD</u></a>	Professor Graduate Program in CSD
<a href="#"><u>Maura Tourian, MS, CCC-SLP</u></a>	Clinical Instructor Graduate Program in CSD
<a href="#"><u>Sharyn Tucceri, MS, CCC-SLP</u></a>	Clinical Instructor Graduate Program in CSD
<a href="#"><u>Carmen Vega- Barachowitz, MS, CCC-SLP</u></a>	Clinical Instructor Graduate Program in CSD
<a href="#"><u>Ann Waters, MS, CCC- SLP</u></a>	Clinical Instructor Graduate Program in CSD
<a href="#"><u>Sharon Weiss-Kapp, MEd, CCC-SLP</u></a>	Clinical Assistant Professor Graduate Program in CSD





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Graduate Program in

COMMUNICATION  
SCIENCES &  
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### Curriculum Outline - Master of Science

**Total Core Required Credits: 59**  
(core courses must be taken for letter grade)  
**Total Elective Credits required: 10**

**Minimum credits required for graduation: 69**

#### Core required courses (59 credits required)

<a href="#">CD700</a>	Clinical Practicum Lab Seminar	6 credits
<a href="#">CD732</a>	Phonological/Articulation Disorders	3 credits
<a href="#">CH720</a>	Foundations of Cognition	2 credits
<a href="#">CD745</a>	Diagnostic Methods and Clinical Processes in Communication Disorders	2 credits
<a href="#">CD743</a>	Disorders of Spoken and Written Language I	3 credits
<a href="#">CD744</a>	Disorders of Spoken and Written Language II	3 credits
<a href="#">CD722</a>	Neuroanatomy and Neurophysiology of Communication and Swallowing	3 credits
<a href="#">CD839</a>	Aphasia in Adults: Assessment and Intervention	3 credits
<a href="#">CD833</a>	Neuromotor Speech Disorders	2 credits
<a href="#">CD800</a>	Outplacement Practicum	10 credits
<a href="#">CD843</a>	Acquired Cognitively Based Communication Disorders	2 credits
<a href="#">CD721</a>	Physiology, Acoustics and Perception of Speech	3 credits
<a href="#">CD751</a>	Aural Rehabilitation	3 credits
<a href="#">CD832</a>	Voice Disorders	3 credits
<a href="#">CD840</a>	Dysphasia in Adults and Children	3 credits
<a href="#">CD726</a>	Research Design in CSD	2 credits
<a href="#">HP820</a>	Ethical Issues in Health Care	2 credits
<a href="#">CD723</a>	Language, Culture and Cognition	2 credits
HP721	Statistics	2 credits
	<b>TOTAL</b>	<b>59 credits</b>

#### Sample Elective Courses (10 credits required)

<a href="#">CD836</a>	Genetics in Communication Disorders	2 credits
<a href="#">CD871</a>	Special Topics in Communication Sciences and Disorders - Tracheostomy & Ventilation Issues	1 credit each

in Medical Settings  
- Autism Spectrum Disorders  
- Pediatric Feeding

<a href="#">CH835</a>	Augmentative Communication	2 credits
<a href="#">CD825</a>	Reading/Writing in the Schools	2 credits
<a href="#">CD855</a>	Language-Based Disorders in Cognitive Neuropsychology	3 credits
<a href="#">CD880</a>	Thesis Research I	2 credits
<a href="#">CH871</a>	Theoretical & Practical Approaches to Counseling Across the Life Span	2 credits
CH740	Early Intervention: Birth to 3	2 credits
<a href="#">CD841</a>	Fluency Disorders	2 credits
CD872	Adult Neurodegenerative Disorders	2 credits



## Graduate Program in

# COMMUNICATION SCIENCES & DISORDERS

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### 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 Curriculum:**

**CD700 CLINICAL PRACTICUM LAB 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. 3 credits

**CD721 PHYSIOLOGY, ACOUSTICS AND PERCEPTION OF SPEECH** Program Prerequisites or by consent. This course will cover advanced topics in the physiology and acoustics of speech production, and perception of speech. Laboratory methods for studying the production and perception of speech will also be presented. 3 credits

**CD722 NEUROANATOMY AND NEUROPHYSIOLOGY OF COMMUNICATION AND SWALLOWING** Program Prerequisites or by consent. The student will receive a comprehensive background in anatomy and physiology of the central and peripheral components of the human nervous system, with special focus given to the communication pathways and mechanisms of swallowing. 3 credits

**CD723 LANGUAGE, CULTURE AND COGNITION** Program Prerequisites or by consent. Models of human language and cognition are presented. Attention is devoted to the various levels of language, including phonology, morphology, syntax, semantics, and pragmatics. Students are also exposed to cognitive operations associated with language processing. 2 credits

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

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

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## Graduate Program in

# COMMUNICATION SCIENCES & DISORDERS

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### **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 and interviewing techniques, report writing. 2 credits

### **CD751 AURAL REHABILITATION**

Prerequisites: CD750 or equivalent. This course meets the [ASHA](#) minimum requirement for study of habilitative/rehabilitative procedures with speech and language problems associated with hearing impairment. Effects of hearing loss on speech and language development, assistive devices, alternative modes of communication, and therapeutic methods are covered. 3 credits

### **CD800 OUTPLACEMENT PRACTICUM**

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

credits

### **CD803 AUDIOLOGY PRACTICUM**

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

### **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

### **CD836 GENETICS IN COMMUNICATION DISORDERS** Program

Prerequisites 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. 2 credits

### **CD839 APHASIA IN ADULTS: ASSESSMENT AND INTERVENTION**

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

### **CD840 DYSPHAGIA IN ADULTS AND CHILDREN**

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

methods are described and emphasis is given to treatment methods using a critical decision making model. 3 credits

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

**CD843 ACQUIRED COGNITIVELY BASED COMMUNICATION DISORDERS**

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

**CD855 LANGUAGE-BASED DISORDERS IN COGNITIVE NEUROPSYCHOLOGY**

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

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### **CD871 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 THESIS RESEARCH I**

Prerequisite: CD725. 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. 2 credits

### **CD881 THESIS RESEARCH II**

Prerequisite: CD880. Continuation of CD880. 2 credits

### **CD883 RESEARCH PROPOSAL IN CSD**

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

### **CD896-899 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

### **CH720 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

**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

**CH871 SPECIAL TOPICS IN CSD: THEORETICAL AND PRACTICAL APPROACHES TO COUNSELING ACROSS THE LIFE SPAN** Program

Prerequisites or coursework 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

**CD111 THESIS CONTINUATION** Use this designation when registering for thesis continuation. After completing 4 credits of thesis research (CD880 and CD881), a student is required to register for thesis continuation for each term that the thesis is incomplete. 1 credit

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### **Project Title: Changing the Face of Speech-Language Pathology Through a Model Reading Curriculum**

#### **Funding Source:**

U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) (Award # P116B020138; 10-01-02 – 9-30-05)

#### **Co-Directors:**

Charles Haynes, Ed.D., CCC-SLP

Pamela Hook, PhD

Kevin Kearns, PhD. Dr. Kearns is the Project Director.

#### **Location:**

MGH Institute of Health Professions

Graduate Program of Communication Sciences and Disorders

36 1st Avenue

Charlestown Navy Yard; Boston, MA 02129.

This project, Changing the Face of Speech Language Pathology through Dissemination of a Model Reading Curriculum, is sponsored in part by the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education. For more information about this federal program go to:

[www.ed.gov/offices/oep/fipse/](http://www.ed.gov/offices/oep/fipse/)



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## **Project Title: Changing the Face of Speech-Language Pathology Through a Model Reading Curriculum**

### **MGH Institute of Health Professions Faculty**

Charles Haynes, Ed.D., CCC-SLP is an Associate Professor and Clinical Supervisor in the Graduate Program in Communication Sciences and Disorders at the Institute. Dr. Haynes has served as Principal/Co-Principal Investigator on over \$500,000 of funded studies of language and literacy, has authored two books for teachers and numerous research articles on spoken-written language relationships. He serves on the Editorial Review Board of *Annals of Dyslexia*. He has consulted on reading software development for Spanish speakers, has developed teacher-training modules in reading and language for the Massachusetts DOE's BayState Readers Initiative and for the Hanson Initiative In Language and Learning (HILL), and presents nationally and internationally. He serves on the Board of Directors of the International Dyslexia Association.

Pamela Hook, Ph.D., is an Associate Professor and Coordinator of the Written Language Laboratory at the Institute. Her current research explores auditory processing skills and speech perception in children with dyslexia. She has written literacy training modules for the Massachusetts DOE and served as a Higher Education consultant for the BayState Readers Initiative. She also develops computer software to assess and teach reading as well as to train professionals in the relationships between spoken and written language. Dr. Hook has been on the Executive Board of the New England Branch of the International Dyslexia Association and currently serves in the Eastern Massachusetts Region. She is presently a member of the Editorial Review Board for the *Journal of Learning Disabilities*.

Kevin Kearns, Ph.D., is a Professor and Director of the Graduate Program in Communication Sciences and Disorders at the MGH Institute of Health Professions in Boston. He is also a faculty

member in the Harvard-MIT Speech and Hearing Sciences Doctoral Program. He has been an active researcher, teacher, and clinician in the area of acquired language disorders and has published numerous articles the area of clinical research methods. Dr. Kearns recently served as a special editions Editor for Aphasiology and as Associate Editor for the American Journal of Speech-Language Pathology. Dr. Kearns' scholarly interests and publications have concentrated in the areas of treatment efficacy and outcomes research. He is a Fellow of ASHA.

Denis Stratford, M.S., is the Chief Information Officer at the Institute. He has over twenty five years experience in the use of technology to affect learning and promote process innovation. He has extensive experience in developing and implementing innovative uses of technology for education. In addition, Dr. Stratford has developed online courses in the areas of Graduated Education and Administration & Management. He is currently developing a Learning & Technology Plan within the Institute and a Business Plan to market online products

Patricia Brown, Ed.D., is Director for the Division of Distance Learning and Continuing Education at the Institute. She brings over twenty years of administrative experience in distance learning, adult and continuing education. She holds a doctorate in education with a focus on curriculum development and specializes in development of graduate level distance learning programs, outcomes-based learning activities, and faculty development for online offerings.

### **Medical Learning Company**

David E. Burkolder, Ph.D., is the Vice President of Business Development for Medical Learning Company, Inc. (MLC) and will be our main contact. MLC is a technological development and integration company that, in partnership with Kurzweil Technologies, Inc., develops mission-appropriate educational products based on high quality medical knowledge bases and advanced software technologies.

### **Project Evaluators**

Terrence Tivnan, Ed.D., is a Lecturer in the Human Development and Psychology Department at the Harvard Graduate School of Education and teaches courses on research methods and data analysis. He has extensive expertise in quantitative research and data analysis as well as in developmental and educational psychology. He a consultant at Children's Hospital in Boston, the Education Development Center in Newton, and several research and consulting firms in the Boston area, focusing on projects

involving educational evaluation and the use of computers.

Ilona Holland, Ed.D., is a Lecturer in the Educational Technologies Department at the Harvard Graduate School of Education who teaches evaluation of educational technologies. As a Senior Research Associate with Multimedia Research, she has worked on projects for the Internet, software companies and industry, including formative evaluation of programs such as Between the Lions and has written state educational standards related to technology for the Delaware schools. Dr. Holland co-authored research on the development of interactive computer-based training programs.

### **Advisory Board**

Susan L. Hall, MBA, is a language and literacy consultant in Longrove, Illinois. She is the parent of a dyslexic child and, with Dr. Louisa Moats, has co-authored two books on reading disabilities that have received national awards. She has extensive experience in efficacy research and teacher training and has been appointed to serve on the Illinois Reading and Literacy Partnership Council under the Reading Excellence Act. She also serves on the Reading First Review panel under the auspices of the US Department of Education.









Joyce Harris Ph.D., CCC-SLP is an Associate Professor at the University of Texas at Austin. She has authored numerous books and peer-reviewed articles in the areas of language, culture and literacy and is an Associate Editor for the Journal of Speech-Language-Hearing Research, and Language, Speech and Hearing Services in the Schools. She has been Principal Investigator or Co-Principal Investigator on over \$500,000 of federally funded grants. Her most recent book is entitled Literacy in African American Communities. She is a Trustee of the American Speech-Language-Hearing Association and serves as President of the National Black Association for Speech, Language and Hearing.

Susan Smartt, Ph.D., has worked in the field of education for over thirty years. Her roles have included classroom teacher, school psychologist, administrator, reading specialist, tutor and consultant. She is co-owner and Director of Smartt Johnson and Associates, Clinical Services. This clinic provides speech-language assessments and therapy as well as reading assessments and tutoring for children and young adults. Dr. Smartt is President of the Tennessee Branch of the International Dyslexia Association and serves on the Reading First Review panel under the auspices of the US Department of Education. Her research interests include early identification and intervention for students at risk for reading disorders and teacher effectiveness.

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### Medical Imaging Program Overview











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

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

[Click here for admissions information.](#)



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### Program Features

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

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

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





*Graduate Program in*  
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### Occupational Outlook for Radiologic Technologists\*

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

### Nature of the Work

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

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

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

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

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

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

### **Working Conditions**

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

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

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

### **Employment**

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

### **Training, Other Qualifications, and Advancement**

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

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

degree programs are most prevalent.

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

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

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

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

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

take jobs as sales representatives or instructors with equipment manufacturers.

### Job Outlook

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

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

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

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

### Earnings

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

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

England were \$23/hr in 2000.

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

### Sources of Additional Information

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

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

[American Society of Radiologic Technologists](#)

15000 Central Ave. SE  
Albuquerque, NM 87123-3917

For information on certification, contact:

[American Registry of Radiologic Technologists](#)

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

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

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



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### Mission

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. It will provide an attractive option for persons having an advanced degree and/or a previous health care career and foreign educated technologists to build on their prior learning in an accelerated program.

### Goals

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

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

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

- Produce images with diagnostic quality by applying their knowledge of anatomy, physiology, imaging techniques and positioning procedures to accurately demonstrate human anatomy on a radiograph and other imaging receptors.

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



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### Admission Requirements

Students interested in entering the Post-Baccalaureate Certificate in Medical Imaging must satisfy the following admission requirements:

- Bachelors degree from an accredited college or university
- Completed application with application fee [Apply Now!](#)
- Official transcripts from all previous academic institutions attended
- Three letters of recommendation
- Completion of a job shadowing experience arranged through the program
- [Completed Self-Assessment form](#)
- A personal essay addressing why you wish to enter the Medical Imaging field and your future goals.
- Completion of the following prerequisite courses
  - College Level Anatomy & Physiology I & II (Lab is helpful but not required), 6-8 credits
  - College Level Algebra/Pre Calculus, 3 credits
  - College Level Physics or Chemistry, 4 credits
  - Medical Terminology (Required for students with no previous health care background), 1 credit
  - Computer Literacy Course (or equivalent knowledge of computer hardware and Windows applications) 3 credits
- A pre-admission interview may be required

Click here for more comprehensive [Admissions information](#) including deadlines.

**Applications are being accepted for our first class which begins September 2004.**

If you have questions, please email us at [Medical Imaging Program](#).

Click here for information on [Tuition and Fees](#).





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### Faculty

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



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### Semester 1

### Online Course Offerings

10 Weeks

[MH 720 DL](#)

Medicolegal Issues in  
Health Care

1 Credit

[MI 610 DL](#)

Fundamentals of Radiologic  
Science & Health Care

1 Credit

[MI 720 DL](#)

Radiographic Procedures I

2 Credits

[MI 730 DL](#)

Medical Imaging &  
Processing I

2 Credits

[MI 750 DL](#)

Patient Care in the  
Radiologic Sciences

1 Credits

**7 Total  
Credits**

### Laboratory / Clinical I

5.5 Weeks

[MI 751](#)

Medical Imaging Patient  
Care &

4 Credits

Procedures Laboratory

(5 Days/Wk for 8 Hrs/Day  
for 2.5 Wks)

[MI 760](#)

Medical Imaging Clinical  
Practice I

2 Credits

(5 Days/Wk for 8 Hrs/Day  
for 3 Wks)

**6 Total  
Credits**

### Semester 2

### Online Course Offerings

10 Weeks

<a href="#">MH 730 DL</a>	Radiation Biology	2 credits
<a href="#">MI 723 DL</a>	Imaging Equipment	2 credits
<a href="#">MI 721 DL</a>	Radiographic Procedures II	2 credits
<a href="#">MI 731 DL</a>	Medical Imaging & Processing II	2 credits
<a href="#">MI 740 DL</a>	Radiation Production & Protection	3 Credits

**11 Total Credits**

**Laboratory** 4.5 Weeks

<a href="#">MI 752</a>	Medical Imaging & Procedures Lab	4 Credits
	(5 Days/Wk for 6 Hrs/Day for 4.5 Wks)	

**4 Total Credits**

**Clinical Intersession** 3 days

**Semester 3** **Laboratory / Clinical II** 8.5 Weeks

<a href="#">MI 761</a>	Medical Imaging Clinical Practice II	3 Credits
	(5 Days/Wk for 8 Hrs/Day for 8.5 Wks)	

**3 Total Credits**

**Online Course Offerings** 8 weeks

<a href="#">MH 731 DL</a>	Radiographic Pathology	2 Credits
<a href="#">MI 772 DL</a>	Sectional Anatomy	2 credits
<a href="#">MI 770 DL</a>	Image Analysis & Critical Thinking (Capstone Course)	1 Credit
<a href="#">MI 771 DL</a>	Advanced Patient Care & Pharmacology in the Radiologic Sciences	2 Credits
<a href="#">HP 820 DL</a>	Ethical Issues in Health Care	2 credits

**9 Total Credits**

**Semester 4/5** **Laboratory / Clinical III** 22 Weeks

[MI 753](#)

Radiography Seminar  
Laboratory

1 Credit

[MI 762](#)

(4 Hours per week)  
Medical Imaging Clinical  
Practice III

5 Credits

(4 Days/Wk for 9 Hrs/Day  
for 22 Wks)

Clinical review (8 hours)

**6 Total  
Credits**

**TOTAL CREDITS**

**46**

**TOTAL LABORATORY  
HOURS**

**305**

**TOTAL CLINICAL HOURS**

**1260**

**TOTAL TIME FRAME  
(MONTHS)**

**17**



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### **MH 720 DL Medicolegal Issues in Health Care (1)**

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.

### **MI 610 DL Fundamentals of Radiologic Science & Health Care (1)**

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.

### **MI 720 DL Radiographic Procedures I (2)**

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.

### **MI 730 DL Medical Imaging & Processing I (2)**

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.

### **MI 750 DL Patient Care in the Radiologic Sciences (1)**

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.

### **MI 751 Medical Imaging Patient Care & Procedures Lab (4)**

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.

### **MI 760 Medical Imaging Clinical Practice I (2)**

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.

### **MH 730 DL Radiation Biology (2)\*\***

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.

### **MI 723 DL Imaging Equipment (2)**

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.

### **MI 721 DL Radiographic Procedures II (2)**

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.

### **MI 731 DL Medical Imaging and Processing II (2)**

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.

### **MI 740 DL Radiation Production and Protection (3)**

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.

### **MI 752 Medical Imaging & Procedures Lab (4)**

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.

### **MI 761 Medical Imaging Clinical Practice II (3)**

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.

### **MH 731 DL Radiographic Pathology (2)\*\***

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.

### **MI 772 DL Sectional Anatomy (2)**

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.

### **MI 770 DL Image Analysis and Critical Thinking (1)\*\***

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.)

### **MI 771 DL Advanced Patient Care & Pharmacology in the Radiologic Sciences (2)**

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.

### **HP 820 DL Ethics in Health Care (2)**

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

### **MI 753 Radiography Seminar Laboratory (1)**

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.



## MI 762 Medical Imaging Clinical Practice III (5)

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.



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

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

### Hands-on experience

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

### Faculty

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

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

## Program Features

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

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

**Click below to read about your area of interest:**

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

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

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### Entry-Level Program

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

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

### Admission Requirements for Entry-Level

- Bachelor's degree from an accredited college or university in field other than nursing.
- Official transcripts from all previous academic institutions attended.
- Completed application with application fee. [Apply Now!](#) Specify preferred nurse practitioner specialty track. [Click here for the list of specialties.](#)
- GRE scores within the last 5 years.
- Prerequisite courses in anatomy, nutrition, physiology, chemistry and microbiology which are available in a "[science summer](#)" session at the Institute prior to first semester.
- An undergraduate course in statistics.
- Three letters of reference.
- A personal essay, responding to the following: Give your reasons for wanting to become a nurse practitioner. Though your comments may reflect your personal experiences and beliefs about health care that led you to choose the role of the nurse practitioner, they should focus on future goals and

plans. Please elaborate on those personal experiences that have contributed to your decision to become a nurse practitioner. Specify what roles and responsibilities you carried out in these listed endeavors.

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

## RN Program

Admission is available to registered nurses with bachelor's degree in nursing or another discipline, or RNs holding an associate's degree or diploma in nursing and general education coursework. [View additional undergraduate coursework requirements for non-bachelor's degree holding applicants.](#) An individualized course of study is developed for you, based on the nursing specialty you want to pursue and designed to meet your specific needs and interests including full- or part-time study. You may also be eligible to receive up to six credits for your life experience or previous course work in areas other than advanced practice nursing.

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

## Admission Requirements for Registered Nurses

- Bachelor's degree in nursing or another discipline **OR** Associate's degree or diploma with additional general education. [Click here for RN to MSN information](#)
- Official transcripts from all previous academic institutions attended.
- Current Massachusetts RN licensure.
- An undergraduate or graduate statistics course.
- Completed application with application fee. [Apply Now!](#) Specify preferred nurse practitioner specialty track. [Click here for the list of specialties.](#)
- GRE scores within the last five years.
- Three letters of reference.
- A personal essay, responding to the following: Give your reasons for wanting to become a nurse practitioner. Though your comments may reflect your personal experiences and beliefs about health care that led you to choose the role of the nurse practitioner, they should focus on future goals and plans. Please elaborate on those personal experiences that have contributed to your decision to become a nurse practitioner. Specify what roles and responsibilities you carried out in these listed endeavors.

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

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

## RN Student Course of Study

[Dual Adult/HIV](#)

[Acute Care](#)

[Dual Adult/Gerontology](#)

[Adult](#)

[Dual Adult/Womens Health](#)

[Family](#)

[Psychiatric Mental Health](#)

[Pediatric](#)

[Dual Adult/Psychiatric Mental Health](#)

## Post-MSN Certificate of Advanced Study

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

## Admission Requirements for Post-MSN Certificate of Advanced Study

- Master of Science in Nursing degree from an accredited institution.
- Completed application and application fee. [Apply Now!](#) Specify preferred nurse practitioner specialty track. [Click here for the list of specialties.](#)
- Official transcripts from all previous academic institutions attended.
- Three letters of reference.
- Personal essay, responding to the following: Give your reasons for wanting to become a nurse practitioner. Though your comments may reflect your personal experiences and beliefs about health care that led you to choose the role of the nurse practitioner, they should focus on future goals and plans. Please elaborate on those personal experiences that have contributed to your decision to become a nurse practitioner. Specify what roles and responsibilities you carried out in these listed endeavors.

## Contact Us!

[Click here for admissions information.](#)

## Post-Master's Student Course of Study

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[Post MSN Adult](#)  
[Post MSN Pediatrics](#)  
[Post MSN Psychiatric Mental Health](#)  
[Post NP Acute Care](#)  
[Post NP Psychiatric Mental Health](#)  
[Post MSN Dual Adult/Psychiatric](#)

### **RN Dual Adult / HIV**

#### **Students without a BSN**

	<b>Credits</b>	<b>Semester</b>
NS625 Community Principles and Theories	5	Spring
HP820 Ethical Issues in Health Care	2	Spring
	<b>Credits</b>	<b>7</b>

#### **Core Courses**

HP621 Pathophysiology	3	All
HP720 Designing Clinical Research	3	All
NH730 Health Care Policy and Politics	3	Fall
NS737 History of Nursing Ideas	3	Fall, Summer
NS738 Advanced Assessment & Diagnostic Reasoning, Adult	5	Fall, Spring
NS739 Advanced Pharmacology	3	All
NS839 Professional Issues	2	Spring, Summer
NS882 Scholarly Project	3	All
	<b>Credits</b>	<b>25</b>

#### **Advanced Practice Courses**

NS820 Nursing Management of the Adult: Primary Care I Theory	3	Spring, Summer
NS821 Nursing Management of the Adult: Primary Care I Clinical	3	Spring, Summer
NS822 Nursing Management of the Adult: Primary Care II Theory	3	Summer, Fall
NS823 Nursing Management of the Adult: Primary Care II Clinical	3	Summer, Fall
NP833 Nursing Management of the Adult: Primary Care III Theory	3	Spring
NP834 Nursing Management of the Adult: Primary Care III Clinical	6	Spring
NH817 Introduction to HIV/AIDS	3	
NH830 Pathophysiology and Symptom Management in HIV Disease	3	
NH832 Prevention and Care	3	

## Management of HIV/AIDS

**Credits 30****Total 62****Note**

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

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**RN Acute Care Specialty****Students without a BSN**

	<b>Credits</b>	<b>Semester</b>
NS625 Community Principles and Theories	5	Spring
HP820 Ethical Issues in Health Care	2	Spring
	<b>Credits 7</b>	

**Core Courses**

HP621 Pathophysiology	3	All
HP720 Designing Clinical Research	3	All
NH730 Health Care Policy and Politics	3	Fall
NS737 History of Nursing Ideas	3	Fall, Summer
NS738 Advanced Assessment & Diagnostic Reasoning, Adult	5	Fall, Spring
NS739 Advanced Pharmacology	3	All
NS839 Professional Issues	2	Spring, Summer
NS882 Scholarly Project	3	All
Elective	3	
	<b>Credits 28</b>	

**Advanced Practice Courses**

NP856 Acute Care Nursing Management I Theory	3	Spring
NP857 Acute Care Nursing Practicum I	3	Spring
NP866 Acute Care Nursing Management II Theory	3	Fall



NP867	Acute Care Nursing Management Practicum II	6	Fall
NP876	Acute Care Nursing Management III Theory	3	Spring
NP877	Acute Care Nursing Practicum III Advanced Practice Electives	6 3	Spring
	<b>Credits</b>	<b>27</b>	

**Total 63**

### Note

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

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## RN Dual Adult / Gerontology Specialty

### Students without a BSN

			<b>Semester</b>
NS625	Community Principles and Theories	5	Spring
HP820	Ethical Issues in Health Care	2	Spring
	<b>Credits</b>	<b>7</b>	

### Core Courses

HP621	Pathophysiology	3	All
HP720	Designing Clinical Research	3	All
NH730	Health Care Policy and Politics	3	Fall
NS737	History of Nursing Ideas	3	Fall, Summer
NS738	Advanced Assessment & Diagnostic Reasoning, Adult	5	Fall, Spring
NS739	Advanced Pharmacology	3	All
NS839	Professional Issues	2	Spring, Summer
NS882	Scholarly Project Elective	3 3	All
	<b>Credits</b>	<b>28</b>	

### Advanced Practice Courses

NS820	Nursing Management of the Adult: Primary Care I Theory	3	Spring, Summer
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NS821	Nursing Management of the Adult: Primary Care I Clinical	3	Spring, Summer
HP822	Living With Death, Living With Grief	3	Spring
NS822	Nursing Management of the Adult: Primary Care II Theory	3	Summer, Fall
NS823	Nursing Management of the Adult: Primary Care II Clinical	3	Summer, Fall
NP805	Primary Care of the Elderly Client	3	Fall
NP806	Gerontological Nursing Practicum I	3	Fall
NP807	Issues in Care of Frail Elders	3	Spring
NP808	Gerontological Nursing Practicum II	3 -6	Spring

**Credits 27 -30**

**Total 62 -65**

### Note

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

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### RN Adult Specialty

#### Students without a BSN

		<b>Credits</b>	<b>Semester</b>
NS625	Community Principles and Theories	5	Spring
HP820	Ethical Issues in Health Care	2	Spring
	<b>Credits</b>	<b>7</b>	

#### Core Courses

HP621	Pathophysiology	3	All
HP720	Designing Clinical Research	3	All
NH730	Health Care Policy and Politics	3	Fall
NS737	History of Nursing Ideas	3	Fall, Summer
NS738	Advanced Assessment & Diagnostic Reasoning, Adult	5	Fall, Spring
NS739	Advanced Pharmacology	3	All
NS839	Professional Issues	2	Spring, Summer

NS882	Scholarly Project	3	All
	Elective	3	
	<b>Credits</b>	<b>28</b>	

### Advanced Practice Courses

NS820	Nursing Management of the Adult: Primary Care I Theory	3	Spring, Summer
NS821	Nursing Management of the Adult: Primary Care I Clinical	3	Spring, Summer
NS822	Nursing Management of the Adult: Primary Care II Theory	3	Summer, Fall
NS823	Nursing Management of the Adult: Primary Care II Clinical	3	Summer, Fall
NP833	Nursing Management of the Adult: Primary Care III Theory	3	Spring
NP834	Nursing Management of the Adult: Primary Care III Clinical	6	Spring
	Advanced Practice Electives	6	
	<b>Credits</b>	<b>27</b>	
	<b>Total</b>	<b>62</b>	

### Note

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

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### RN Dual Adult / Women's Health

#### Students without a BSN

	<b>Credits</b>	<b>Semester</b>
NS625 Community Principles and Theories	5	Spring
HP820 Ethical Issues in Health Care	2	Spring
<b>Credits</b>	<b>7</b>	

#### Core Courses

HP621	Pathophysiology	3	All
HP720	Designing Clinical Research	3	All
NH730	Health Care Policy and Politics	3	Fall

NS737	History of Nursing Ideas	3	Fall, Summer
NS738	Advanced Assessment & Diagnostic Reasoning, Adult	5	Fall, Spring
NS739	Advanced Pharmacology	3	All
NS839	Professional Issues	2	Spring, Summer
NS882	Scholarly Project Elective	3 3	All
		<b>Credits</b>	<b>28</b>

### Advanced Practice Courses

NS820	Nursing Management of the Adult: Primary Care I Theory	3	Spring, Summer
NS821	Nursing Management of the Adult: Primary Care I Clinical	3	Spring, Summer
NP851	Women's Health Clinical Seminar	1	Spring
NS822	Nursing Management of the Adult: Primary Care II Theory	3	Summer, Fall
NS823	Nursing Management of the Adult: Primary Care II Clinical	3	Summer, Fall
NP809	Perinatal Issues Theory	3	Fall
NP810	Perinatal Issues in Primary Care	3	Fall
NP811	Special Topics in Women's Health	3	Spring
NP812	Women's Health Practicum	6	Spring
		<b>Total credits</b>	<b>28</b>
		<b>Total</b>	<b>63</b>

### Note

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

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### RN Family Specialty

**Students without a BSN**

	<b>Credits</b>	<b>Semester</b>
NS625 Community Principles and Theories	5	Spring
HP820 Ethical Issues in Health Care	2	Spring
	<b>Credits</b>	<b>7</b>

**Core Courses**

HP621 Pathophysiology	3	All
HP720 Designing Clinical Research	3	All
NH730 Health Care Policy and Politics	3	Fall
NS737 History of Nursing Ideas	3	Fall, Summer
NS738 Advanced Assessment & Diagnostic Reasoning, Adult	5	Fall, Spring
NS739 Advanced Pharmacology	3	All
NS839 Professional Issues	2	Spring, Summer
NS882 Scholarly Project	3	All
Elective	3	
	<b>Credits</b>	<b>28</b>

**Advanced Practice Course Requirements**

NS820 Nursing Management of the Adult: Primary Care I Theory	3	Spring, Summer
NS824 Nursing Management of the Child: Primary Care I Theory	3	Spring, Summer
NP 841 Family Health Practicum I	3	Spring
NS822 Nursing Management of the Adult: Primary Care II Theory	3	Summer, Fall
NS826 Nursing Management of the Child: Primary Care II Theory	3	Summer, Fall
NP847 Family Theory: A Comprehensive Approach	2	Fall
NP809 Perinatal Issues in Primary Care	3	Fall
NP842 Family Health Practicum II	6	Fall
NP 843 Family Health Practicum III	6	Spring
	<b>Credits</b>	<b>32</b>

**Total**      **67**

**Note**

RN students also must take a minimum total of 27 credits of advanced practice theory and clinical courses, of which 12 credits must be clinical. Two credits of advanced assessment may be

counted toward these clinical credits. Certain specialties require additional coursework (See specialty study plan pages). RNs may submit portfolios for up to 6 credits of advanced placement credit for life experience.

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### RN Psychiatric Specialty

		<b>Credits</b>	<b>Semester</b>
NS625	Community Principles and Theories	5	Spring
HP820	Ethical Issues in Health Care	2	Spring
	<b>Credits</b>	<b>7</b>	

### Core Courses

HP621	Pathophysiology	3	All
HP720	Designing Clinical Research	3	All
NH730	Health Care Policy and Politics	3	Fall
NS737	History of Nursing Ideas	3	Fall, Summer
NS738	Advanced Assessment & Diagnostic Reasoning, Adult	5	Fall, Spring
NS739	Advanced Pharmacology	3	All
NS839	Professional Issues	2	Spring, Summer
NS882	Scholarly Project	3	All
	Elective	3	
	<b>Credits</b>	<b>28</b>	

### Advanced Practice Courses

NP862	Psychobiology and Psychopharmacology	3	Spring
NP861	Advanced Assessment & Mgmt. Of Common Psychiatric Symptoms Theory	3	Fall
NP860	Psychiatric-Mental Health Nursing Practicum I	4	Fall
NP863	Advanced Assessment and Management of Complex Psychiatric Problems	3	Spring
NP864	Psychiatric-Mental Health Nursing Practicum II	4	Spring
NP865	Psychiatric-Mental Health Nursing Practicum III	4	Spring
	Electives	6	
	<b>Credits</b>	<b>27</b>	

**Total      62**

**Note**

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

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**RN Pediatric****Students without a BSN**

	<b>Credits</b>	<b>Semester</b>
NS625 Community Principles and Theories	5	Spring
HP820 Ethical Issues in Health Care	2	Spring
	<b>Credits      7</b>	

**Core Courses**

HP621 Pathophysiology	3	All
HP720 Designing Clinical Research	3	All
NH730 Health Care Policy and Politics	3	Fall
NS737 History of Nursing Ideas	3	Fall, Summer
NS740 Advanced Assessment & Diagnostic Reasoning, Child	5	Fall
NS739 Advanced Pharmacology	3	All
NS839 Professional Issues	2	Spring, Summer
NS882 Scholarly Project	3	All
Elective	3	
	<b>Credits      28</b>	

**Advanced Practice Course Requirements**

NS824 Nursing Management of the Child: Primary Care I Theory	3	Summer
NS825 Nursing Management of the Child: Primary Care I Clinical	3	Summer
NS826 Nursing Management of the Child: Primary Care II Theory	3	Summer, Fall
NS827 Nursing Management of the Child: Primary Care II Clinical	3	Summer, Fall

NP813	Advanced Practice Course: Adolescent Health	3	Fall
NP814	Clinical Practicum in Adolescent Health	3	Fall
NP815	Behaviorial Issues in Pediatrics	3	Spring
NP816	Clinical Practicum: Behaviorial Problems in Children	3-6	Spring
<b>Credits</b>		<b>24</b>	<b>-27</b>
<b>Total</b>		<b>59</b>	<b>-62</b>

**Note**

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

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**RN Dual Adult Psychiatric Specialty****Students without a BSN**

	<b>Credits</b>	<b>Semester</b>
NS625 Community Principles and Theories (5)	5	Spring
HP820 Ethical Issues in Health Care (2)	2	Spring
<b>Credits</b>	<b>7</b>	

**Core Courses**

HP621 Pathophysiology	3	All
HP720 Designing Clinical Research	3	All
NH730 Health Care Policy and Politics	3	Fall
NS737 History of Nursing Ideas	3	Fall, Summer
NS738 Advanced Assessment & Diagnostic Reasoning, Adult	5	Fall, Spring
NS739 Advanced Pharmacology	3	All
NS839 Professional Issues	2	Spring, Summer
NS882 Scholarly Project	3	All
Elective	3	
<b>Credits</b>	<b>28</b>	

**Advanced Practice Courses**



NS820	Nursing Management of the Adult: Primary Care I Theory	3	Spring, Summer
NS821	Nursing Management of the Adult: Primary Care I Clinical	5	Spring, Summer
NS822	Nursing Management of the Adult: Primary Care II Theory	3	Summer, Fall
NS823	Nursing Management of the Adult: Primary Care II Clinical	5	Summer, Fall
NP862	Psychobiology and Psychopharmacology	3	Spring
NP861	Advanced Assessment & Mgmt. Of Common Psychiatric Symptoms Theory	3	Fall
NP860	Psychiatric-Mental Health Nursing Practicum I	4	Fall
NP863	Advanced Assessment and Management of Complex Psychiatric Problems	3	Spring
NP864	Psychiatric-Mental Health Nursing Practicum II	4	Spring
NP865	Psychiatric-Mental Health Nursing Practicum III	4	Spring
<b>Credits</b>		<b>37</b>	
<b>Total</b>		<b>72</b>	

### Note

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

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### Post-Masters Certificates

#### Post-MSN Acute Care

		<b>Credits</b>	<b>Semester</b>
HP621	Pathophysiology	3	All
NS738	Advanced Assessment and Diagnostic Reasoning Adult	5	Spring
NS739	Advanced Pharmacology	3	All
NS839	Professional Issues	2	Spring, Summer
NP856	Acute Care Nursing Management I Theory	3	Spring
NP857	Acute Care Nursing Practicum I	3	Spring

NP866	Acute Care Nursing Management II Theory	3	Fall
NP867	Acute Care Nursing Management Practicum II	6	Fall
NP876	Acute Care Nursing Management III Theory	3	Spring
NP877	Acute Care Nursing Practicum III (3-6 credits)	3 -6	Spring
<b>Total</b>		<b>34 -37</b>	

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#### Post-MSN Adult

		<b>Credits</b>	
HP621	Pathophysiology	3	All
NS739	Advanced Pharmacology	3	All
NS738	Advanced Assessment and Diagnostic Reasoning	5	Fall, Spring
NS820	Nursing Management of the Adult: Primary Care I Theory	3	Spring, Summer
NS821	Nursing Management of the Adult: Primary Care I Clinical	5	Summer, Fall
NS839	Professional Issues	2	Spring, Summer
NS822	Nursing Management of the Adult: Primary Care II Theory	3	Summer, Fall
NS823	Nursing Management of the Adult: Primary Care II Clinical	5	Summer, Fall
<b>Total</b>		<b>29</b>	

#### Note

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

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#### Post-MSN Pediatrics

		<b>Credits</b>	<b>Semester</b>
HP621	Pathophysiology	3	All
NS740	Advanced Health Assessment of the Pediatric Client	5	Fall
NS739	Advanced Pharmacology	3	All
NS824	Nursing Management of the Child: Primary Care I Theory	3	Spring

NS825 Nursing Management of the Child: Primary Care I Clinical	3	Spring
NP813 Adolescent Health Theory	3	Fall
NP814 Adolescent Health Clinical	3	Fall
NS826 Nursing Management of the Child: Primary Care II Theory	3	Fall
NS827 Nursing Management of the Child: Primary Care II Clinical	3	Fall
NP815 Behavioral Issues in Pediatrics	3	Spring
NP816 Clinical Practicum: Management of Behavioral Problems in Children	6	Spring
NS839 Professional Issues	2	Spring, Summer
<b>Total</b>	<b>40</b>	

### Note

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

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### Post-MSN Psychiatric-Mental Health

	Credits	Semester
HP621 Pathophysiology (3)	3	All
NS739 Advanced Pharmacology (3)	3	All
NS738 Advanced Assessment and Diagnostic Reasoning Adult (5)	5	Fall, Spring
NP862 Psychobiology and Psychopharmacology (3)	3	Spring
NP861 Advanced Assessment and Management of Common Psychiatric Symptoms (3)	3	Fall
NP860 Psychiatric-Mental Health Nursing Practicum I (4)	4	Fall
NP863 Advanced Assessment and Management of Complex Psychiatric Problems (3)	3	Spring
NP864 Psychiatric-Mental Health Nursing Practicum II (4)	4	Spring
NP865 Psychiatric-Mental Health Nursing Practicum III (4)	4	Spring
NS839 Professional Issues (2)	2	Spring, Summer
<b>Total</b>	<b>34</b>	

**Note**

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

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**Post-NP Acute Care**

		<b>Credits</b>	<b>Semester</b>
NP856	Acute Care Nursing Management I Theory (3)	3	Spring
NP857	Acute Care Nursing Practicum I (3)	3	Spring
NP866	Acute Care Nursing Management II Theory (3)	3	Fall
NP867	Acute Care Nursing Management Practicum II (6)	6	Fall
NP876	Acute Care Nursing Management III Theory (3)	3	Spring
NP877	Acute Care Nursing Practicum III (3-6 credits)	3 -6	Spring
	<b>Total</b>	<b>21 -24</b>	

**Note**

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

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**Post-NP Psychiatric Mental Health**

		<b>Credits</b>	<b>Semester</b>
NP862	Psychobiology and Psychopharmacology	3	Spring
NP861	Advanced Assessment and Management of Common Psychiatric Symptoms	3	Fall
NP860	Psychiatric-Mental Health Nursing Practicum I	4	Fall
NP863	Advanced Assessment and	3	Spring

	Management of Complex Psychiatric Problems		
NP864	Psychiatric-Mental Health Nursing Practicum II	4	Spring
NP865	Psychiatric-Mental Health Nursing Practicum III	4	Spring
	<b>Total</b>	<b>21</b>	

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### Post-MSN Dual Adult NP / Psychiatric-Mental Health

		<b>Credits</b>	<b>Semester</b>
HP621	Pathophysiology (3)	3	All
NS739	Advanced Pharmacology (3)	3	All
NS738	Advanced Assessment and Diagnostic Reasoning Adult (5)	5	Fall, Spring
NP862	Psychobiology and Psychopharmacology (3)	3	Spring
NS820	Nursing Management of the Adult: Primary Care I Theory (3)	3	Spring, Summer
NS821	Nursing Management of the Adult: Primary Care I Clinical (5)	5	Spring, Summer
NS822	Nursing Management of the Adult: Primary Care II Theory (3)	3	Summer, Fall
NS823	Nursing Management of the Adult: Primary Care II Clinical (5)	5	Summer, Fall
NP861	Advanced Assessment and Management of Comon Psychiatric Symptoms (3)	3	Fall
NP860	Psychiatric-Mental Health Nursing Practicum I (4)	4	Fall
NP863	Advanced Assessment and Management of Complex Psychiatric Problems (3)	3	Spring
NP864	Psychiatric-Mental Health Nursing Practicum II (4)	4	Spring
NP865	Psychiatric-Mental Health Nursing Practicum III (4)	4	Spring
NS839	Professional Issues (2)	2	Spring, Summer
	<b>Total</b>	<b>50</b>	

#### Note

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



## Graduate Program in NURSING

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### Entry Level Program in Nursing

#### Curriculum Outline

Prerequisites, completed summer prior to entry or via undergraduate coursework taken elsewhere:

[NH402](#) Chemistry  
[NH404](#) Microbiology  
[HP721](#) Statistics  
[NH405](#) Nutrition  
[NH450](#) Human Anatomy  
[NH451](#) Human Physiology

[NS624](#) Biobehavioral Principles & Theories (3,2)  
[NS737](#) History of Nursing Ideas (3)  
[HP621](#) Pathophysiology (3)  
[NS620](#) Nursing Practice: Process and Skills (3,3)\*

[HP622](#) Pharmacology (3)  
[NS621](#) Nursing Practice: Common Problems in Adult Health (3,3)

[NS625](#) Community Principles and Theories (3,2)  
[NS623](#) Health Assessment (2,1)

[NH730](#) Health Care Policy and Politics (3)  
[NS738](#) Advanced Assessment & Diagnostic Reasoning, Adult of Family (3,2)  
[NS727](#) Maternal Child Nursing (3,3)  
[NS740](#) Advanced Assessment & Diagnostic Reasoning, Pediatric (3,2)

Following completion of second Fall semester, students who have successfully completed all general first level coursework (previous three semesters) will be eligible to sit for RN Licensure

Examination. Coursework in various specializations begins in the second Spring semester.

### General Specializations

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

Advanced Practice Courses [see below] (3,3)  
[HP831](#) Organizational Perspectives, Theory and Action (3)  
[NS822](#) Nursing Mgmt Adult: Primary Care II Theory (3)  
[NS823](#) Nursing Mgmt Adult: Primary Care II Clinical (3)

Advanced Practice Courses [see below] (3,6)  
[NS839](#) Professional Issues (2)  
[NS882](#) Scholarly Project (3)  
[HP820](#) Ethical Issues in Health Care (2)

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

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

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

[NS824](#) Nursing Mgmt Child: Primary Care I Theory (3)  
[NS825](#) Nursing Mgmt Child: Primary Care I Clinical (3)  
[NS739](#) Advanced Pharmacology (3)

- [HP720](#) Designing Clinical Research (3)
- Pediatric Advanced Practice Courses [see below]  
(3,3)
- [HP831](#) Organizational Perspectives, Theory, and Action (3)  
[NS826](#) Nursing Mgmt Child: Primary Care II Theory (3)  
[NS827](#) Nursing Mgmt Child: Primary Care II Clinical (3)
- Pediatric Advanced Practice Courses [see below]  
(3,6)
- [NS882](#) Scholarly Project (3)  
[NS839](#) Professional Issues (2)  
[HP820](#) Ethical Issues in Health Care (2)
- [NP856](#) Acute Care Mgmt I Theory (3)  
[NP857](#) Acute Care Practicum I (3)  
[HP820](#) Ethical Issues in Health Care (2)  
[NS739](#) Advanced Pharmacology (3)  
[HP720](#) Designing Clinical Research (3)
- [NP866](#) Acute Care Mgmt II Theory (3)  
[NP867](#) Acute Care Practicum II (6)  
[HP831](#) Organizational Perspectives, Theory, and Action (3)  
[NS882](#) Scholarly Project (3)
- [NP876](#) Acute Care Mgmt III Theory (3)  
[NP877](#) Acute Care Practicum III (9)  
[NS839](#) Professional Issues (2)
- Students may select a Dual Specialization in  
Adult/Women's  
Health, Adult/Gerontology, or Adult/Psychiatric  
Mental Health  
by taking advanced practice courses as required by  
specialization.
- [NP817](#) Epidemiology HIV/AIDS (2)  
[NP818](#) Inf Control (1)  
[NP819](#) Immunol HIV Dis (1)  
[NP820](#) Psychophysiol Resp HIV (1)  
[NP821](#) Acute Care Clin AIDS (1-3)  
[NP822](#) Adv Assess Sex/HIV (1)  
[NP823](#) Drug Abuse HIV (1)  
[NP824](#) Prev HIV Clin (1-3)  
[NP825](#) Psychosoc Resp HIV (1)  
[NP826](#) Life Threatening Illness HIV Clinical (1-3)



<a href="#">NP827</a>	Case Mgmt HIV/AIDS Client (1)
<a href="#">NP828</a>	Commun Clinical (3)
<a href="#">NP805</a>	Prim Care Older Adult (3)
<a href="#">NP806</a>	Gerontol Nsg Practicum (3)
<a href="#">NP807</a>	Clin Issues in Care of Frail Elders (3)
<a href="#">NP808</a>	Gerontol Practicum (3 or 6)
<a href="#">HP822</a>	Living with Death, Living with Grief (3)
<a href="#">NP809</a>	Perinatal Issues Theory (3)
<a href="#">NP810</a>	Perinatal Clinical (3)
<a href="#">NP811</a>	Special Topics in Women's Health (3)
<a href="#">NP812</a>	Women's Health Practicum (6)
<a href="#">NP851</a>	Women's Health Clin Seminar (1)
<a href="#">NP862</a>	Psychobiology and Psychopharmacology (3)
<a href="#">NP861</a>	Advanced Assessment & Mgmt of Common Psychiatric Symptoms Theory (3)
<a href="#">NP860</a>	Psych/MH Nsg Practicum I (3-4)
<a href="#">NP863</a>	Adv Assess Complex Psych Problems Theory (3)
<a href="#">NP864</a>	Psych/MH Nsg Practicum II (3-4)
<a href="#">NP865</a>	Psych/MH Nsg Practicum III (3-4)
<a href="#">NP813</a>	Adolescent Health (3)
<a href="#">NP814</a>	Adolescent Health Clinical (3)
<a href="#">NP815</a>	Behavioral Issues in Pediatrics (3)
<a href="#">NP816</a>	Behavioral Issues in Clinical Pediatrics (3 or 6)
<a href="#">NP833</a>	Primary Care III Theory (3)
<a href="#">NP834</a>	Primary Care III Clinical (3-6) Students also select six additional credits from other advanced practice courses.
<a href="#">NP800</a>	Adv. Assess Sexual Health (3)
<a href="#">NP829</a>	Complementary Healing Strategies for Primary Care Providers (3)
<a href="#">HP703</a>	Pain Management (3)

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

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



## Graduate Program in NURSING

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### **NS 620 NURSING PRACTICE: PROCESS AND SKILLS**

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

### **NS 621 NURSING PRACTICE: COMMON PROBLEMS IN ADULT HEALTH**

Prerequisites: NS 620, NS 624. 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 623 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 624 BIOBEHAVIORAL PRINCIPLES AND THEORIES**

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

### **NS 625 COMMUNITY PRINCIPLES AND THEORIES**

Prerequisites: NS 621, NS 623, 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 727 MATERNAL CHILD NURSING**

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

### **NS 737 THE HISTORY OF NURSING IDEAS**

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

### **NS 738 ADVANCED ASSESSMENT AND DIAGNOSTIC REASONING**

Prerequisites: NS 623, NS 624, NS 625, 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 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 740 ADVANCED HEALTH ASSESSMENT OF THE PEDIATRIC CLIENT**

Prerequisites: NS 623, NS 624, NS 625. 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

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### **NS 819 ADVANCED HEALTH ASSESSMENT AND DIAGNOSTIC REASONING OF THE LATENCY AND ADOLESCENT PATIENT**

Prerequisites: A physical assessment course or proven competency in physical assessment or NS 623. Comprehensive health assessment and interpretive diagnostic process as it specifically relates to the latency child and adolescent is explored. Students are provided opportunity for further development of clinical reasoning in holistic evaluation of well clients and those with deviations within a social context. 3 credits

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

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

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

Prerequisite: NS 738. Pre- or co-requisite: NS 820. 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

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

Prerequisite: NS 820. 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

### **NS 823 NURSING MANAGEMENT OF THE ADULT: PRIMARY**

### **CARE II CLINICAL**

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

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

Prerequisite: NS 738. 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

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

Prerequisite: NS 738. Pre- or co-requisite: NS 824. 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

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

Prerequisites: NS 738, NS 824. Co-requisites: NS 827 or NP 842. Theoretical content continues to refine critical thinking and diagnostic reasoning skills in the management of common episodic and chronic health problems of children. 3 credits

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

Prerequisites: NS 738, NS 825. Co-requisite: NS 826. Clinical experience in utilizing skills in the management of common episodic and chronic health problems of children. 3 credits

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### **NP 833 NURSING MANAGEMENT OF THE ADULT; PRIMARY CARE 111 THEORY**

Prerequisites: NS 820, NS 821. Co-requisite NP 822, 823.

Theoretical content emphasizes the application of critical thinking and diagnostic reasoning skills in the management of complex health problems. The nursing goals of health promotion and maximization of wellness and functional ability are highlighted along with the holistic, culturally and developmentally sensitive assessment and management of the adult patient. The specific focus is on the complexity of health care for special populations of adults in a variety of practice settings. 3 credits

### **NP 834 NURSING MANAGEMENT OF THE ADULT; PRIMARY CARE 111 PRACTICUM**

Prerequisites: NS 820, and co-requisite NP 833 (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

### **NS 839 PROFESSIONAL ISSUES**

Prerequisite: NS 820 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

### **NS 896 INDEPENDENT STUDY IN NURSING**

Prerequisite: written consent of instructor.

### **NS 899 INDEPENDENT STUDY IN ADVANCED PRACTICE**

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

**NP 800 ADVANCED ASSESSMENT OF SEXUAL HEALTH**

Prerequisite: none. Pass/Fail available; audit not available. Various topics, issues, and values related to sexual health. Development of effective therapeutic relationships to prevent disease and unwanted outcomes, while promoting healthy functioning. 3 credits

**NP 805 PRIMARY CARE OF THE ELDERLY CLIENT**

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

**NP 806 GERONTOLOGICAL NURSING PRACTICUM I**

Prerequisite: 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 807 ISSUES IN CARE OF FRAIL ELDERERS**

Prerequisites: NS 820, NS 822, 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 808 GERONTOLOGICAL NURSING PRACTICUM II**

Prerequisites: NS 820, NS 822, 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 809 PERINATAL ISSUES IN PRIMARY CARE**

Prerequisite: NS 738 or RN status with written consent of instructor. Pass/Fail and audit available. Advanced course in primary care nursing management of pregnant and parenting women. Health promotion, health maintenance, anticipatory guidance, and early detection of potential problems during gestation and up to six weeks post delivery. 3 credits

**NP 810 PERINATAL CLINICAL PRACTICUM**

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

**NP 811 SPECIAL TOPICS IN WOMEN'S HEALTH**

Prerequisite: NS 738 or written consent of instructor. Pass/Fail and audit available. Nursing assessment and management of high incidence health problems in women. Health promotion, early

detection of problems, sociopolitical variables that impact women's health, and the application of alternative paradigms in health care practice. 3 credits

### **NP 812 WOMEN'S HEALTH PRACTICUM**

Pre- or co-requisite: NP 811. Pass/Fail and audit available. Students integrate and apply the theoretical content in nursing assessment and management of women. 3 or 6 credits

### **NP 813 ADVANCED PRACTICE MODULE: ADOLESCENT HEALTH**

Prerequisites: NS 738; NS 820 or NS 821. Pass/Fail available; audit not available. Biophysical and psychosocial factors that affect adolescent growth and development. Includes health and legal, political, and ethical issues encountered when caring for adolescents. 3 credits

### **NP 814 CLINICAL PRACTICUM IN ADOLESCENT HEALTH**

Prerequisite: none. Co-requisite: NP 813. Pass/Fail and audit available. Experience in a clinical setting that provides adolescent health care. Clinical seminar is offered weekly. 3 credits

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### **NP 815 BEHAVIORAL ISSUES IN PEDIATRICS**

Prerequisite: NS 821 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 816 CLINICAL PRACTICUM: MANAGEMENT OF BEHAVIORAL PROBLEMS IN CHILDREN**

Prerequisite: none. Co-requisite: NP 815. Pass/Fail and audit available. Clinical placements will be individualized to provide opportunities for holistic evaluation of children: physical, neuro-developmental, affective

### **NP 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

### **NP 818 INFECTION CONTROL**

Prerequisite: completion of generalist level, RN status, or written consent of instructor. Pass/Fail and audit available. Epidemiology of nosocomial infections as defined in the Study on the Efficacy of Nosocomial Infections (SCENIC). Influence of technology on normal host factors in influencing disease causation and transmission. 1 credit

### **NP 819 IMMUNOLOGY AND PATHOGENESIS OF HIV DISEASE**

Prerequisite: none. Pass/Fail and audit available. Exploration of the molecular biology, virology, pathogenesis, and pathophysiology of HIV/AIDS. 1 credit

### **NP 820 PSYCHOPHYSIOLOGICAL RESPONSES and CARE OF THE PATIENT WITH HIV DISEASE**

Prerequisite: NP 819. Pass/Fail and audit available. Biobehavioral

responses and current approaches to treatment of persons with HIV disease. 1 credit

### **NP 821 ACUTE CARE CLINICAL IN HIV/AIDS CARE**

Prerequisite: none. Pass/Fail and audit not available. Clinical experience with acute care of the individual with HIV disease. Utilization of physical assessment skills and implementation of a plan of care. Help patients and their lay caregivers to understand and manage the physiological problems associated with HIV disease. 3 credits

### **NP 822 SEXUAL HEALTH: ADVANCED ASSESSMENT OF HIV DISEASE PREVENTION**

Prerequisite: none. Pass/Fail and audit available. Various sexual topics, issues, and values related to sexual health and HIV-related disease, includes effective means of preventing HIV while promoting healthy functioning. 1 credit

### **NP 823 DRUGS, DRUG ABUSE, AND RECOVERY IN HIV/AIDS**

Prerequisite: RN status. Pass/Fail and audit available. Issues related to drug use, abuse, and recovery in the prevention of HIV. Nursing assessment and management of drug use, abuse, and recovery integrated in the care of persons with HIV/AIDS and in the prevention of HIV/AIDS. 1 credit

### **NP 824 PREVENTION OF HIV DISEASE: PRIMARY PREVENTION CLINICAL IN HIV/AIDS CARE**

Prerequisite: matriculated students only. Co-requisite: NP 823; NP 822 or NP 800. Clinical component focused on the prevention of HIV/AIDS. Analysis of individual and community level approaches to prevention and treatment of substance abuse and sexually transmitted diseases. 1-3 credits

### **NP 825 CARING FOR PERSONS WITH HIV/AIDS: PSYCHOSOCIOSPIRITUAL RESPONSES OF INDIVIDUALS, FAMILIES, AND GROUPS**

Prerequisite: none. Pass/Fail and audit available. Psychological, sociological, and spiritual elements and their interconnection with families and groups, in the care of persons with HIV/AIDS, including alternative therapies as resources for wholeness, healing, and wellness. 1 credit

### **NP 826 CARING FOR PERSONS WITH LIFE THREATENING ILLNESSES: CLINICAL IN HIV/AIDS CARE**

Prerequisite: matriculated students only. Co-requisite: NP 825. Pass/Fail and audit available. Clinical component focused on the psychological, social, and spiritual needs of the individual with HIV disease. 1-3 credits

### **NP 827 CASE MANAGEMENT OF HIV/AIDS CLIENTS**

Prerequisite: none. Pass/Fail and audit available. Management of persons, families, or groups with HIV/AIDS, with emphasis on

case management strategies with culturally diverse clients applied in primary, secondary, and tertiary settings. 1 credit

### **NP 828 COMMUNITIES OF CARE: COMMUNITY CLINICAL IN HIV/AIDS CARE**

Prerequisite: matriculated students only. Pass/Fail and audit available. Clinical component focused on the chronic level needs of the individual with HIV disease. Utilization of case management skills in coordinating a plan of care in collaboration with clients, health professionals, and community-based agencies. 2 credits

### **NP 829 COMPLEMENTARY HEALING STRATEGIES FOR PRIMARY CARE PROVIDERS**

Prerequisite: NS 738 or RN status. Pass/Fail available; audit not available. Alternative nursing strategies are explored and applied to the clinical practice issues managed by nurse practitioners. 3 credits

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### **NP 841 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 842 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 843 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 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 850 ROLES OF ADVANCED PRACTICE NURSING: PRACTICUM**

Prerequisites: NS 738, 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 851 WOMEN'S HEALTH CLINICAL SEMINAR**

Pre- or co-requisite: NS 820. Pass/Fail not available; audit available. Critical thinking and diagnostic reasoning skills in the assessment and management of women and episodic health problems of women. 1 credit

### **NP 856 ACUTE CARE NURSING MANAGEMENT I THEORY**

Prerequisites: NS 738, NS 739 This is the first of three theory courses in acute care nursing management. Concepts of health, disease and chronicity in acute care nursing management are explored. Using diagnostic reasoning as a foundation for practice, management of acute conditions is studied with focus on the diagnosis and treatment of non-acute health problems that accompany adults in the inpatient setting. 3 credits

### **NP 857 ACUTE CARE NURSING PRACTICUM I**

Prerequisites: NS738, 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 860 PSYCHIATRIC-MENTAL HEALTH NURSING PRACTICUM I**

Pre-requisite or co-requisite: NP 861. Building on diagnostic and clinical reasoning skills, students will develop skill in interviewing, comprehensive assessment and intervention with clients experiencing a disruption in mental health. Clinical seminar offered weekly. 3-4 credits

### **NP 861 ADVANCED ASSESSMENT AND MANAGEMENT OF COMMON PSYCHIATRIC SYMPTOMS.**

Prerequisites: 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 862 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 863 Advanced Assessment and Management 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 864 Psychiatric-Mental Health Nursing Practicum II**

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

### **NP 865 Psychiatric-Mental Health Nursing Practicum III**

Prerequisites: NP 863, NP 864. A culminating clinical practicum will provide an opportunity for students to synthesize and integrate concepts from adult primary health care with their psychiatric/mental health knowledge base into comprehensive holistic management of adult health problems with selected vulnerable populations. Management of psychotropic drug regimens, self care, symptom management, and relapse prevention will prepare the student for practice in a variety of settings. 3-4 credits

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### **NP 866 ACUTE CARE NURSING MANAGEMENT II THEORY**

Prerequisites: NS 856. This is the second of three theory courses in acute care nursing management. Case management for specific health problems of the acutely ill patient is explored, with focus on cultural sensitivity, ethical domains of acute care practice and related research. 3 credits

### **NP 867 ACUTE CARE NURSING MANAGEMENT PRACTICUM II**

Co-requisites: NS 866. 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 876 ACUTE CARE NURSING MANAGEMENT III THEORY**

Prerequisites: NS 866. This is the third of three theory courses in acute care nursing management. Case management of patients with selected topics, with special emphasis on co-morbid conditions is explored. Emphasis on health promotion, disease prevention and patient/family education as appropriate to the acute care setting. 3 credits

### **NP 877 ACUTE CARE NURSING PRACTICUM III**

Co-requisites: NS 876. 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

### **NS 880 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 881 THESIS RESEARCH II**

Prerequisite: NS 880. Pass/Fail grading only; audit not available.

Continuation of NS 880. 3 credits

**NS 882 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 111 THESIS/SCHOLARLY PROJECT CONTINUATION**

Prerequisite: NS 881. 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

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## Graduate Program in NURSING

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### Nursing Faculty

Click on a name for more information.

Name	Title
<a href="#">Linda Andrist, PhD, RNC, WHNP</a>	Associate Professor Coordinator, Adult/Women's Health Nurse Practitioner Program Graduate Program in Nursing
<a href="#">Debra Bradford, MSN, NP</a>	Clinical Instructor Graduate Program in Nursing
<a href="#">Emily Chandler, PhD, MDiv, MS, RNCS</a>	Clinical Associate Professor Graduate Program in Nursing
<a href="#">Inge Corless, PhD, RN, FAAN</a>	Professor, Graduate Program in Nursing
<a href="#">Deborah D'Avolio, PhD, ACNP, ANP</a>	Clinical Assistant Professor Graduate Program in Nursing
<a href="#">John Deckro, MS, APRN, BC</a>	Clinical Assistant Professor and Academic Coordinator for Clinical Education Graduate Program in Nursing
<a href="#">Marianne Ditomassi, MBA, MSN</a>	Clinical Assistant Professor Graduate Program in Nursing
<a href="#">Jeanne Dolan, MSN, RN</a>	Clinical Instructor graduate Program in Nursing
<a href="#">Patricia Duynstee, PhD, RN</a>	Assistant Professor Graduate Program in Nursing
<a href="#">Jeanette Erickson, MS, RN, CNA</a>	Clinical Assistant Professor Graduate Program in Nursing
<a href="#">Joan Fitzmaurice, RN, PhD, FAAN</a>	Associate Professor Graduate Program in Nursing
<a href="#">Elizabeth Friedlander, PhD(c), APRN-BC</a>	Clinical Assistant Professor Graduate Program in Nursing
<a href="#">J. Alexander Hoyt, MSN, RN, CS-FNP</a>	Instructor Graduate Program in Nursing
<a href="#">Veronica Kane, MSN,</a>	Clinical Assistant Professor

RN	Graduate Program in Nursing
<a href="#">Ursula Kelly, PhD(c), APRN, BC</a>	Clinical Assistant Professor Graduate Program in Nursing
<a href="#">Linda Leslie, MS, RN</a>	Clinical Assistant Professor Graduate Program in Nursing
<a href="#">Ellen Long-Middleton, PhD, RN</a>	Assistant Professor Graduate Program in Nursing
<a href="#">Arlene Lowenstein, PhD, RN</a>	Professor Emerita Graduate Program in Nursing
<a href="#">Maureen Marre, MSN, RN, FNP</a>	Clinical Instructor Graduate Program in Nursing
<a href="#">Talli McCormick, MSN, GNP</a>	Clinical Instructor Graduate Program in Nursing
<a href="#">Geoffry McEnany, PhD, RN, CS</a>	Associate Professor Graduate Program in Nursing
<a href="#">Janice Meisenhelder, DNSc, RN</a>	Associate Professor Graduate Program in Nursing
<a href="#">J. Sue Myers, PhD, APN, RN</a>	Assistant Professor Graduate Program in Nursing
<a href="#">Patrice Nicholas, DNSc, MPH, RN, CS</a>	Associate Professor Graduate Program in Nursing
<a href="#">Joanne O'Sullivan, PhD, APRN-BC</a>	Assistant Professor Graduate Program in Nursing
<a href="#">Alexandra Paul-Simon, PhD, RN</a>	Assistant Professor Associate Director for the Generalist Level Graduate Program in Nursing
<a href="#">Timothy Quigley, RN, MBA</a>	Clinical Assistant Professor Graduate Program in Nursing
<a href="#">Katherine Simmonds, MSN, RNC, MPH</a>	Clinical Instructor Graduate Program in Nursing
<a href="#">Kathleen Solomon, MS, APRN, BC</a>	Clinical Assistant Professor Coordinator, Preceptor Placements Graduate Program in Nursing
<a href="#">Jean Steel, PhD, RN, FAAN</a>	Professor
<a href="#">Sharon Sullivan, MS, RN</a>	Clinical Instructor Graduate Program in Nursing
<a href="#">Nancy Terres, PhD, RN, C</a>	Assistant Professor, br. Graduate Program in Nursing
<a href="#">John Twomey, Jr., PNP, PhD</a>	Assistant Professor Graduate Program in Nursing
<a href="#">Deborah Washington, MSN, RN</a>	Clinical Instructor Graduate Program in Nursing
<a href="#">Maria Winne, MS, RN</a>	Clinical Instructor, Graduate Program in Nursing



[Karen Wolf, PhD, RN](#)

Clinical Associate Professor  
Graduate Program in Nursing



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## Graduate Program in PHYSICAL THERAPY

Entry-Level DPT Program  
Post-Professional Program  
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US News and World Report  
ranks our Physical Therapy  
Program **#5** in the nation

**The Graduate Programs in Physical Therapy educate therapists at both the professional and post-professional levels.**

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

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

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

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

[Click here for admissions information.](#)



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### PROGRAM OVERVIEW

The Entry-Level **Doctor of Physical Therapy (DPT)** program consists of a three-year curriculum that encompasses academic, clinical, and research experiences. The program begins in June for first-year students. The third year is designed to include a full-time paid [clinical internship](#) in one facility.

The Entry-Level DPT Program is based on a philosophy that emphasizes a commitment to humanistic values, professionalism, quality care, critical analysis, and evidence-based practice as a foundation for the practice of physical therapy. The program provides a comprehensive curriculum in basic and clinical sciences, allowing students to develop as life-long learners who will be leaders in their profession.

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

### The Doctor of Physical Therapy Degree

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

### Post-baccalaureate Education

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

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

### Accreditation

The Entry-Level DPT Program is fully accredited by the Commission on Accreditation in Physical Therapy Education of the [American Physical Therapy Association](#). Graduates are eligible to apply for licensure to practice physical therapy in each of the 50 states and the District of Columbia.

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## Graduate Program in PHYSICAL THERAPY

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### PROGRAM FEATURES

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

#### ? The DPT Degree

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

#### ? Clinical Affiliations

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

#### ? Small Class Size

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

#### ? Innovative Clinical Education Experiences


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

#### ? Faculty

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

#### ? Interaction with the Post-Professional Program

Students in the entry-level program benefit from their interaction



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

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### Campus Visits

Applicants can also arrange campus visits by contacting Dorian Vincent in the Physical Therapy Program Office at 617-724-4841, or email at [davincent@mghihp.edu](mailto:davincent@mghihp.edu).

[Admission Deadlines](#)

### Admission Requirements

- Applicants must hold a bachelor's degree from an accredited college or university prior to entering the physical therapy program.
- Completed application with application fee. [APPLY NOW!](#)
- [PREREQUISITE CHECKLIST](#)
- Experience/Exposure to Physical Therapy Knowledge of the field of physical therapy is important for those who are interested in pursuing this profession. Applicants must have some experience or exposure to varied types of physical therapy practice, with a minimum of 10 hours of volunteer, paid or observational experience. Applicants must include a list of these experiences on the application form under "Work Experience."
- [Official transcripts](#) from all previous academic institutions attended.
- [GRE scores](#) within the last five years.
- [Three letters of recommendation.](#)
- A Personal Essay, answering the following questions:
  1. What qualities do you possess that are important for you to function as a physical therapist within the present health care environment?
  2. You have been appointed director of a program to provide comprehensive services for the homeless in a small city that does not have such a program. Describe what steps you would take to develop a program. Do not describe the program itself.

3. Physical therapists work with people of all ages, cultural backgrounds, and social circumstances. Describe a situation in which you had the opportunity to interact with someone very different from yourself. How did you react to this difference, and how did this influence your interaction?
- TOEFL is required for applicants whose native language is not English and who did not receive a degree from an English-speaking country.

### Review of Applications

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

### Interviews

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

2004 Interviews will be scheduled on Fridays and Saturdays, January 30, January 31, and February 13 and 14. Applicants are advised to keep these dates available.

### Admission Decisions

Admissions decisions will be made by the end of February.

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

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

### [International Applicants](#)

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



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### Entry-Level Program in Physical Therapy

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



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### CURRICULUM OUTLINE

The DPT program requires a three-year full-time commitment, including part of each summer. The program begins with an eight-week summer session, starting in June. The curriculum requires completion of 100 credits of course work.

[Click here to see course descriptions for the DPT program](#), or click on individual courses.

#### Year One - Summer Semester I

[PT 606](#) Professional Socialization (2)  
[PT 620](#) Gross Anatomy (5)  
*7 credits*

#### Year One - Fall Semester

[PT 622](#) Functional Anatomy (3)  
[PT 623](#) Clinical Neuroscience I (2)  
[PT 637](#) Clinical Seminar and Practicum I (2)  
[PT 640](#) Clinical Pathophysiology (3)  
[PT 645](#) Fundamentals of Physical Therapy Practice (6)  
[PT 685](#) Critical Inquiry I (2)  
[PH 620](#) Essentials of Pharmacology (1)  
*19 credits*

#### Year One - Spring Semester

[PT 624](#) Clinical Neuroscience II (2)  
[PT 625](#) Clinical Perspectives in Health Policy (2)  
[PT 638](#) Clinical Seminar and Practicum II (2)  
[PT 641](#) Musculoskeletal Pathophysiology (2)  
[PT 649](#) Clinical Management of Cardiovascular and Pulmonary Systems (3)  
[PT 650](#) Clinical Management of Musculoskeletal Disorders- Extremities (6)  
[PT 686](#) Critical Inquiry II (1)

*19 credits***Year Two - Summer Semester II**[PT 626](#) Principles of Teaching and Motor Learning (2)[PT 635](#) Clinical Experience I (3)[PT 657](#) Orthotics (1)*6 credits***Year Two - Fall Semester**[PT 724](#) Clinical Neuroscience III (2)[PT 737](#) Clinical Seminar and Practicum III (2)[PT 742](#) Clinical Medical Management of Neuromuscular Disorders (1)[PT 751](#) Clinical Management of Musculoskeletal Disorders: Spine (4)[PT 755](#) Clinical Management of Neuromuscular Disorders I (6)[PT 780](#) Critical Inquiry III (1)[PH 733](#) Diagnostic Imaging (2)*18 credits***Year Two - Spring Semester**[PT 627](#) Psychology of Disability and Illness (1)[PT 658](#) Prosthetics (1)[PT 725](#) Clinical Neuroscience IV (2)[PT 736](#) Clinical Experience II (3)[PT 738](#) Clinical Seminar and Practicum IV (1)[PT 756](#) Clinical Management of Neuromuscular Disorders II (3)[PT 759](#) Clinical Management of the Patient with Multi-system Involvement (2)[PT 781](#) Research Project (1)*14 credits***Year Three - Summer Semester**[PT 782](#) Research Presentation (1)[PT 628](#) Practice Management (3)[PT 820](#) Foundations of Diagnostic Screening (2)[PT 834](#) Comprehensive Case Study (1)[HP 820](#) Ethics in Health Care (2)

Electives (2)

*11 credits***Year Three - Fall Semester**[PT 835](#) Clinical Internship (6)**Year Three - Spring, Summer Semesters**

[PT 836](#)

Clinical Internship Continuation (0)

*(Effective June 2002)*

*The above curriculum is subject to change*

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### Physical Therapy Course of Study

#### Entry-Level DPT Program

##### **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

##### **PH 620 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

##### **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 623-624 CLINICAL NEUROSCIENCE I, II**

Neuroanatomy, neurophysiology and neuropathology related to physical therapy practice. 2 credits each

##### **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 627 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 628 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 635 CLINICAL EXPERIENCE I**

Supervised full-time clinical learning experience for a period of 10 weeks. 3 credits

**PT 637-8 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 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 645 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

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### **PT 649 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 650 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 657 ORTHOTICS**

Principles of upper and lower extremity orthotics. 1 credit

### **PT 658 PROSTHETICS**

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

### **PT 670 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 685 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 686 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 724-725 CLINICAL NEUROSCIENCE III, IV**

Continuation of PT 624. 2 credits each

**PT 736 CLINICAL EXPERIENCE II**

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

**PT 737 CLINICAL SEMINAR AND PRACTICUM III**

Continuation of PT 638. 2 credits

**PT 738 CLINICAL SEMINAR AND PRACTICUM IV**

Seminar and practicum experience focusing on use of community resources, health promotion education programs and patient advocacy. 1 credit

**PT 742 MEDICAL MANAGEMENT OF NEUROMUSCULAR DISORDERS**

Focus on the range of medical management for patients who present with neuromuscular disorders. 1 credit

**PT 751 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 755 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 756 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 759 CLINICAL MANAGEMENT OF THE PATIENT WITH MULTI-SYSTEM INVOLVEMENT**

Management of patients with complex involvement of multiple systems through the lifespan. 2 credits

**PT 780 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

### **PH 773 DIAGNOSTIC IMAGING**

Introduction to principles of imaging, including radiography, CT scans, MRI, special studies and arthrography. 2 credits

### **PT 820 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

### **HP 820 ETHICS IN HEALTH CARE**

Basic ethical theory combined with a problem-solving approach to ethical issues commonly confronting health professionals. 2 credits

### **PT 781-782 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 834 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 835 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 836 CLINICAL INTERNSHIP CONTINUATION**

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

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### Physical Therapy Faculty

Click on a name for more information.

Name	Title
<a href="#">Donna Applebaum, DPT, MS</a>	Clinical Assistant Professor Graduate Programs in Physical Therapy
<a href="#">Marianne Beninato, DPT, PhD</a>	Assistant Professor Graduate Programs in Physical Therapy
<a href="#">Joanne Brooks, DPT, MPH, OCS</a>	Clinical Assistant Professor Graduate Programs in Physical Therapy
<a href="#">Russell Butler, MD</a>	Associate Professor Graduate Programs in Physical Therapy
<a href="#">Kathleen Gill-Body, DPT, MS, NCS</a>	Clinical Associate Professor Graduate Programs in Physical Therapy
<a href="#">Kathleen Grimes, DPT, MS, CCS</a>	Clinical Assistant Professor Graduate Programs in Physical Therapy
<a href="#">Bette Ann Harris, DPT, MS</a>	Clinical Associate Professor Graduate Programs in Physical Therapy
<a href="#">Colleen Kigin, DPT, MS, MPA</a>	Assistant Professor Graduate Programs in Physical Therapy
<a href="#">Aimee Klein, DPT, MS, OCS</a>	Clinical Assistant Professor Graduate Programs in Physical Therapy
<a href="#">Mary Knab, DPT, MS</a>	Clinical Assistant Professor Academic Coordinator of Clinical Education Graduate Programs in Physical

	Therapy
<a href="#"><u>David Krebs, DPT, PhD</u></a>	Professor and Director, MGH Biomotion Laboratory
<a href="#"><u>Claire McCarthy, MS, PT</u></a>	Associate Professor Graduate Programs in Physical Therapy
<a href="#"><u>Anne McCarthy Jacobson, DPT, MS, NCS</u></a>	Clinical Instructor Graduate Program in Physical Therapy
<a href="#"><u>Chris McGibbon, PhD</u></a>	Associate Professor Graduate Programs in Physical Therapy
<a href="#"><u>Patricia Mehan, MPH, PT, CCS</u></a>	Clinical Instructor Graduate Programs in Physical Therapy
<a href="#"><u>Theresa Michel, DPT, MS, CCS</u></a>	Clinical Associate Professor Graduate Programs in Physical Therapy
<a href="#"><u>Leslie Portney, DPT, PhD, FAPTA</u></a>	Professor and Director Graduate Programs in Physical Therapy
<a href="#"><u>Michael Puniello, DPT, MS, OCS, FAAOMPT</u></a>	Clinical Assistant Professor Graduate Programs in Physical Therapy
<a href="#"><u>Linda Steiner, DPT, MS, OCS</u></a>	Clinical Assistant Professor Graduate Programs in Physical Therapy
<a href="#"><u>Michael Sullivan, DPT, MBA</u></a>	Clinical Assistant Professor Graduate Programs in Physical Therapy
<a href="#"><u>Patricia Sullivan, DPT, PhD</u></a>	Associate Professor Graduate Programs in Physical Therapy Director Center for International Health Care Education
<a href="#"><u>Mary Watkins, DPT, MS</u></a>	Clinical Associate Professor Graduate Programs in Physical Therapy
<a href="#"><u>Cynthia Zadai, DPT, MS, CCS, FAPTA</u></a>	Coordinator, Transitional DPT Graduate Programs in Physical Therapy



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### Transfer Credit Policy

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

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## **Attendance Policy**

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

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

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

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## **Course Evaluation Policy**

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

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## **Enrollment and Course Registration Policy**

Students who have been granted admission to the Institute are expected to register for course work. Failure to register in the term for which admission is granted ordinarily requires the student to

reapply for admission. Any student who fails to register during a one-year period, and who does not have an official leave of absence from study or a deferral, is subject to review for readmission by the standards in effect at the time of reconsideration.

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

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

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

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

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### **Registration for Thesis Policy**

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

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

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### 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 2004-2005 Academic Year:

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

#### Fee Schedule for the 2004-2005 Academic Year:

*Note: Fees are non-refundable and subject to change at any time by the Board of Trustees.*

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

This fee is assessed to all students each semester to cover lab expenses, clinical costs, technical support, the learning resource center, and student services and activities.

Anatomy Fee \$400

This fee is assessed to all entry-level Doctor of Physical Therapy

students in their first semester of attendance to cover classroom teaching aids specific to the Physical Therapy anatomy course.

Continuing Enrollment Fee           \$707

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

### **General Fees**

Application Fee                           \$50

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

Student Deposit                           \$300

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

Orientation Fee                           \$75

This one-time fee is assessed to all matriculated students. The fee covers all orientation programs, materials and publications.

Graduation Fee                           \$75

The graduation fee is charged to all graduating students 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.

### **Imposed Fees**

Late Payment Fee 1                   \$100

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

Late Payment Fee 2                   \$100

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

Late Registration Fee	\$50
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This fee is assessed to any student when a published registration deadline is missed.

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Transcript Fee	\$5.00
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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.

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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***

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

***Payment options include:***

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

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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***

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

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

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

Only official and original, unexpired voucher forms will be accepted. Faxed or copied forms will not be accepted. A voucher can only be redeemed once. If a student drops the course or

withdraws from the Institute, the voucher is forfeited and cannot be reused, nor will credit be given toward a future semester. Tuition vouchers have no cash value and expire two years after the date of issuance.

### **Year End Statements**

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

## **Cross-Registration Policy**

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

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

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

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## **Leave of Absence**

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

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

If approved, the student's official record will be coded as Leave of Absence by the Registrar with the date it begins, as well as the expected date of return. 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 and the record will be marked as such. The withdrawal date is defined as the last day the student attended classes. If applicable, the student's lender will be notified of the withdrawal date.

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## **Withdrawal or Dismissal Policy**

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

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

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

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

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

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## **Reinstatement Policy**

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

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## **Audit Policy**

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



posted deadline.

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### **Independent Study Policy**

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

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

#### ***Course Exemption or Credit for Life Experience***

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

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#### ***Credit by Examination***

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

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### **Drop/Add Policy**

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

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

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

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

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

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### **Course Withdrawal Policy**

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

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### **Grading Policy**

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

<b>Grade</b>	<b>Numeric Equivalent</b>	<b>Quality Points</b>
A	93 and above	4.0
A-	90-92	3.7

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

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

### ***Semester and Cumulative Grade Point Average (GPA)***

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

### ***Satisfactory Academic Progress/ Academic Standing***

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

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

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

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

### ***Time Limits for Completion of a Program***

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

### ***Pass/Fail Option***

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

### ***Incompletes***

A student who does not complete all requirements for a course may petition the instructor(s) for a temporary grade of incomplete via a form available from the Registrar. Students must complete all course requirements to change an incomplete grade according to the timeline stipulated on the agreement form, 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 instructor will change the incomplete to a grade. The student will be notified in writing of any grade changes.

### ***Course Repeat***

A student may elect to repeat a course only once.

### ***Grade Change Policy***

All grades with the exception of the grade of "I", or "PR" are considered final. Students who believe an error has been made in calculating or recording a course grade should contact the course professor. A grade will be changed only via grade change

notification form signed by the instructor or program director. No grades will be changed following the awarding of the degree except in the case of clerical error.

### ***Process For Challenging a Final Course Grade***

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

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

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### **Transcript Policy**

***There are two types of academic transcripts:***

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

To request a transcript, complete a form available in the Office of Student Affairs or online in the Registrar's section. Transcripts will only be furnished for students or alumnae/i whose financial or

other obligations to the Institute have been satisfied. Transcripts are normally processed in 48 hours except during busy periods such as commencement, registration, and examinations. The Institute does not provide photocopies of other schools' transcripts or documentation contained in a student's permanent file.

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### **Policy on change of program - CAS to MS**

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

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

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## STUDENT SERVICES

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- [Physical Therapy](#) 
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- [Graduation Requirements](#) 
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### Tuition and Fees

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

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

#### Tuition Rates for the 2004-2005 Academic Year:

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

#### Fee Schedule for the 2004-2005 Academic Year:

*Note: Fees are non-refundable and subject to change at any time by the Board of Trustees.*

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

This fee is assessed to all students each semester to cover lab expenses, clinical costs, technical support, the learning resource center, and student services and activities.

Anatomy Fee \$400

This fee is assessed to all entry-level Doctor of Physical Therapy

students in their first semester of attendance to cover classroom teaching aids specific to the Physical Therapy anatomy course.

Continuing Enrollment Fee           \$707

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

### **General Fees**

Application Fee                           \$50

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

Student Deposit                           \$300

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

Orientation Fee                           \$75

This one-time fee is assessed to all matriculated students. The fee covers all orientation programs, materials and publications.

Graduation Fee                           \$75

The graduation fee is charged to all graduating students 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.

### **Imposed Fees**

Late Payment Fee 1                   \$100

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

### **Voucher Policy**

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

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

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

Only official and original, unexpired voucher forms will be accepted. Faxed or copied forms will not be accepted. A voucher can only be redeemed once. If a student drops the course or

withdraws from the Institute, the voucher is forfeited and cannot be reused, nor will credit be given toward a future semester. Tuition vouchers have no cash value and expire two years after the date of issuance.

### **Year End Statements**

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



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### Academic Advising

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

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



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### Definition of Full-time Study

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

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

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

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

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

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



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### Graduation Requirements

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

#### ***Application for graduation***

Students must file an application for graduation form with the Registrar by the beginning of December prior to the year that they will graduate. For example, all students who plan to graduate in January, May or September of 2004 should complete the application for graduation by the beginning of December 2003. A graduation fee will be charged in the semester prior to your scheduled graduation. Should the student be unable to graduate as planned, he/she must inform the registrar in writing. No additional fee will be required.

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

#### ***Registration in Semester of Graduation***

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

#### ***Deadlines for Awarding of Degrees***

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

January, diplomas will bear the day of the Board of Trustees' vote. For degrees awarded in May, diplomas will bear the date of the actual commencement ceremony.

***Revocation of Diploma/Degree***

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





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### Health Insurance & Immunization Requirements

#### Student Health Insurance information

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

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

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

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

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

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

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

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

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

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

If you do not currently have qualifying coverage and are in need of obtaining adequate coverage, please be sure to factor in the cost of the Institute's insurance (approximately \$3,700.00 per year) as you plan your educational budget prior to your matriculation. You may wish to do some "shopping around" for alternate qualifying plans and this can be done through various search engines via the world wide web.

The cost of the Institute's plan is approximately \$3,700.00 per year. Your coverage period for this premium is September 1 through August 31 of any given year. You will be billed in the Fall and Spring semesters of any given year for the full year of coverage.

Please note: All students are assessed the fee for health insurance unless a waiver has been submitted. Enrollment in the Institute's plan, or waivers of coverage stay in effect until you initiate a change, graduate, or officially separate yourself from the Institute. Upon graduation, coverage will end according to the following schedule:

**January Graduates:** Coverage ends on the last day of February after graduation.

**May Graduates:** Coverage ends on the last day of August after graduation.

**September Graduates:** Coverage end on the last day of August prior to graduation.

If you should have any further questions regarding student health insurance, please contact [Daniel McAtee](#), Assistant Registrar, at (617) 724-1847.

## **Student Immunization Requirements**

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




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

***The following requirements apply to all matriculated Institute students:***

- 1. Date of last MMR vaccinations (2) or Dates of *positive antibody titers* to Measles and Rubella.**
- 2. Date of last Td (Tetanus) vaccination (within 10 years)**
- 3. Dates of Varicella vaccines or date of positive antibody titer to Varicella or Physician verification of a history of Varicella**
- 4. Dates of Hepatitis B vaccination or Date of positive antibody titer to Hepatitis B.**
- 5. Last TB skin test (PPD/Mantoux):** Must be within the last three months prior to the student's first participation in a clinical experience. If there is a history of a positive PPD skin test, a chest x-ray within the past year must be documented. **TB testing must be repeated each year.**



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## Criminal Offender Record Information (CORI)

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

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



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### Students' Right to Privacy / FERPA

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

- The right to inspect and review the student's education records within 45 days of the day the Institute receives a request for access. Students should submit to the Registrar written requests that identify the record(s) they wish to inspect using a Right of Access form available in the Office of Enrollment Management and Student Affairs. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the Registrar does not maintain the records, the student will be advised of the correct official from whom to request the records.
- The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students should ask the Institute to amend a record that they believe is inaccurate or misleading. They should write the Institute official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Institute decides not to amend the record as requested by the student, the Institute will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the Institute in an administrative, supervisory,

academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the Institute has contracted (such as an attorney, auditor, collection agent, or National Student Loan Clearinghouse); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the Institute discloses educational records without consent to officials of another school in which a student seeks or intends to enroll. FERPA requires an institution to make a reasonable attempt to notify the student of the records request.

- The right to file a complaint with the US Department of Education concerning alleged failures by the Institute to comply with the requirements of FERPA.

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

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



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### Computer Use Policy

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

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

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

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

#### ***User Responsibilities***

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

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

- persons to fines and/or imprisonment.
- Understanding and implementing basic user skills.
- Insuring account and network security.

### ***Unacceptable Use***

Unacceptable use includes but is not limited to:

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

### ***Security***

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

As a matter of policy, the contents of users' files or email are not monitored and individual privacy is respected whenever possible. However, in the event of system failure due to corrupt files, monitoring of data may be necessary to maintain the proper operability of the system. In such an event the owner of the files will be provided notice whenever possible. Because of the proliferation of hackers, the privacy of individual files cannot be guaranteed. Any electronic data items of an extremely confidential or personal nature should be kept as private as possible, preferably on a removable storage device, such as a diskette.

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

### ***Addition of Software and Hardware***

The Institute will make every attempt to ensure the functionality of standard network hardware and software on the its computers. This functionality cannot be guaranteed if the user adds hardware and software after the computer's original configuration. Hardware



or software that is incompatible with network resources may be disabled. Workstation users should allow ample free disk space on their hard drives at all times.

### ***Student Lab Policies***

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

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





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### Location

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

### Contact Information

**MGH Institute of Health Professions**  
Charlestown Navy Yard  
36 First Avenue  
Boston, MA 02129-4557  
(617) 726-2947 Main  
(617)726-3716 Fax

**Inclement Weather Line (School Closing Announcements)**  
(617) 724-8484 (or listen to WRKO AM 680)

**Admissions and Student Affairs**  
(617)726-3140 or email [admissions@mghihp.edu](mailto:admissions@mghihp.edu)  
(617)726-8010 Fax

**Alumni Affairs, Development and Public Relations**  
(617)726-3141 or email [alumni@mghihp.edu](mailto:alumni@mghihp.edu)