Educating Tomorrow’s Health Care Leaders

MGH Institute of Health Professions
A graduate school founded by Massachusetts General Hospital
Boston, Massachusetts
Long recognized for its excellence in clinical education, the MGH Institute has expanded its research efforts by hiring faculty who are leaders in their respective health care disciplines. Lisa Wood, PhD, RN, FAAN, is the Amelia Peabody Chair in Nursing Research in the School of Nursing. Dr. Wood (center), and her team are focusing on the molecular origins of cancer treatment-related fatigue syndrome (CTRF), one of the most common side effects of cancer treatment.

She works with faculty members in nursing, as well as those in communication sciences and disorders, physical therapy, and occupational therapy, to expand the MGH Institute’s focus on clinical research.

“We have a good infrastructure for collaboration in place,” says Dr. Wood. “The Institute is fully supportive of research as an essential foundation for faculty and students.”
Department of Physical Therapy

With the growing emphasis on active lifestyles and a population that is aging and living longer, the need for physical therapists has never been greater. Students are prepared to help clients preserve and restore function, improve mobility, relieve pain, and limit the permanent effects of disabilities resulting from injury or disease.

The Department’s largest program is the entry-level Doctor of Physical Therapy, which is ranked 7th in the country and 1st in New England by U.S. News & World Report. The three-year, full-time program, taught by nationally recognized expert clinicians, integrates clinical practice throughout the curriculum, enabling students to quickly meld theory with practice. The program culminates in a full-time, year-long paid internship—the only one offered in the United States—allowing students to help defray the cost of their education and gain an unparalleled experience that often leads to a full-time position upon graduation.

International students with a Bachelor of Science in Physical Therapy enter the Master of Science in Physical Therapy program to advance their professional skills. The Department also offers an Advanced Orthopaedic Clinical Residency for practicing physical therapists.

IN FOCUS
The Future of Shoulder Rehabilitation

Doctor of Physical Therapy alumnus Reg B. Wilcox III, DPT, MS, ’04, ’05, believes ultrasound imaging in physical therapy practice can greatly improve shoulder rehabilitation outcomes.

Dr. Wilcox, Clinical Supervisor in the Department of Rehabilitation Services at Brigham and Women’s Hospital in Boston, is a leading voice in urging insurance companies in the United States to follow a growing global trend to reimburse for the procedure.

“An ultrasound gives patients a real sense of how their shoulder is progressing, especially during the critical first six weeks after an injury,” says Dr. Wilcox. “It also helps a physical therapist to see what’s going on with the patient’s shoulder.”

Dr. Wilcox, who continues his MGH Institute association by teaching and mentoring physical therapy students each year at Brigham and Women’s, recently received the Outstanding Achievement in Clinical Practice award from the Massachusetts chapter of the American Physical Therapy Association.
Even before starting her new career as a speech-language pathologist, Kaci Rogers began to make her mark on the profession. Rogers, a 2013 graduate, was chosen to serve on the Executive Council of the National Student Speech Language Hearing Association, where she helped craft policies for students across the country. “Serving kept me quite busy, but this leadership position provided me with an opportunity to grow both personally and professionally,” she says.

Now that she has graduated, Rogers intends to serve as an advisor to a student chapter and encourage students to become involved in shaping the future of the speech-language pathology profession.

Our faculty are researchers and practicing clinicians, who focus on science-based theory and evidence-based practice. This approach ensures that students learn the most current procedures from nationally renowned professionals. The Department also offers a Certificate of Advanced Study in Reading, recognized by the International Dyslexia Association, designed to train educators to become licensed reading specialists.

The Doctor of Occupational Therapy Program has applied for accreditation and has been granted candidacy status by the Accreditation Council for Occupational Therapy Education (ACOTE).

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The history of nursing education at the MGH Institute dates back to 1873, when Massachusetts General Hospital created one of the first nursing schools in the country. That legacy continues with the Institute’s School of Nursing.

Since its inception in 1977, the MGH Institute has been at the forefront of nursing education, when it launched one of the country’s first Direct-Entry Master of Science in Nursing programs for college graduates without prior nursing experience. Other programs have been added since then as the Institute has responded to the growing need for nursing professionals.

The School of Nursing offers a variety of direct-entry and post-professional degree options to help care for the country’s growing and increasingly diverse population across a variety of health care settings.

Students receive an education that focuses on academic rigor, real-world clinical experience, and interprofessional teamwork. They receive priority clinical rotation placements at prestigious health care facilities within the first few weeks of starting their education, thanks to the MGH Institute’s status as a member of Partners HealthCare, New England’s largest health care organization. Sites include Partners affiliates Massachusetts General Hospital, Brigham and Women’s Hospital, and Spaulding Rehabilitation Network, along with many hospital and community settings throughout Greater Boston and beyond. These placements often result in job offers after graduation.

School of Nursing faculty actively publish in scholarly journals, and many are national and international experts in their fields of interest. A large majority of faculty are practicing clinicians who bring their own real-world experiences into the classroom, allowing students to benefit firsthand from cutting-edge knowledge and practice.

**DIRECT-ENTRY DEGREES**

The School of Nursing has two options for college graduates who want to become nurses:

- The 14-month Accelerated Bachelor of Science in Nursing prepares students to become Registered Nurses (RNs), ready to practice in hospitals, clinics, long-term care, and community settings.
- The Master of Science in Nursing is a more extensive three-year program which prepares graduates to become Nurse Practitioners (NPs), able to practice in both acute and primary care settings. The program is ranked in the top 10 percent in the country by U.S. News & World Report.

**POST-PROFESSIONAL DEGREES**

Current nurse professionals can gain additional knowledge through several degree options:

- Master of Science in Nursing for RNs to become a Nurse Practitioner
- Three Doctor of Nursing Practice (DNP) options:
  - RN to DNP
  - Post-Master’s DNP
  - DNP for Nurse Executives
- Certificate options:
  - Mind Body Spirit Nursing
  - Post-MSN/NP
  - HIV/AIDS
  - Global Health Nursing
The Center for Interprofessional Studies (CIPSI) is where leaders in the health professions collaborate with peers from other health care disciplines and together develop new team-based approaches to improve patient care. CIPSI provides a bridge to coordinate interprofessional efforts across the MGH Institute and to foster a spirit of collaboration. Its components include:

- Post-professional graduate degree programs
- Online prerequisites for the health professions
- Interprofessional activities
- Continuing education
- Simulation and standardized patient education
- Interprofessional practice curriculum for direct-entry students
- Core courses in informatics, ethics, and statistics

The Center also coordinates voluntary educational activities open to students in all the Institute’s academic programs, and organizes the regular Schwartz Center Rounds. The Rounds provide an opportunity for expert health care professionals to share their experiences in providing compassionate care in stressful and difficult health care situations.

An important part of an MGH Institute education is community engagement. While each student has several clinical rotations in community settings, many also volunteer with nonprofits that serve the area’s most vulnerable populations. As a result, 33 Institute students have been named Albert Schweitzer Fellows over the past two decades, a number greater than at many larger universities in New England.

The MGH Institute supports several community agencies and events throughout the year, from its Charlestown neighborhood to as far away as Haiti and South Africa. In addition, the Institute organizes a yearly Community Day, when more than 300 first-year students provide client services, assist community residents, and help clean up area parks.

The MGH Institute operates pro bono facilities where clients from Charlestown and neighboring communities receive care from graduate students under the supervision of faculty experts.

- The Speech, Language and Literacy Center is housed in the Department of Communication Sciences and Disorders. It offers comprehensive assessments, therapy, and specialty services for both developmental and acquired disorders of speech and language, helping people of all ages communicate more effectively.
- The Aphasia Center, part of the Speech, Language and Literacy Center, assists adults who have lost their ability to verbally communicate effectively. Most often caused by a stroke or a traumatic brain injury, aphasia affects more Americans than Parkinson’s disease, cerebral palsy, or muscular dystrophy.

Two New Degrees Expand Institute’s Educational Offerings

With the recent addition of two programs in CIPSI—the PhD in Rehabilitation Sciences, and the Master of Science in Health Professions Education—the MGH Institute offers a full range of academic degrees in the health professions.

The PhD degree is designed for clinically certified health care professionals who wish to acquire the advanced knowledge and skills to conduct clinical research with an emphasis on evaluating clinical outcomes in rehabilitation.

The Health Professions Education degree, formed in collaboration with the Harvard Macy Institute and the Center for Medical Simulation, is one of the first three health professions programs in the United States to offer a concentration in simulation-based teaching techniques.

In focus

Serving the COMMUNITY

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Pro Bono Centers Where Students Learn, Clients Heal

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