

PhD in Rehabilitation Sciences
2016-2017
Policies and Procedures Manual

MGH Institute of Health Professions
School of Health and Rehabilitation Sciences

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ACADEMIC POLICIES AND PROCEDURES

INTRODUCTION

The PhD in Rehabilitation Sciences at the MGH Institute of Health Professions 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 assessing clinical outcomes in rehabilitation. Graduates from the program are well prepared to pursue a research-oriented career in academic, research, and/or health care settings. The program provides students the opportunity to work with internationally renowned experts in the heart of the U.S. medical community.

A hallmark of the program is the interdisciplinary composition of its faculty, curriculum, and student body. Students will come from a mix of rehabilitation-related disciplines, including but not limited to physical therapy, occupational therapy, speech-language pathology, rehabilitation nursing, and/or psychiatry/rehabilitation medicine. The focus on outcomes research and the interdisciplinary structure of the program are well-aligned with national priorities in health care and rehabilitation (e.g., NIH Roadmap), which increasingly emphasize evidence-based practice and interdisciplinary approaches to patient management and research.

The PhD Program Executive Committee (EC) oversees the operation of the Program. The EC is chaired by the Program Director and comprised of the Associate Director and senior members of the Program Faculty (Associate or Full Professors) who have experience in supervising PhD students, a history of external research grant support, and/or a history of peer-reviewed publications (including involvement in the research grant and/or publication process as a reviewer). The EC oversees and make decisions about all of the critical aspects of the program including: 1) developing, reviewing and modifying all necessary program-specific policies and procedures, 2) approving faculty for participation in the Ph.D. Program, 3) assigning academic advisors to students, 4) approving the membership of faculty committees for academic advising, the qualifying examination and dissertation, and 5) tracking the progress of students throughout the program.

The academic policies of the MGH Institute of Health Professions are published in the Catalog which is available online at the Institute's website (www.mghihp.edu). Academic policies of the PhD in Rehabilitation Sciences Program are presented in this Policies and Procedures Manual (the Manual). Students are required to familiarize themselves with and adhere to the policies and procedures contained in both the Catalog and this Manual.

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, status as a parent, 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.

1. Admissions

1.1 Admissions Qualifications

To qualify for admission prospective students must be clinically certified and/or licensed in the United States in a rehabilitation field (e.g. physical or occupational therapy, speech-language pathology, rehabilitation nursing, physiatry, etc).

In addition to the requirement for clinical certification, admission decisions are based on grade point averages (undergraduate and graduate), a written personal statement, written recommendations from former professors/clinical supervisors/colleagues, score on the Graduate Record Examination (GRE) taken within 5 years of application, and personal interview.

2. Advising

2.1 Academic Advisory Committee (AAC)

Each student will work closely with a primary academic advisor and a committee of selected faculty members (Academic Advisory Committee) to create an individually tailored plan for supplemental course work (in addition to the common core curriculum), including courses at other institutions if necessary. The plan is designed to provide the student with the additional specialized skills and knowledge to conduct research in his/her chosen area of interest. Only supplemental courses that are approved by students' AAC can count toward their degrees.

When the student first arrives, academic advising is done by either the Director or Associate Director of the program who will ensure that the student is enrolled in the program's pre-determined/standard set of core courses for the first two semesters. During this initial period, the student will identify a research mentor (an individual doing research in the student's area of interest) who will typically also serve as his/her primary academic advisor. The student will then work with his/her advisor to form the AAC. The AAC must be formed by the end of the second semester. Ideally, the AAC should be formed by the end of the first semester so that the student can begin to take supplemental courses as soon as the second semester. Each AAC must have a minimum of 3 members with a majority (e.g., 2 out of 3) having regular academic appointments in the PhD Program at the IHP. The committee is comprised of the primary academic advisor who serves as the committee chair, either the Director or Associate Director of the Program, and an additional faculty member who is also knowledgeable about the research area that the student is interested in pursuing.

The makeup of a student's AAC and plan for supplemental coursework must be approved by the PhD Program Executive Committee. Since either the Director or Associate Director of the PhD Program is on every AAC, it is their responsibility to present proposals for the makeup/membership of AACs and plans for coursework to the Executive Committee for approval.

2.2 Academic Support Services

The Student Services Administrator for the Office of Student Affairs can be reached at 617-724-3103. Students are encouraged to take advantage of these services for personal and academic needs. The School of Health and Rehabilitation Sciences (SHRS) also provides an academic support counselor whom students may contact for assistance in matters related to academic performance. The Academic Support Counselor can be reached at 617-724-6348. Detailed information on other student services is available on the Institute's Website.

2.3 Employee Assistance Program

The Partners Healthcare Employee Assistance Program (EAP) at MGH assists Institute students in dealing with personal problems that may pose a threat to their health and well-being. The program assists with problems such as parenting concerns, marital and family distress, elder care, financial concerns, emotional stress, alcohol and drug dependency, and mental health. Confidential services include consultation, assessment, short-term counseling, and referrals. The EAP maintains a large network of carefully screened resources for all types of problems. The EAP is located in the Charles River Plaza, 175 Cambridge Street, 3rd floor, Suite 320. The telephone number is 617-724-4EAP. Office hours are 8:00 a.m. to 5:00 p.m. Other appointments may be available. For more information, see their web page at: <http://www.eap.partners.org>

3. Academic Requirements

3.1 Program of Study

3.1.1 Core Courses

All students must take a total of 9 required core courses (total of 33 credits). The core courses include a survey/introductory course on basic concepts in rehabilitation science, three courses in research design and statistics, a course in the use and interpretation of measurement approaches, and a course in basic principles of education as applied to teaching for the health professions. In addition, students are required to register in each of the first 6 terms (first 2 years) for an interdisciplinary seminar in rehabilitation sciences in which ongoing research (by current students and faculty) and current publications, events and trends related to rehabilitation research will be presented and discussed. Students are also required to complete 2 full-time mentored research experiences (3 credits each) in each of the first two summers to total 6 credits. During these summer rotations students will devote full-time to conducting research under the direction of an established (senior) researcher in rehabilitation sciences. Lastly, students will enroll for one term in a mentored teaching practicum that is connected with a graduate course in their clinic specialty at the MGH Institute.

3.1.1.1 Waivers of Required Courses

In general, required courses may not be waived or transferred in from courses previously taken at other institutions. However, students may petition to waive a course if they can document that they have met the objectives of a required course in prior experiences or coursework (that was not part of another degree). For example, the Teaching Practicum course may be waived by petitioning and providing documentation showing the student has met all the course objectives in prior teaching practice or experience. The decision whether or not to accept the waiver petition will be made by the PhD Program Executive Committee.

3.1.2 Supplemental Coursework

Each student will work closely with his/her Academic Advisory Committee to create an individually designed plan of study that will enable the student to acquire the additional skills and knowledge to conduct research in his/her area of interest. The equivalent of 9 credits (3 regular term courses) is the minimum requirement for the supplemental coursework, but the actual number of courses/credits can exceed this minimum and will be determined for each individual student in consultation with his/her Academic Advising Committee. Supplemental coursework will typically be comprised of selected

courses at other institutions in the Boston Area as well as specifically designed/focused independent studies with faculty members who have expertise in the area of interest.

3.1.3 Ongoing Involvement in Research

In addition to the 2 full-time mentored research experiences (3 credits each) in each of the first two summers, students are also expected to be continuously involved in discussing, planning, and conducting research with a mentor and/or research group throughout the entire program. Such ongoing participation in research should begin as soon as the student identifies a research mentor and/or research group to work with and will typically serve as the basis for his/her required presentation each semester at the weekly Research Seminar. Ultimately this ongoing involvement in research will lead to planning and conducting the studies comprising the student's dissertation.

3.1.4 Qualifying Examination for Candidacy for the Doctoral Degree: After completing the coursework in the Core Curriculum and supplemental coursework, each student must pass a Qualifying Examination before being considered a candidate for the doctoral degree and being permitted to move on to the dissertation phase of the program. It is expected that students will complete the Qualifying Examination process within one semester/term after completing the Core Curriculum and supplemental coursework. Students must complete the qualifying exam within two semesters following completion of the coursework to remain in the program, or petition the program's executive committee for permission to take the exam at a later date and remain in the program. The Qualifying Examination is administered individually to each PhD student by a committee (Qualifying Examination Committee) comprised of Program Faculty members.

3.1.4.1 Purpose of the Examination

The purpose of the Qualifying Examination is for the PhD student to demonstrate that he/she has adequate advanced knowledge and research skills to formulate and carryout a high-quality dissertation project in his/her chosen area of interest. The examination process can assess a student's: 1) ability to integrate and apply concepts covered in the program's core courses; 2) depth of knowledge in their chosen area of research interest; and 3) readiness to design and conduct a novel dissertation project that has the potential to produce useful new information, i.e., to move on to the dissertation phase of the program.

3.1.4.2 Qualifying Examination Committee

A Qualifying Examination Committee, comprised of a minimum of three Program Faculty members, is chosen for each student by the Executive Committee of the PhD Program. Each Examination Committee is chaired by a member of the Executive Committee to facilitate uniformity in the examination process and includes faculty members who have not been directly involved in the development of the student's research proposal.

3.1.4.3 Format of the Examination

The Qualifying Examination is comprised of a written and an oral component. The written component is based on the format for the Research Plan in an NIH R03 grant application as shown below (other parts of the R03 application are not included):

(Use Arial 11 pt. font with required margins: 0.8" top and 0.5" for all others).

1. Specific Aims (1 page):

- a. State concisely the goals of the proposed research and summarize the expected outcome(s), including the impact that the results of the proposed research will exert on the research field(s) involved.
- b. List succinctly the specific objectives of the research proposed, e.g., to test a stated hypothesis, create a novel design, solve a specific problem, challenge an existing paradigm or clinical practice, address a critical barrier to progress in the field, or develop new technology.

2. Research Strategy (6 pages – not counting bibliography/references): Organize the Research Strategy in the specified order and using the instructions provided below. Start each section with the appropriate section heading – Significance, Innovation, Approach. Cite published experimental details in the Research Strategy section and provide the full reference in the Bibliography and References Cited section.

a. *Significance*

- i. Explain the importance of the problem or critical barrier to progress in the field that the proposed project addresses.
- ii. Explain how the proposed project will improve scientific knowledge, technical capability, and/or clinical practice in one or more broad fields.
- iii. Describe how the concepts, methods, technologies, treatments, services, or preventative interventions that drive this field will be changed if the proposed aims are achieved.

b. *Innovation*

- i. Explain how the application challenges and seeks to shift current research or clinical practice paradigms.
- ii. Describe any novel theoretical concepts, approaches or methodologies, instrumentation or interventions to be developed or used, and any advantage over existing methodologies, instrumentation, or interventions.
- iii. Explain any refinements, improvements, or new applications of theoretical concepts, approaches or methodologies, instrumentation, or interventions.

c. *Approach*

- i. Describe the overall strategy, methodology, and analyses to be used to accomplish the specific aims of the project. Unless addressed separately in Item 15 (Resource Sharing Plan), include how the data will be collected, analyzed, and interpreted as well as any resource sharing plans as appropriate.
- ii. Discuss potential problems, alternative strategies, and benchmarks for success anticipated to achieve the aims.
- iii. If the project is in the early stages of development, describe any strategy to establish feasibility, and address the management of any high risk aspects of the proposed work.
- iv. Point out any procedures, situations, or materials that may be hazardous to personnel and precautions to be exercised.

A full discussion on the use of select agents should appear in Item 11, below.

(Note: If a proposal has multiple Specific Aims, then the student may address Significance, Innovation and Approach for each Specific Aim individually, or may address Significance, Innovation and Approach for all of the Specific Aims collectively. As applicable, also include the information about preliminary studies as part of the Research Strategy, keeping within the three sections listed above: Significance, Innovation, and Approach.)

The oral component of the Qualifying Examination entails the student giving a detailed oral presentation of the research that he/she proposed in the written part of the examination (NIH R03 Research Plan) to the Qualifying Examination Committee. During the presentation the Committee will ask the student questions that pertain to the research proposal, which can also tap into pertinent background information from the core curriculum and supplemental coursework that the student took.

3.1.4.4 Evaluation of Examination Performance

Both the written and oral components of the examination will be assessed in determining the student's performance. It is acknowledged that the student may have received considerable assistance from research mentors/advisors with the written part of the exam because of the program's emphasis on having students submit proposals for funding to support their research. Thus, relatively more emphasis will be placed on the oral portion of the examination as this is more likely to reflect the student's independent performance. The examination outcome/result is based on the committee majority vote and will be one of the following: 1) pass with no contingencies, 2) pass with contingencies (e.g. additional coursework, assignments, etc. required), or 3) fail. Students who fail the examination can petition the Executive Committee for permission to retake the exam.

3.1.4.5 Scheduling the Examination

The chair of the student's Academic Advisory Committee is responsible for informing the Executive Committee that the student is ready to schedule the Qualifying Examination. This notification should include a status report on the student's supplemental coursework (courses planned and completed with brief descriptions and names of instructors) and an abstract that describes/summarizes what will be turned in as the written component of the examination. The abstract is based on the format for the Project Summary that is provided as part of an NIH R03 grant application (see below). The Executive Committee will use this information to help decide which faculty members can serve on the Examination Committee. After the Qualifying Examination Committee is chosen, the chair of the committee will coordinate the scheduling of the examination. The written part of the examination must be distributed to the members of the Examination Committee a minimum of two weeks prior to the date for the oral part of the examination. The oral part of the examination should not exceed three hours.

Abstract (500 words or less): The abstract or Project Summary is meant to serve as a succinct and accurate description of the proposed work when separated from the application. State the application's broad, long-

term objectives and specific aims, making reference to the health relatedness of the project. Describe concisely the research design and methods for achieving the stated goals. This section should be informative to other persons working in the same or related fields and insofar as possible understandable to a scientifically or technically literate reader. Avoid describing past accomplishments and the use of the first person.

3.1.5 Compliance with Regulations on the Use of Human Subjects

Oversight of human studies is provided by the Institutional Review Board (IRB) at Spaulding Rehabilitation Hospital, coordinated by [Catherine Sutherland](#). All research studies involving human subjects must be reviewed by the Institutional Review Board (IRB) of Spaulding Rehabilitation Hospital.

Human subject research training must be completed prior to submitting an IRB application. This training must be renewed every three years. The IRB will require documentation that the training has been completed before approval of projects can be obtained. The Institute currently subscribes via MGH Research Administration to the [Collaborative IRB Training Initiative \(CITI\) online program](#).

3.1.6 Dissertation

The dissertation must represent novel research by the doctoral student that is carried out during his/her doctoral program and designed to advance knowledge in a topic area. It is organized around a series of manuscripts (a minimum of three) that have been submitted to peer-reviewed journals for publication. The manuscripts do not have to be accepted for publication to be included in the dissertation. A complete version of the dissertation must be successfully presented and defended orally before a Dissertation Committee comprised of faculty with expertise in areas related to the dissertation topic.

3.1.6.1 Dissertation Committee

The student, in consultation with his/her research mentor and/or Academic Advisors, proposes the membership for his/her Dissertation Committee to the Executive Committee of the PhD Program, who must grant final approval. The Dissertation Committee is responsible for overseeing the student's work on the dissertation including approving the overall topic and initial research plan (including decisions about which manuscripts to include in the dissertation), periodic review of progress, and final approval/acceptance of the dissertation following the oral defense. The Committee is comprised of: 1) a Chairperson, who must hold a regular faculty appointment at the MGH Institute (including being approved for participation in the PhD Program), and is responsible for scheduling and running meetings and periodically informing the Executive Committee of the student's progress/performance; 2) a Research Supervisor who bears primary responsibility for overseeing and mentoring/advising the student during the dissertation process, and 3) at least one other member with expertise related to the dissertation research topic. Except for the Committee Chair, the Dissertation Committee can include members who do not have an affiliation with the MGH, and can have more than three members when it is judged that it would be helpful to include additional expertise. However, a majority of the Committee members must hold regular or adjunct faculty appointments at the MGH Institute.

3.1.6.2 Dissertation Process

Following approval of the membership of the Dissertation Committee by the Executive Committee, the dissertation process proceeds as follows:

1. The student, in consultation with his/her research supervisor, prepares a prospectus document that will essentially comprise the initial draft of Chapter 1 (see Dissertation Format below) and a detailed description of all of the studies and associated methods that will be used to complete all of the research being proposed for the dissertation
2. The student distributes the prospectus document to his/her Dissertation Committee. Then the Chair of the Dissertation Committee schedules a "Prospectus Meeting/Hearing" of the entire Committee to occur at least two weeks after the distribution of the prospectus document.
3. At the Prospectus Meeting the student gives an oral presentation that is based on the prospectus document, and answers questions raised by the Committee about the proposed work. The Committee will then decide if modifications need to be made to the proposed work and these will be documented as requirements for the dissertation research to proceed.
4. Once the Prospectus is approved and the dissertation is underway the student must:
 - a. Meet at least once per term as a group with the Program Director and/or Associate Director (plus any other interested faculty) to briefly describe and discuss their progress. A written summary (not to exceed 500 words) of the progress made since the last group meeting must be provided to the Program Director and Associate Director (copy Stephanie) prior to the meeting.
 - b. Provide a formal update every term to their dissertation committee that includes a report of progress made since the last update, problems encountered, planned changes/modifications to the research plan (must be approved by the committee), and plans for the next term. It is strongly recommended that this be done in person with the committee. A detailed written report to the committee can be substituted when a face-to-face meeting with the committee is not possible.
5. The student completes all of the work that is required by his/her Dissertation Committee including the submission of manuscripts for publication. The dissertation document is then completed and distributed to the Committee at least two weeks before the scheduled oral defense.
6. The Chair of the Dissertation Committee schedules the oral defense, which will include a public and private session. The public session is open to the public and consists of an oral presentation about the dissertation by the student and a brief period for questions from the audience following the presentation. The private session occurs after the public session and involves just the student responding to questions from the Dissertation Committee in a closed meeting.

7. After the oral defense is completed, the Dissertation Committee will meet in executive session to decide by majority vote if the student has successfully fulfilled the dissertation requirement, or if additional steps must be taken.

3.1.6.3 Format of the Dissertation

The Publication Manual of the American Psychological Association (APA; the most recent edition) should be consulted for format guidelines. The dissertation will consist of an Introduction (Chapter 1), a minimum of three data-based manuscripts (Chapters 2, 3, 4), Conclusions and Future Directions (Chapter 5), References, and Appendices (when appropriate). Each of these components is described below:

CHAPTER 1: Chapter 1 consists of an introduction to the entire scope of the dissertation. The introduction should contain a clear and precise statement of the purpose of the entire group of manuscripts in relation to a theoretically based overarching area of research. A description of the significance and need for the research conducted for the dissertation should be included in this chapter. A table that outlines the purpose of each manuscript “chapter”, and its contribution to new knowledge should be included.

CHAPTERS 2, 3, 4: The core of the dissertation is a series of three data-based manuscripts (one manuscript per chapter) that represent work completed during the student’s PhD program. Each manuscript chapter should stand alone as a significant contribution that has been submitted to a peer-reviewed research journal. Each manuscript chapter must have a cover page that includes the paper title, a statement of each author’s contributions, funding acknowledgements, submission history (dates for initial submission, revision/resubmission, final disposition, etc. as applicable), and full citation (including doi and PMID if applicable) if the manuscript has been published.

Chapter 5: In this final chapter, the student should succinctly summarize and integrate all of the findings from all of the studies that were conducted for the dissertation, including overall strengths and weaknesses/limitations of the research. This section should end with specific conclusions based on the entire body of work that was carried out and provide suggestions for future research. This important section should be concise and complete because it may be the only section read by interested parties not on the dissertation committee.

REFERENCES

References to the literature should be confined to those sources actually cited in the prior chapters (all references in the manuscripts do not need to be listed). The purpose of listing references is to make it possible for readers, especially committee members, to locate references, so accuracy is mandatory.

APPENDICES

Appendices should include a copy of the consent form for human subjects research, pertinent communications, copies of interview guides, protocols, measurement instruments, and other documents directly relevant to the study that is the basis for the dissertation. If it seems desirable to present tabulated raw data or detailed descriptions or techniques or methodologies that are additional

to the chapters in the dissertation, these materials should be included as an appendix.

COPYRIGHT

When previously published copyrighted materials are presented in a dissertation, the student must obtain a signed waiver from the copyright owner (usually the publisher) and include it as an appendix in the final dissertation. Some publishers do not allow the inclusion of previously published manuscripts to be incorporated into the dissertation, but do allow pre-proof galleys to be included. Students must contact the publisher about the intent to include the paper in a dissertation prior to signing a copyright agreement for publication.

3.1.7 Curriculum Outline

Additional information about the curriculum and the Program of Study for the first two years are in the Appendix.

Core Curriculum (33 credits)	
Introduction to Concepts and Research in Rehabilitation Sciences	3 credits
Research Design in Health and Rehabilitation Science	3 credits
Health and Rehabilitation Sciences Statistics I	3 credits
Health and Rehabilitation Sciences Statistics II	3 credits
Advanced Measurement Theory for the Health and Rehabilitation Sciences	3 credits
Interdisciplinary Seminar in Rehabilitation Science	6 credits
Mentored Experiences in Research	6 credits
Foundations of the Craft of Teaching	3 credits
Teaching Practicum	3 credits
Core Total	33 credits
Supplemental Coursework (minimum)	9 credits
Qualifying Examination	
Dissertation	
Minimum Total	42 credits

3.2 Degree Requirements

3.2.1 Timeline for Completion

All work, including completion and successful defense of the dissertation, must be completed within five years of entry into the program.

3.2.1.1. Request for Extension

Students may request an extension of the program beyond this five year limit by petitioning the Executive Committee. Students should follow the petition procedure as outlined in section 11.1 of this Manual. A majority vote by the Program Executive Committee is required for extension approval. The student will receive an email from the registrar about approval/denial of the extension petition.

3.2.1.2. Master of Science Degree Option

A student may be considered for a master's degree in Rehabilitation Sciences without passing the Qualifying Examination. A student has the option to withdraw from the qualifying process and request consideration for a terminal master's degree. Terminating the program and receiving a master's degree is a possible option only after satisfactory completion of all coursework, teaching practicum, and research experiences that are required in the first two years of the program.

3.2.2 Academic Standing Policies

3.2.2.1 Required minimum GPA: Students must maintain a cumulative B (3.0) average in the Core Courses and Supplemental Coursework. If this standard is not met, the student will be issued an academic warning in writing by the Program Director and s/he will be placed on academic probation. A student given an academic warning must regain a cumulative 3.0 GPA within the next semester, or s/he will be subject to dismissal. For more information, see the Institute Catalog for "Satisfactory Academic Progress/Academic Standing" under the Grading Policy.

3.2.2.2 Individual Course Failures: Students must achieve a grade of "C" or better in all courses. Any course grade of "C–" or below will be considered failing. The student may re-enroll in all failed courses. A course can only be repeated once.

3.2.2.3 Pass/Fail: All mentored experiences in teaching and research will be assessed on a pass-fail basis.

3.2.2.4 Qualifying Examination: Students must pass the Qualifying Examination to be eligible to continue to the Dissertation phase. See Section 3.1.4

3.2.2.5 Incompletes

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

For more information, see the Institute Catalog for "Incompletes" under the Grading Policy.

3.3 Grade Equivalents

GRADE	QUALITY POINTS	GRADE EQUIVALENTS
A	4.0	93 & above
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D	0	60-69
F		Below 60

See the MGH Institute Catalog for more information on grades.

3.4 Graduation Ceremonies

Students who have completed all academic coursework and are scheduled to receive their degree within that calendar year are eligible to participate in the Institute's commencement ceremony held in May.

4. Doctoral Fellowships

The program will attempt to find part-time positions (half-time, approximately 20 hours/week) for students who need funding to help defray living expenses during the first two years of the program. Typically these are teaching, clinical and/or research positions related to their prior clinical specialties. The admission application requires each candidate to provide a written statement that describes his/her areas of clinical expertise and experience. In order to qualify for these positions, students must have a current license to practice their rehabilitation profession in Massachusetts. The salary associated with the fellowship will be commensurate with what the Institution would typically pay for an individual with the prior clinical experience and other qualifications of the fellow. **The program does not guarantee that it can provide such positions to all students accepted into the program.**

4.1 The Process of Matching PhD Candidates with Doctoral Fellowship positions

Accepted students will be matched with doctoral fellowship positions by the Doctoral Fellowship Committee (DFC) during the admissions review process. The DFC will be comprised of the Director of the Rehabilitation Sciences PhD Program at the MGH Institute of Health Professions (IHP) and the Directors of Physical Therapy, Occupational Therapy and Speech Language Pathology at Massachusetts General Hospital and the Spaulding Rehabilitation Network.

4.2 Continuation of Doctoral Fellowship Positions

Students may continue in their doctoral fellowships beyond the two-year period at the discretion of the institution where they had been working. They are not guaranteed a position beyond the initial two-year period.

4.3 Changes to Doctoral Fellowships

Students are not required to work in a doctoral fellowship arranged by the program if they have other means to support themselves. If they accept an offered position, however, they are required to make a commitment to stay in the position for up to two years. Changes to the

doctoral fellowship may be made if issues arise necessitating a change. The DFC will consider requests for changes on an individual basis and make recommendations.

5. Assignments and Examinations

5.1 Written Assignments

5.1.1 Style Standards

All written assignments must be word-processed and submitted, double-spaced, unless specifically stated otherwise by the instructor. The *American Psychological Association (APA) Style Manual* will be used as the standard for all written work, unless specifically stated otherwise by the instructor.

5.1.2 Late Assignments

Assignments are due at the beginning of class on the due date unless otherwise specified. Students who anticipate being late with an assignment must talk to the course instructor ahead of time. The student must contact the course instructor to establish deadlines for turning in the work. Course assignments turned in after the established deadline will be subject to a penalty on the grade for that work. Grades may be lowered at the discretion of the instructor.

5.2 Examinations

5.2.1 Examination Schedules

Instructors will schedule examinations at the beginning of each semester, and will list exam dates in the course syllabus. Students must recognize the need for last-minute schedule changes under extenuating circumstances. All final exams are scheduled prior to the start of each semester.

5.2.2 Attendance at Examinations

If a student is unable to attend an examination, the student must notify the instructor **PRIOR** to the exam. The student must be able to substantiate a valid reason for missing the exam, such as illness, religious holiday, or death in the family. Except in extenuating circumstances, failure to notify the instructor in advance will result in a lowered grade for that exam at the discretion of the instructor.

If a student misses an exam, the student must make arrangements with the instructor to take the exam within 48 hours following the original exam date. The course instructor will determine the format of the exam. Failure to make timely arrangements to make up the exam will result in a grade of zero for that exam.

5.2.3 Take-Home Examinations

Faculty will provide instructions for the degree of interaction permitted for take-home examinations. Students must strictly follow the instructor's requirements for the degree of interaction or there will be severe ramifications. If students are expected to work independently, discussions or questions should be directed to the course instructor only. Discussion should not take place outside of class unless instructions specify otherwise.

5.2.4 Illness during Examinations

Students who become ill during an exam must notify the instructor immediately

DURING the exam. Arrangements must then be made to make up the exam, according to the above guidelines for missed examinations. Notifying the instructor of an illness after the examination is not acceptable.

5.2.5 Grade Disputes on Examinations or Assignments

A student who wishes to question a grade on an exam or assignment must do so within three school days from the day the grade is received. In the case of final examinations, students will have three school days from the posted date of their grade. Requests for review of a grade must be submitted to the instructor in writing, with documentation supporting the request. The instructor is responsible for responding to the student within five school days from receipt of the complaint. Extenuating circumstances, such as semester breaks or temporary unavailability of faculty, may necessitate a longer interval between request and resolution. See the Institute Catalog for the process to challenge the course grade. For classes taken outside the Program, students need to follow the procedures outlined in the Institute Catalog.

5.2.6 Accommodations during Examinations

Students who require accommodations during examinations must have on file a current Disability Services Request Form with the Office of Student Affairs. The Student Services Administrator for the Office of Student Affairs will notify the course instructor of the accommodations that should be made for the examinations and will coordinate the accommodations. Requesting accommodations is the responsibility of the student and the student must follow all procedures established by the Student Services Administrator for the Office of Student Affairs. For more information, contact the Student Services Administrator at 617-724-3103.

6. Attendance

6.1 Notification of Absences

All students are expected to attend all required classes. For all courses, students must notify course faculty in advance if they are unable to attend class. Messages can be left for faculty using voice mail or e-mail. Messages should indicate the length of and reasons for the absence. Excused absences will be given for acceptable reasons, such as emergencies, religious observance or illness. Social events, vacations, and job interviews are not acceptable reasons for absence from class or practicum. The academic calendar is published well in advance to allow for planning these events.

7. Faculty-Student Communication

7.1 Email and Voicemail

Each student will receive an Institute e-mail address. E-mail will be a primary mechanism for communication between faculty and students. Students should check their Institute e-mail daily. This e-mail address will be the primary mechanism for Institute communication. No e-mail address other than the Institute address will be used for communication. See information technology (IT) staff for procedures for checking Institute e-mail from home.

All faculty members have voice mail. Phone numbers for voice mail are generally available (e.g. through the Partner's Telephone Directory on-line).

7.2 Change of Address

If a student moves during the school year they must immediately enter the correct information online through IONLINE. It is crucial that the Institute and the Program has the correct phone number and mailing address of all students.

7.3 Emergency Contact Name and Number

Each student is also required to give the name and number of a person the program should contact in case of an emergency. This is updated through IONLINE.

8. Course Evaluations

8.1 Purpose of Course Evaluations

Student input is a valuable component of curriculum evaluation. Course evaluations are used by the department faculty as part of curriculum evaluation, to assess course effectiveness, and to guide revisions to courses and the overall Program. These evaluations are also used as part of faculty assessment and are included in faculty dossiers for reappointment and promotion. Constructive feedback assists the faculty's ongoing development of individual courses and the curriculum as a whole. Students are encouraged to provide ongoing feedback to course coordinators and their academic advisory committee.

8.2 Formal Course Evaluations

Student input is sought on a formal basis at the end of each term for evaluation of courses and the course instructor. A standard format dictated by the Institute is used for each evaluation. Students are requested to complete evaluations toward the end of the semester. All standardized responses will be tallied into percent response. This information is forwarded to the Program Director and then to the course instructor. The course instructor never sees the evaluations until after the grades have been submitted for that term.

9. Course Reading Materials

9.1 Purchasing Textbooks

Students are responsible for purchasing textbooks from any source. The official bookstore is available from the bookstore link on the IHP website. Textbooks must be purchased by the first week of class.

9.2 Supplemental Readings

9.2.1 Course Packets

In accordance with United States copyright laws, faculty may compile supplemental readings, lecture outlines and worksheets into a course packet. If a course packet is available, students are required to purchase the packet. Mechanisms for purchase of these materials will be announced well in advance of the offered course.

9.2.2 Reserved Readings

Faculty may elect to place copyrighted readings on reserve. Copies of each reading may be on reserve at Treadwell Library or on the main campus of MGH in a designated area for reserves.

9.2.3 Other Readings

On occasion a faculty member may make some supplemental readings available to the entire class. This is done on an individual instructor basis; see the course syllabi for how these readings will be made available.

10. Professional Behavior

Students are expected to demonstrate professional behavior in all courses and research experiences. Professional behaviors will be assessed as part of all courses and research experiences. The student's Academic Advisory Committee will document problems that arise in professional or ethical behavior.

10.1 Code of Ethics

Students are expected to adhere to the principles delineated in whatever Codes of Ethics are relevant to them as professionals.

10.2 Academic Integrity

As one of the components of professional and ethical behavior, academic integrity is a very serious matter. In academic matters, mutual responsibility between faculty and students requires cooperation and trust in maintaining the ideals and spirit of academic and professional integrity. Each student is responsible for doing his/her own work. Any student who witnesses or has reason to suspect an incident of cheating or plagiarism has an ethical and professional obligation to report it to a faculty member. Any student suspected of cheating or of failing to report academic dishonesty, will be reported to the Program Director and may be subject to disciplinary action as specified in the Institute Catalog.

All students and faculty will sign a form, acknowledging review of the "Policy on Academic Integrity," as a condition of enrollment. For more information, see the "Academic Integrity" section under Students' Rights and Responsibilities in the Institute Catalog.

10.3 Disciplinary Actions

When behaviors do not meet acceptable standards, depending on the nature and severity of the infraction and the setting within which it occurs, one or more of the following actions may be taken at the discretion of the Faculty of the Program.

10.3.1 Academic Setting

In the academic setting, course faculty or the Academic Advisory Committee may notify the student about inappropriate behaviors with either an oral or written warning. If inappropriate behaviors are cited on subsequent occasions, faculty may choose to further discuss the incident with the student, convene an academic review meeting, or the incident may be reported to the program for action.

10.3.2 Lowered Grade

A student may receive a lowered grade or a failing grade in a course if there is documentation of inappropriate professional behaviors or violations of professional conduct. The student will have an academic review meeting to determine the appropriateness of this grade lowering.

10.3.3 Termination of Student Enrollment

The Program may terminate a student because of unacceptable conduct, following due

process, and written notification and documentation of the infraction. Students have the right to initiate grievance procedures for disciplinary action, according to the processes delineated in the Institute Catalog.

10.3.4 Further Information

Further information on guidelines for conduct and procedures related to disciplinary action are delineated in the Institute Catalog.

10.4 Laptop Computer Use during Class

The Institute has a policy requiring all students to have their own laptop computers. Students may bring their laptops to class and may be required to do so by the instructor. All use of laptops during class periods should be related to the in-class course activities. Use of laptops while in class for activities such as reading e-mail, or accessing Internet sites such as Facebook that are unrelated to class activities is considered a violation of professional behavior standards, and may be subject to disciplinary action by the program.

11. Petitions and Complaints

11.1 Petitions

Students maintain the right to petition the Program for any variance from standard policy or procedure. See Section 3.1.1 about petitioning to waive a course.

11.1.1 Format of Petitions

Written petitions should be submitted to the Executive Committee. Petitions should include the specific request, a complete explanation of why the request is being made, and supporting documentation.

Forms are available for petitions for Withdrawal/Leave of Absence as well as for extension of the program online through the Registrar section of the website. All other petitions should be submitted in the form of a letter addressed to the student's Academic Advisor.

11.1.2 Approval of Petitions

All petitions should be submitted to the Executive Committee at least one week prior to their monthly meeting. All petitions must be approved by majority vote of the Executive Committee at this monthly meeting or by e-mail vote if there are extenuating circumstances.

The student's Program Director or Associate Director will be responsible for communicating the results of the petition process to the student in writing within one week of the meeting. A copy of this written communication will be placed in the student's academic file.

11.2 Complaints

Students are encouraged to address specific complaints about courses to their instructors. If there is failure to resolve the complaint, or if students have complaints about the PhD Program or about the Institute, they can then file a complaint for action.

11.2.1 Submission of the Complaint

Complaints of an academic nature should be submitted in writing to the Academic Advisory Committee.

11.2.2 Format of Complaints

This document should include the specific complaint, a complete explanation of the circumstances surrounding the complaint, and any supporting documentation pertinent to the complaint. The written complaint is filed in the Program Office and is housed in a designated "Complaint" file.

11.2.3 Resolution of the Complaint

The complaint is initially addressed at the next Program Executive Committee meeting. If the complaint is not resolved here, then the student may write a petition to the Program Director for discussion at the next monthly meeting. If the complaint is still not resolved, the student may wish to follow the procedures as stated in the Institute Catalog (see 10.2.4 below). The student's Academic Advisory Committee will be responsible for communicating the resolution of the complaint to the student in writing within one week. A copy of this written communication will be placed in the Program Complaint file.

11.2.4 Other Student Grievance Procedures

Students should follow the "Student Grievance Procedure" for disputes about a warning, suspension, or dismissal, or follow the "Resolution of Conflicts" using mediation that is outlined in the Institute Catalog (under the heading "Student Rights and Responsibilities").

APPENDIX

Program of Study & Curriculum Outline

List of Required Courses PhD in Rehabilitation Sciences 2015-2017

Course Number	Course Title	Credits	Typical Term/ Year
Required Courses			
HRS-960-01	Interdisciplinary Seminar in Rehab Sciences	1	Fall/1
RS-910-01	Intro to Concepts in Research in Rehabilitation Sciences	3	Fall/1
RS-920	Research Design in Health and Rehab. Sci.	3	Fall/1
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HRS- 960-01	Interdisciplinary Seminar in Rehab Sciences	1	Spr/1
RS-930	Health and Rehabilitation Statistics I	3	Spr/1
HRS-950	Foundations of the Craft of Teaching	3	Spr/1
RS-990	Independent Study (Supplementary Course 1) (or later)	1-6	Spr/1
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HRS- 960-01	Interdisciplinary Seminar in Rehab Sciences	1	Sum/1
RS-970	Mentored Experience in Research	3	Sum/1
HP-714*	Teaching Practicum (or later)	3	Sum/1
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HRS- 960-01	Interdisciplinary Seminar in Rehab Sciences	1	Fall/2
RS-932	Health and Rehabilitation Statistics II	3	Fall/2
RS-940	Advanced Measurement in Health and Rehab. Science	3	Fall/2
RS-990	Independent Study (Supplementary Course 2)	1-6	Fall/2
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HRS- 960-01	Interdisciplinary Seminar in Rehab Sciences	1	Spr/2
RS-990	Independent Study (supplementary Course 3)	1-6	Spr/2
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HRS- 960-01	Interdisciplinary Seminar in Rehab Sciences	1	Sum/2
RS-970	Mentored Experience in Research	3	Sum/2
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RS-997	Continuing Student, Pre-Qualifying Exam. This course should be registered for after summer year 2 if the qualifying examination has not yet been completed and all other courses above have been completed.	0	Fall and/or Spr/3
RS-998	Continuing Student, Dissertation Studies. This course should be registered for in every semester after the qualifying examination has been passed and the student is engaged in dissertation research	0	Successive semesters/3,4